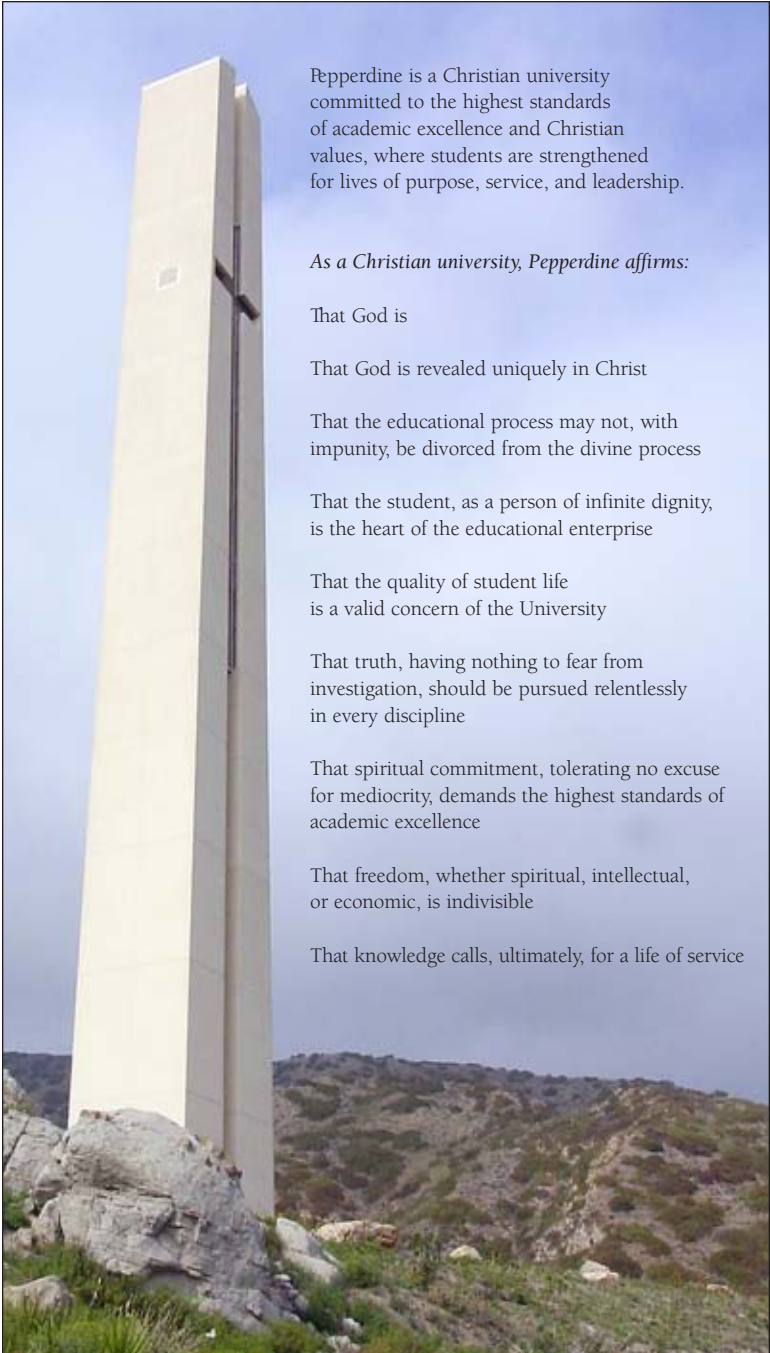# PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

2011–2012
Academic Catalog

For More Information
Requests for further information should be addressed to:

Pepperdine University
Graduate School of Education and Psychology
6100 Center Drive
Los Angeles, California 90045
Telephone: (310) 568-5600
www.gsep.pepperdine.edu

Pepperdine is a Christian university
committed to the highest standards
of academic excellence and Christian
values, where students are strengthened
for lives of purpose, service, and leadership.

As a Christian university, Pepperdine affirms:

That God is

That God is revealed uniquely in Christ

That the educational process may not, with
impunity, be divorced from the divine process

That the student, as a person of infinite dignity,
is the heart of the educational enterprise

That the quality of student life
is a valid concern of the University

That truth, having nothing to fear from
investigation, should be pursued relentlessly
in every discipline

That spiritual commitment, tolerating no excuse
for mediocrity, demands the highest standards of
academic excellence

That freedom, whether spiritual, intellectual,
or economic, is indivisible

That knowledge calls, ultimately, for a life of service

CONTENTS

GRADUATE SCHOOL OF EDUCATION
AND PSYCHOLOGY
2011–2012 ACADEMIC CALENDAR

Fall 2011

Tuesday	Aug. 23	MS in Administration (ELA) Fall term classes begin
Thursday	Aug. 25	MA in Social Entrepreneurship and Change Fall term classes begin
Monday	Sept. 5	Labor Day Holiday
Tuesday	Sept. 6	Fall term classes begin for all other programs; late registration fee and withdrawal fees apply
Tuesday Monday	Sept. 6– Sept. 12	Add/drop period
Tuesday	Sept. 13	Tuition due; refund schedule applies
Friday	Sept. 30	MA students: Graduation Application and fee due for Fall 2011
Saturday	Oct. 15	Additional degree-posting date for Psy.D. and Ed.D. students*
Friday	Nov. 4	Last day to withdraw with grade of "W"
Thursday Friday	Nov. 24– Nov. 25	Thanksgiving holiday
Friday	Dec. 16	Last day of Fall term
Saturday	Dec. 17– Jan. 6	Term break

Spring 2012

Monday	Jan. 9	Spring term classes begin; late registration fee and withdrawal fees apply
Monday Friday	Jan. 9– Jan. 13	Add/drop period
Saturday	Jan. 14	Tuition due; refund schedule applies
Monday	Jan. 16	Rev. Dr. Martin Luther King, Jr. Day holiday
Monday	Jan. 30	MA students: Graduation Application and fee due for Spring 2012
Friday	Mar. 2	Last day to withdraw with grade of "W"
Friday	Mar. 30	MA students: Graduation Application and fee due for Summer 2012
Sunday	Apr. 15	Priority application deadline for 2012–2013 financial aid
Friday	Apr. 20	Last day of Spring term
Saturday Sunday	Apr. 21– Apr. 29	Term break

Summer 2012

Administrative dates for all programs

Monday	Apr. 30	Late registration fee and withdrawal fees apply
Saturday	May 19	Graduation Ceremonies, Education and Psychology
Monday	May 28	Memorial Day holiday
Wednesday	July 4	Independence Day holiday

Class dates for Education programs

Monday	Apr. 30	Summer term classes begin
Monday Friday	Apr. 30– May 4	Add/drop period
Saturday	May 5	Tuition due; refund schedule applies
Friday	June 1	Last day to withdraw with grade of "W"
Friday	July 20	Last day of Summer term
Saturday	July 21	Degree posting date for Education students

Class dates for Psychology programs

Session I

Monday	Apr. 30	Classes begin for Summer session I
Monday Friday	Apr. 30– May 4	Add/drop period
Saturday	May 5	Tuition due; refund schedule applies
Friday	June 1	Last day to withdraw with grade of "W"
Friday	June 15	First degree posting date for Psychology students
Friday	June 15	Last day of Summer session I

Session II

Monday	June 18	Classes begin for Summer session II
Monday Friday	June 18 June 22	Add/drop period
Saturday	June 23	Tuition due; refund schedule applies
Friday	July 20	Last day to withdraw with grade of "W"
Friday	Aug. 3	Second degree posting date for Psychology students
Friday	Aug. 3	Last day of Summer session II

*Graduation is official after the application for degree has been filed and the degree has been posted on the transcript. Degrees are posted at the end of each term. Graduation ceremonies for the education division and for the psychology division are conducted once per year.

President's Message

I would venture that the benefits of an excellent education are among the few constants in this century of change and challenge. And at Pepperdine University, I feel confident in asserting that the benefit of a faith-inspired education, one which affirms the importance of quality, student-centered teaching and the value of your own spiritual journey, will prepare you abundantly for the career and life to which you aspire.

Pepperdine has a glorious history and a founder who believed not just in the young people who arrived and enrolled in 1937 in South Los Angeles, but in you. Beyond our nearly 7,600 students in five colleges, our community embraces more than 100,000 alumni around the globe, international campuses that will transform your life and worldview in the course of a semester or academic year, national-championship athletics, and a heart for service that beats devotedly on six continents through selfless acts and outstretched hands.

As you consider the part you will play in society and the career you hope to pursue, weigh carefully your college choice and the investment a university like Pepperdine is determined to make in *you*. It is our responsibility to afford you every opportunity to master the skills of critical thinking and discover your calling, with access to faculty—distinguished in their disciplines and professions—in an environment that is equipped for learning; indeed, one that is enabling, nurturing, and safe.

Welcome to Pepperdine, a distinctively different university. We pledge to prepare you well for a life of purpose, service, and leadership, if you will let us.

Andrew K. Benton

President

Dean's Message

This new decade demands a new kind of student.

One who has the perseverance to continue striving for goals despite a challenging economy; one willing to continuously adapt to technological advances and develop new skills necessary in the constantly evolving marketplace; and one willing to assume a global mindset and the responsibility to serve.

While the Pepperdine University Graduate School of Education and Psychology (GSEP) offers a unique environment in which to advance the aforementioned qualities, it is the last point that should be emphasized, for the value of education comes not in the title of the degree but from how it is applied.

Will you share the knowledge you learn and the talents you gain with those who may benefit from your experience? What impact will you make on your community? What influence will you have on the world?

At GSEP, we educate the whole person, both in intellect and spirit, for this very purpose. Our Christian mission calls us to prepare leaders who will become agents of change, and stewards for those who seek education or guidance toward mental health. Education and psychology are distinguished service professions, and it is our pleasure to help our students help others.

I welcome you to our institution, where you will earn an education of the highest caliber. But more significantly, you will cultivate a commitment to your community, and in so doing will make your mark on this world.

It is our privilege to be a part of your journey, and we wish you the best success.

Margaret J. Weber

Dean, Graduate School of Education and Psychology

GENERAL INFORMATION

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 7,600 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio School of Business and Management, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu; at six graduate campuses in Southern California; and at international campuses in Germany, England, Italy, Switzerland, China, and Argentina.

The University was founded in 1937 by Mr. George Pepperdine, a Christian businessman who started the Western Auto Supply Company. For the first 30 years of its life, the institution was a small, mostly undergraduate college. University status was achieved in 1970 as the institution added graduate and professional schools. In 1972 the University opened its new campus at Malibu.

Pepperdine University is religiously affiliated with the Churches of Christ, of which Mr. Pepperdine was a lifelong member. Faculty, administrators, and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcomed. It is the purpose of Pepperdine University to pursue the very highest academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith.

Colleges and Schools of the University

The Graduate School of Education and Psychology (GSEP) enrolls approximately 1,600 students. With its main campus located in West Los Angeles, the graduate school also offers select programs at graduate campuses in Malibu, Irvine, Encino, and Westlake Village, as well as online. GSEP offers a total of 12 master's and doctoral programs in education and psychology, all of which are founded on the theoretical understanding of service through leadership. The education programs prepare teachers to serve as leaders in technological innovation and collaborative learning environments, and train administrators to manage change in business, health, and other social service professions. Students in the psychology programs are educated in the current and emerging human service fields, including clinical psychology and marriage and family therapy. Emphasis is placed on the practitioner-scholar model of learning, highlighted by discovery, and clinical application. In conjunction with an excellent professional education, students are provided personal attention in a Christian, values-centered context.

Seaver College is the University's residential college of letters, arts, and sciences, enrolling approximately 3,200 undergraduate and graduate students who are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum requires each student to develop as a broadly educated person. The bachelor's degree is offered in 39 fields of study, and the master's degree is offered in seven areas.

The George L. Graziadio School of Business and Management is one of the nation's largest graduate business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 1,900 students in its full- and part-time programs. Founded in 1969, the school is named for its benefactor, the co-founder and former CEO of Imperial Bancorp, George L. Graziadio. Its mission is to develop values-centered leaders for contemporary business practice. Degrees granted by the Graziadio School include the Master of Business Administration (MBA) for full-time students, working professionals, and high-level executives; the International Master of Business Administration (IMBA); the Master of Science in Organization Development (MSOD); and the undergraduate Bachelor of Science in Management (BSM). Special programs include a joint BSM and MBA program, joint degrees with Pepperdine University's School of Law (JD/MBA) and School of Public Policy (MBA/MPP), and nondegree executive education programs that can be customized to meet an organization's specific learning needs. Degree programs are offered at the Graziadio School's headquarters located in West Los Angeles; the Drescher Graduate Campus in Malibu; and additional campuses located throughout Southern California including Encino, Irvine, Long Beach, Pasadena, and Westlake Village. The Executive MBA program also is available in Northern California.

The School of Law provides an excellent legal education within a values-centered context. One of the most rapidly developing law schools in the country, it is fully approved by the American Bar Association and holds membership in the Association of American Law Schools. It has a limited enrollment of about 700 full-time students who come from across the nation and around the world to study law in a unique, supportive environment. Among its newest degree offerings are the LLM in Dispute Resolution, administered by the School of Law's internationally acclaimed Straus Institute for Dispute Resolution, and the Juris Doctor/Master of Divinity, in conjunction with Seaver College. Other joint degree programs include the JD/MBA, JD/MPP, and JD/MDR. It has a fall semester and summer session in London, where students may study international law in one of Europe's most exciting cities. The School of Law is also home to the newly created Institute on Law, Religion, and Ethics and the Center for Entrepreneurship and Technology Law.

The School of Public Policy (SPP) offers a Master of Public Policy (MPP) degree built on a distinctive philosophy of nurturing leaders to use the tools of analysis and policy design to effect successful implementation and real change. This requires critical insights balanced with personal moral certainties that only a broad exposure to great ideas, courageous thinkers, and extraordinary leaders can encourage. It prepares graduates for careers as leaders and seeks also to strengthen the institutions which lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations. Joint degree programs include the MPP/JD degree and the MPP/MDR degree in conjunction with the School of Law and the MPP/MBA degree in conjunction with the George L. Graziadio School of Business and Management. The Davenport Institute for Public Engagement and Civic Leadership educates, researches, and promotes to current and future public leaders the engagement of the greater public in making crucial local policy decisions.

THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY GENERAL INFORMATION

History and Mission of the Graduate School of Education and Psychology

From the University's beginning, the discipline of education has played a prominent role in the academic program of the institution. With the growing emphasis on improving educational techniques in the public and private school systems statewide, Pepperdine University met increasing demands for leadership and transformed its existing Department of Education into a professional School of Education. The school was formally established on January 1, 1971.

In 1951 a master's degree in psychology was offered for the first time, marking the genesis of what eventually evolved into the Division of Psychology in the School of Professional Studies. In January 1981 after the decision to phase out the School of Professional Studies was made, the Division of Psychology became part of the Graduate School of Education. In March 1982 the Graduate School of Education officially changed its name to the Graduate School of Education and Psychology.

Mission

The Graduate School of Education and Psychology (GSEP) is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment.

As a graduate school within a Christian university, GSEP endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities.

GSEP embraces human diversity—which we believe to be the natural expression of God's creation—in our work to advance learning and service. GSEP advances, sustains, and advocates for multicultural proficiency.

The strategies for accomplishing this mission are:

• Promoting discourse that values each member's background, experiences, and perspective;

• Recruiting, retaining, and advancing diverse students, staff, and faculty;

• Developing curricular models for practice in educational and psychological environments; and

• Reaching out to broader communities to promote understanding and facilitate solutions to diversity challenges.

Our spirit, energy, and actions will be an inspiration to all in the fields of education and psychology.

Our Expressed Values

• Student-centered learning

• A scholar-practitioner model of teaching

• Communities of practice that foster lifelong learning

• Academic freedom and shared governance

• Quality educational programs that anticipate changes in the marketplace

• Innovation as a continuous part of the educational process

• Balance between personal and professional lives

• Integration of faith and learning

• Social responsibility and justice

• Integrity and ethical standards of conduct

• A diverse culture that is compassionate, caring, and respectful for the dignity of all in the community

The Boone Center for the Family

Founded in 1996 the Boone Center for the Family is a Christian institute that is committed to equipping and educating students, leaders, and influencers with resources and research that promotes strong families and quality relationships. The Boone Center believes the family is a pillar of the free society and free market, a cornerstone of the faith community, and a foundation of healthy neighborhoods and households. The Boone Center for the Family seeks to accomplish its mission through the following initiatives: Family of Faith Network; Relationship IQ Project; Family Business Initiative; Fatherhood Programs; Marriage Initiative; and Family Policy. To learn more about the Center visit: family.pepperdine.edu.

Counseling Clinics

The Graduate School of Education and Psychology maintains three on-campus counseling centers, which offer support to Pepperdine personnel as well as the surrounding communities. In addition, psychology students also offer community counseling services at the Los Angeles Union Rescue Mission as a part of the school's prestigious Conrad N. Hilton Foundation grant. The Pepperdine University Community Counseling Clinic is housed at the Irvine Graduate Campus and at the Encino Graduate Campus. The Pepperdine University Psychological and Educational Clinic is located at the West Los Angeles Graduate Campus. The clinics are staffed by Pepperdine master's- or doctoral-level psychology graduate student-therapists who are trained and supervised by licensed psychologists. Each clinic offers a wide range of high quality and affordable psychological services to individuals of all ages and backgrounds, as well as couples and families. Evaluations and therapy plans are tailored for each individual client. Please see the Phone Directory section of this catalog for information on how to contact the clinic staff at the Irvine, Encino, or West Los Angeles locations.

Graduate Campuses

The Graduate School of Education and Psychology is headquartered at the West Los Angeles Graduate Campus. The West Los Angeles Campus houses classrooms, faculty and administrative offices, a library, academic computing facilities, a bookstore, the Multimedia Center, and the Psychological and Educational Clinic.

Additional facilities are available at the University's graduate campuses in Malibu, Irvine, Encino, and Westlake Village. These locations house classrooms, faculty offices, academic computing facilities, and libraries.

**West Los Angeles
Graduate Campus**
6100 Center Drive
Los Angeles, CA 90045
(310) 568-5600

Encino Graduate Campus
16830 Ventura Boulevard, Suite 200
Encino, California 91436
(818) 501-1600

**Westlake Village
Graduate Campus**
2829 Townsgate Road, Suite 180
Westlake Village, California 91361
(805) 449-1181

Drescher Graduate Campus
24255 Pacific Coast Highway
Malibu, California 90263
(310) 506-4608

Irvine Graduate Campus
18111 Von Karman Avenue
Irvine, California 92612
(949) 223-2500

Campus Locations and Maps

The Graduate School of Education and Psychology is headquartered at the West Los Angeles Graduate Campus.
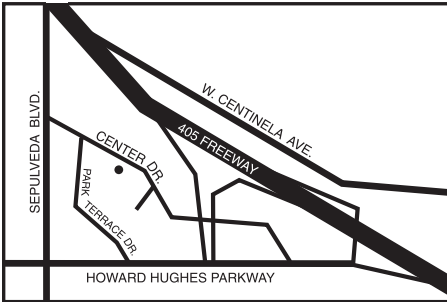
**West Los Angeles
Graduate Campus**
6100 Center Drive
Los Angeles, CA 90045
(310) 568-5600

From the north:

Go south on the San Diego Freeway (405) and exit at Howard Hughes Parkway. From Howard Hughes Parkway, turn right onto Park Terrace Drive. Enter the parking structure from Park Terrace Drive. The entrance to the building is through the courtyard located on the street level. The Graduate School of Education and Psychology is located on the fifth floor.

From the south:

Go north on the San Diego Freeway (405) and exit at Howard Hughes Parkway. From Howard Hughes Parkway, turn right onto Park Terrace Drive. Enter the parking structure from Park Terrace Drive. The entrance to the building is through the courtyard located on the street level. The Graduate School of Education and Psychology is located on the fifth floor.

Pepperdine University (Malibu Campus) and Drescher Graduate Campus

24255 Pacific Coast Highway
Malibu, CA 90263
(310) 506-4608
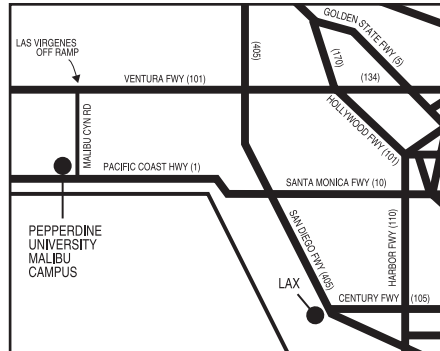
The main University campus is located at Pacific Coast Highway and Malibu Canyon Road. The Graduate School of Education and Psychology is situated on the Drescher Graduate Campus overlooking the main campus.

From Los Angeles and points south:
Take the Santa Monica Freeway (10) west to Pacific Coast Highway (1) and proceed north to Malibu Canyon Road. Turn right and proceed to the Seaver Drive campus entrance. Continue on Seaver Drive, which will turn into Huntsinger circle, until you reach Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.

From the San Fernando Valley:
Take the Ventura Freeway (101) to the Las Virgenes exit, Malibu Canyon Road, and proceed south toward Pacific Coast Highway. The Seaver Drive campus entrance is on the right just before Pacific Coast Highway. Continue on Seaver Drive, which will turn into Huntsinger circle, until you reach Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.

From Ventura and points north:
Take Pacific Coast Highway to Malibu Canyon Road, turn left on Malibu Canyon Road, and the Seaver Drive campus entrance is on the left. Continue on Seaver Drive, which will turn into Huntsinger circle, until you reach Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.
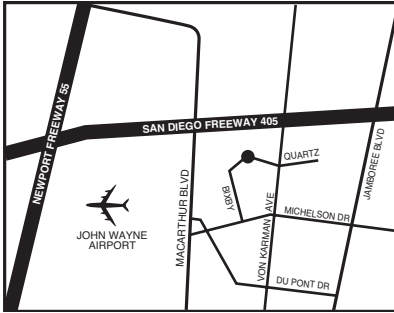
Irvine Graduate Campus
18111 Von Karman Avenue
Irvine, CA 92612
(949) 223-2500

The Irvine Graduate Campus is located in Orange County just east of the John Wayne Orange County Airport, at the intersection of Von Karman and the southbound San Diego Freeway (405). The center is on the second, third, and fourth floors of the Lakeshore Towers Building III in the Lakeshore Business Complex. Parking is provided in the adjacent seven-level structure.

From all points north:
Take the San Diego Freeway (405) south, exit at MacArthur Boulevard, and turn left. Turn left at the first light, which is Michelson. Turn left at Bixby; continue on this street to the stop sign, and turn right. The entrance to the parking structure is 200 feet on the right.

From all points south:
Take the San Diego Freeway (405) north, exit at Jamboree, and turn left. Turn right at the first light, which is Michelson. Turn right at Von Karman; immediately get into the center left turn lane. Turn left on Quartz, the entrance to the Lakeshore Towers Business Complex. Stay to the right at the fork in the road, make a left turn at the stop sign, and continue on to the parking structure entrance on the left.

Encino Graduate Campus

16830 Ventura Blvd.,
Suite 200
Encino, CA 91436
(818) 501-1600
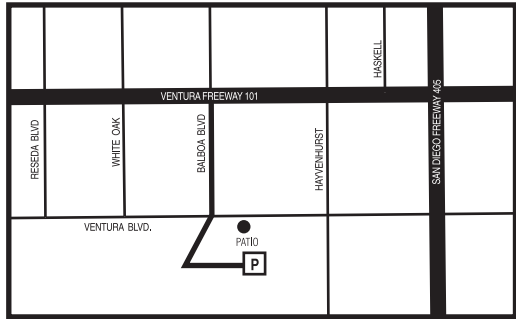
The Encino Graduate Campus in the San Fernando Valley is two miles west of the San Diego Freeway (405) and one mile south of the Ventura Freeway (101). The Pepperdine graduate campus is on the southeast corner of Balboa Boulevard and Ventura Boulevard.

Exit the Ventura Freeway (101) at Balboa Boulevard and drive south three-quarters of a mile. Cross Ventura Boulevard and make an immediate left into the driveway and parking garage.

Pass through the patio to the lobby and take the elevator to the second floor. Bring your parking ticket to be validated for a reduced fee.
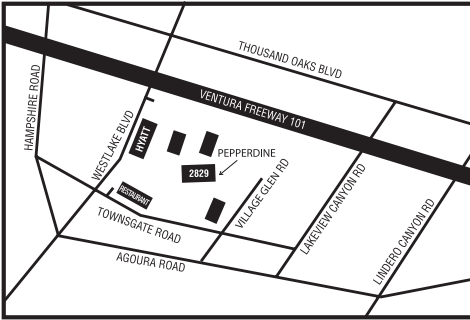
**Westlake Village
Graduate Campus**

2829 Townsgate Road,
Suite 180
Westlake Village, CA 91361
(805) 449-1181

The Westlake Village Graduate Campus is located one block south of the Ventura Freeway (101), off Westlake Boulevard on Downstage Road.

Exit the Ventura Freeway (101) at Westlake Boulevard. Proceed on Westlake Boulevard south to Townsgate Road. Turn left onto Townsgate Road. The first stoplight is Village Glen. Make a left turn Village Glen into the parking area.

The Westlake Village Graduate Campus is located in the first three-story building on the left. Pepperdine University is displayed at the top of the 2829 building. Pepperdine is on the ground floor, suite 180; it is the first door on the left after entering the building. Parking is free.

ADMISSION INFORMATION

Introduction

Pepperdine University seeks students possessing distinctive academic promise, high standards of personal conduct, and a sense of professionalism. Students seeking admission to a master's degree program must have completed a bachelor's degree from a regionally-accredited college or university prior to the time of graduate enrollment. Admission to doctoral programs requires completion of a master's degree from a regionally-accredited college or university. Prior to the time of graduate enrollment only those applicants who show substantial promise of successfully completing the graduate course of study are accepted. The applicant's academic record and relevant personal data are considered.

Students are advised that the decision of admission is contingent upon the truthfulness of the information contained in the application materials submitted by the student or persons of their choice, including letters of recommendation. Discovery of false information subsequent to admission is, at the University's discretion, grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.

Admission Policies

Filing Deadlines

To assure proper processing of files and timely notification of decision to the applicant, applications for admission must be received by the deadlines listed in the 2011–2012 Application for Admission.

Limitations

Admission to Pepperdine University is valid only for the term indicated on the letter of admission. An admitted student who desires to enter the University in a term other than the one indicated in the admission letter must submit a request in writing to the GSEP Admission Office. A student need not submit a new Application for Admission unless two years have elapsed since the previous application or additional academic work has been completed.

Readmission

Students who have been continuously absent for two or more terms must file a petition for readmission with the GSEP Admission Office. If readmitted, students are required to comply with current program requirements. Students who have been absent for more than two calendar years are required to file a new application with the GSEP Admission Office, pay the regular application fee, and be considered for admission based upon current admission standards. The readmission applicants will be notified promptly after a decision has been made. All students who are readmitted are responsible for clearing their accounts before being permitted to register. If returning students wish to change their original degree objective, they must file a new application with the GSEP admission Office and pay the regular application fee.

Admission of International Students

Since its founding, Pepperdine University has welcomed students from the international community. More than 500 international students from 70 countries are enrolled at the University.

International applicants whose native language is not English must fulfill one of the following requirements to be considered for acceptance to the University:

- Submit a minimum score for the Test of English as a Foreign Language (TOEFL) examination
    - Paper-based TOEFL exam – 550
    - Computer-based TOEFL exam – 220
    - Internet-based TOEFL exam - 80

  (Information concerning the availability of the TOEFL examination in foreign countries may be obtained by contacting TOEFL, Educational Testing Service, P. O. Box 6151, Princeton, NJ 08541, USA.)

- Submit a minimum score of 450 for the verbal portion of the SAT 1 examination

- Submit a minimum score of 6.5 on the International English Language Testing System (IELTS) examination, sponsored by Cambridge Examinations

- Complete a regular (not ESL) college-level English Composition course at a regionally-accredited US college or university and submit an official transcript showing that a grade of "C" or better was attained in the course

- Submit a score of "C" or better for the A-Level English Examination (UK system)

- Submit a score of "C" or better for the HKALE English Examination (Hong Kong system)

- Complete the English Language School's (ELS) Language Centers' Master Level 112 class and submit official transcript showing that a grade of "B" or better was attained in the course

All international applicants are required to submit certified transcripts, in English, including a calculated grade point average that has been evaluated by a credentials service such as the International Education Research Foundation (IERF) at www.ierf.org or the World Education Services, Inc., at www.wes.org.

To obtain further information for international students, applicants may write to the Office of International Student Services, Pepperdine University, 24255 Pacific Coast Highway, Malibu, CA 90263-4246, USA; call (310) 506-4246; or visit www.pepperdine.edu/internationalstudents.

Admission of Veterans

Veterans who seek admission should follow the regular admission policies and should also contact the Office of Student Information and Services in Malibu. This should be done as early as possible to expedite handling of applicant forms and admission counseling. Applicants must be fully admitted before receiving benefits. Veterans are advised to consult "Information for Veterans" in the Legal Notices section of this catalog.

Admission of Pepperdine University Graduates

Applicants who previously have earned a degree at Pepperdine University are not required to request and pay for transcripts from the University. This service will be provided automatically by the Admission Office.

Admission Requirements and Application Procedures

The Application for Admission contains complete instructions and all appropriate forms for properly completing the application for admission process. Applications may be obtained from, and must be submitted to, the Graduate School of Education and Psychology Admission Office. This office will inform the applicant of the status of the application, but it is the applicant's responsibility to be certain that all necessary documents are on file.

Please refer to the Academic Programs section of this catalog for the specific admission requirements for each program.

Admission Process

Applications are evaluated only after all the necessary information and materials have been received by the Admission Office. Completed files are processed and evaluated by the admissions committee. Applicants to most programs are notified of the admission decision by mail and email, usually within four weeks of receipt of transcripts and completion of the file. Full consideration cannot be assured to applicants who fail to meet application deadlines. In addition to the required documentation for completion of the application file, admission to the master's programs may utilize interviews for admission decisions. The doctoral programs may utilize interviews and writing samples for admission decisions. Admission decisions are not subject to appeal. The Graduate School of Education and Psychology does not provide specific feedback regarding individual admission decisions.

Admission Classification

Admission with other than regular status is not synonymous with admission to a degree program, and permission to enroll does not imply that the student is, or will be, automatically guaranteed the right to continue in a degree program. Students are classified into groups on the basis of their academic preparation and degree objectives.

Regular Status—For admission with regular status, applicants must fulfill all admission requirements and be fully admitted into a specific program.

Provisional Status—At the University's discretion, a limited number of students whose academic backgrounds do not meet the academic standards required for eligibility for regular status, but who give evidence of ability to pursue graduate work in a particular field, may be admitted with provisional

status. Over a period of no more than two terms, students who are admitted on provisional status must enroll in a minimum of six semester units that require a letter grade. A grade of "B" (3.0) or higher must be earned in all classes taken and approval granted by the Program Committee before the student may be admitted with regular status. Students on provisional status who do not earn a grade "B" or higher in all classes taken are subject to dismissal from the program.

Credential Candidate Status—Students who are admitted into credential programs are not automatically admitted into programs leading to a degree. If a degree is to be coupled with a credential, students must also apply for entrance into the appropriate degree program and must satisfy requirements for entrance into that program.

Nondegree Status—Students may be admitted, with permission, to nondegree status if they do not wish to pursue a degree or credential but intend to have credits received from the University transferred elsewhere or desire to take courses for personal enrichment only. Coursework taken as a nondegree student is not applied to degree programs at the University. No amount of coursework taken while in nondegree status will assure a student of admission. to a degree program at GSEP.

Unclassified Status—In selected programs, students who, for valid reasons, cannot complete the application file before registration may be granted permission to enroll as unclassified. In all cases, the applicant must furnish documentary evidence of satisfactory academic standing at the last institution attended. Students granted permission may enroll unclassified for only one term. Unclassified students are not eligible for financial aid. It is the applicant's responsibility to make certain that the application file is completed within 60 days from the beginning of the first term. No amount of credit taken with unclassified status assures a student of regular or provisional admission. It is imperative, therefore, that unclassified students complete their files to apply for regular status by the published deadline.

Transfer of Graduate Credit

Upon approval, students at the master's level may transfer as many as six semester units of previous graduate-level coursework to meet the requirements for the program, provided the transfer credit meets all equivalency requirements. Education doctoral students may transfer up to eight semester units of doctoral-level courses. Psychology doctoral students may transfer up to nine semester units. These units may be earned at Pepperdine University as well as at other regionally-accredited colleges and universities. Continuing education units are not acceptable for transfer credit. Courses to be transferred for master's, doctoral, or credential programs must have been taken within the last seven years, and the student must have earned a grade of "B" (3.0) or better in each course.

To transfer courses, the applicant must complete a Transfer Credit Petition form indicating courses the applicant wishes to transfer as part of the

admission process. This form, accompanied by course descriptions and syllabi from the institution where the courses were taken, must be submitted to the Student Services Advisor for evaluation. Applicants will be notified in writing concerning the decision. Students are expected to complete all coursework at Pepperdine University. In order for special circumstances and exceptions to be considered, the student must receive advance approval from the Associate Dean.

FINANCIAL

INFORMATION

Introduction

Tuition and fees cover only a portion of the total cost of educating a student. Since Pepperdine University is a private, independent institution that does not receive operating support from public funds, it relies upon gifts from concerned friends and income from endowments to provide both operational and capital funds not paid by student charges.

Current Charges

The following charges are for periods beginning in August 2011. Pepperdine University reserves the right to adjust the charges at any time before the charges are incurred by the student. Due to economic conditions, it is expected that charges will increase in future academic years.

Tuition and Nonrefundable Fees

Application for Admission fee $55

Education Programs

Tuition, per unit:

Master's-level courses $982

Doctoral-level courses $1,236

Tuition, per term:

M.A. in Learning Technologies (MALT) $8,525

MALT Summer 2012 (new students) $3,935

Program Fees

Doctor of Education in Learning Technologies TechCamp© $500

Doctor of Education in Organizational Leadership
   Community Building Workshop $495

Doctor of Education in Organization Change Workshop:
   Developing a High Performing Learning Community $600

Doctor of Education in Educational Leadership,
   Administration, and Policy Leadership and Technology
   Training for Educators (LATTE®) and First Year Special Events Fee .. $450

Doctor of Education in Educational Leadership, Administration,
   and Policy Second Year Special Events Fee $100

Educational Leadership Academy Special Events Fee $100

MA in Learning Technologies Virtcamp© fee $800

Academic Related Travel Fee[1] .... variable

Psychology Programs

Tuition per unit:

Master's-level courses at graduate campuses $982

Master's-level courses at Malibu campus $1,236

Doctoral-level courses $1,236

PsyD SGA Activity Fee, annually $40

Irvine Graduate Campus facilities fee per term $65

Encino Graduate Campus facilities fee per term $65
Graduation fee $65
Late registration fee $150
Withdrawal fee $150
Continuous registration fee, per course[2] $100
Challenge examination fee, per course $300
Auditing fee, per course (not required of enrolled students) $100
  (Auditing fee for EdD Organization Leadership travel is $350.)
Transcripts, per copy $5
Late company reimbursement payment fee[3] (nonrefundable) $50
Finance charge[4] (per day) 027%
Two-payment option service charge[5] (per term) $25
Three-payment option service charge[6] (per term) $50
Returned check charges: $25

1. Academic Related Travel: A variable cancellation fee may be assessed when a student cancels a course-related trip after the stated applicable deadline. This cancellation fee may range between $250.00–$800.00, the exact amount to be determined by the program office upon taking into consideration any administrative fees, processing fees, and/or cancellation penalty imposed by the travel agency.

2. For students enrolled in ED 792 or PSY 796. Education and Psychology doctoral students who have completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee and have submitted all the necessary forms and dissertation manuscript for APA Review by the add/drop deadline are enrolled in ED 792 or PSY 796 and pay this fee in lieu of the tuition for ED 791 or PSY 795 (2 units). For more information, please see the course descriptions for ED 792 and PSY 796 in this catalog.

3. Liquidated damages pursuant to Cal.Civ. Code §167-b, charged when the company reimbursement payment deadline is missed.

4. A .027% per day delinquency charge (liquidated damages under Cal. Civ. Code 1671-b) is applicable to all delinquent balances. The imposition of such a delinquency charge does not constitute an agreement to forebear collection of the delinquent payment.

5. Students who are eligible for and choose to use the Two-Payment Option will be assessed a $25 service charge per term, due with the first payment.

6. Students who are eligible for and choose to use the Three-Payment Option will be assessed a $50 service charge per term, due with the first payment.

Financial Policies

Payment Policies

The student is responsible for the payment of any outstanding balance on his/her student account. All tuition charges are due by the first day after the add/drop period of the term unless the student is eligible for and has chosen one of the installment payment options listed in the following section. Students that register after the due date are required to pay at the time of registration. Registration and confirmation of class assignments are not complete until financial clearance is received, indicating full or partial payment in accordance with the payment policies described in this section.

The online student account serves as the official student "bill." The account will be updated automatically with every charge/credit posted to the student account. The amount due will be available by viewing the student account online through WaveNet and will reflect the charges, credits, amounts due and specific due dates for each. Students are responsible for viewing their student account online, for noting their account balance due and for making the appropriate arrangements for payment to be made by the due date.

In compliance with FERPA (Family Education Rights and Privacy Act) students who wish to grant parents, spouses and or third parties access to their student account information or to allow the parent, spouse or third party the ability to make an online payment, must grant the person/s access to this information and payment link by completing the Guest Access link on the student's WaveNet account.

The University will accept the following forms of payment in addition to financial aid and loans toward a student account balance: cash, checks (must be drawn on a U.S. bank in U.S. dollars), and wire payments (contact the Student Accounts Office for information about where to send payment). Online payments by check may be made by accessing the student's account through WaveNet and the "Make a Payment" link.

Paper checks should be made payable to Pepperdine University and must include the student's name and university issued ID number. These checks can be dropped off at the Student Accounts Office at the West LA campus or at OneStop (located in TAC second floor) at the Malibu campus. Checks may also be mailed directly to the University:

Pepperdine University
GSEP Student Accounts
6100 Center Drive, 5th Floor
Los Angeles, CA 90045

A fee will be assessed for each returned check or eCheck that does not go through. Repeated occurrences of returned checks will necessitate that the student's future payments be made in cash, or cashier's check.

In the event that the student fails to attend or leaves the University for any reason, the student must formally withdraw through the Student Services

Advisor. Failure to complete this withdrawal process will result in continued obligation for tuition and other charges.

Payment Options

The University offers several payment options for students to pay their tuition, room, and board charges.

Simple Payment Option

The balance of the student's account is due in full by the first day after the add/drop period of the term. Finance charges will accrue daily on each payment that is late.

Installment Payment Options (Two-Payment Option or Three-Payment Option)

If the student's account has not previously been in default, that student will be permitted to pay the charges for tuition, room, and board (when applicable) remaining, after deduction of any financial aid, in installments as described below.

Finance charges will be applicable to each installment payment that is not received by Pepperdine by the due date. Finance charges will accrue daily on charges not paid by the due date. The privilege of using one of the installment payment options will be revoked upon any installment payment becoming delinquent.

Students who do not comply with payment policies or who have previously been in collections will be required to pay all charges upon future registrations and advance registrations.

Two-Payment Option

Tuition, room, and board charges remaining after deduction of any financial aid are divided into two equal installments to be paid according to the following schedules. All other charges are due on or before the due date listed on the student's online account. A non-refundable service charge per term will be added to the student account and is due with the first payment.

Two-Payment Option Payment Due Dates

FALL TERM
First Installment due: on first day after the add/drop period for the term.
Second Installment due: 30 days from first installment payment due date.
SPRING TERM
First Installment due: on first day after the add/drop period for the term.
Second Installment due: 30 days from first installment payment due date.

SUMMER TERM
First Installment due: on first day after the add/drop period for the term.
Second Installment due: 30 days from first installment payment due date.

Three-Payment Option

Tuition, room, and board charges remaining after deduction of any financial aid are divided into three equal installments to be paid according to the following schedule. All other charges are due on or before the due date listed on the student's online account. A nonrefundable service charge per term will be added to the student account and due with the first payment.

Three-Payment Option Payment Due Dates

FALL TERM
First Installment due: on first day after the add/drop period for the term.
Second Installment due: 30 days from first installment payment due date.
Third Installment due: 30 days from second installment payment due date.

SPRING TERM
First Installment due: on first day after the add/drop period for the term.
Second Installment due: 30 days from first installment payment due date.
Third Installment due: 30 days from second installment payment due date.

SUMMER TERM
First Installment due: on first day after the add/drop period for the term.
Second Installment due: 30 days from first installment payment due date.
Third Installment due: 30 days from second installment payment due date.

Company Reimbursement Payment Option

For students reimbursed for tuition by their employers, the University will allow a deferral of payment after deduction of any financial assistance. All financial aid funds are applied to tuition charges and fees first. Deferment of tuition charges and fees due to company reimbursement does not create excess funds. Funds cannot be released until all institutional charges are paid. If financial aid funds do not cover full tuition, the remaining balance can be deferred under the company reimbursement plan. The student is responsible for payment to the University of the deferred amount by the due date. Payment must be received by the GSEP Student Accounts Office on or before the due dates to avoid a $50 late payment fee and finance charges at .027% per day on any delinquent balance.

Missing a deadline may revoke the privilege of using the Company Reimbursement Payment Option at future registrations. To qualify for this payment option, the student must fill out and return the Company Reimbursement Agreement form to the GSEP Student Accounts Office by the first day of the term. The Company Reimbursement Agreement form may be obtained by contacting the GSEP Student Accounts Office or downloading it from the Internet at: gsep.pepperdine.edu/student-services/student-accounts.

If the Company Reimbursement Payment Option has been used in the past and a form is on file, this form will remain active through the completion of the degree unless the student changes place of employment, experiences a change in company policy, withdraws from a term, or the form only covers a specific term/s or class.

Students may not use the Company Reimbursement Payment Option if they are the owners of or majority stockholders in the companies from which they seek reimbursement.

If the company reimburses less than 100% of the total tuition, the student must pay the remaining balance, or the portion not eligible for deferment, by the registration payment due date.

Regardless of the company agreement, the student is ultimately responsible for payment of all charges incurred. All fees, including but not limited to tuition, late fees, finance charges, etc., must be paid by the assigned due dates. Accordingly, the student should make arrangements each trimester that assure ultimate payment of all charges.

Company Reimbursement Payment Option Payment Due Dates

Fall	Spring	Summer
January 15	May 15	September 15

Overpayment Refunds

Payments in excess of the amounts due the university may be rejected and returned to the payor. Students are responsible for accurate and timely payments. Any overpayment amounts accepted by the University may be refunded at the end of the term with the student's written request. A $50 processing fee will be deducted from the amount of the refund.

Penalties on Delinquent Balances

The online student account serves as the official student "bill." The account will be updated automatically with every charge/credit posted to the student account. The amount due will be available by viewing the student account online and will reflect the charges, credits, amounts due and specific due dates for each. Students are responsible for viewing their student account online, for noting their account balance due and for making the appropriate arrangements for payment to be made by the due date. Finance charges accrue daily on past due balances. To avoid a finance charge, the Student Accounts Office must receive the payment by the due date.

Add/Drop Policy

Students may change courses during the add/drop period each term. If units are added that result in additional charges, the charges must be paid at the time of the change or in accordance with the University payment policies. Students who withdraw from all courses after the initial registration until the last day of the add/drop period will be charged a $150 withdrawal fee.

Financial Aid

It is the student's responsibility to apply for and confirm the availability of financial aid ten days before the date of registration. Students may contact the Financial Aid Office at the Graduate School of Education and Psychology by calling (310) 568-5775. Students should consult with the Financial Aid Office concerning the effect that withdrawal or change in course load may have on financial aid eligibility.

Federal Student Loans

If a student plans to borrow a federal student loan, a Master Promissory Note (loan application) and loan entrance counseling must be completed

before the registration date. A pending application is inadequate grounds for deferring tuition payment. Since loan applications require several weeks for processing, application should be made well in advance. The student, not the Financial Aid Office, is responsible for making these arrangements. Students who are permitted to defer payment due to a pending loan will be assessed any applicable finance charges.

Regardless of financial aid status, the student is ultimately responsible for payment of all charges incurred. Accordingly, the student should make arrangements each term that assure payment of all charges.

Refund Policies

University operating expenses and student charges are planned on an annual basis. The refund schedule has been established in recognition of both the University's advance commitment to operating expenses and a spirit of fairness for students who find it necessary to discontinue use of University services. The tuition refund policies for dismissal and suspension are the same as those for voluntary withdrawal. Consideration for a refund of tuition requires written notice from the student to the Office of Student Information and Services in Malibu of the student's intention to drop a course or withdraw from the University. The date this notice is received by the Office of Student Information and Services is the effective date for determining the refund amount according to the schedule below. Students may drop classes without tuition penalty during the add/drop period only; however, once students have registered for a term, if all classes are dropped after the initial registration through the last day of add/drop for the term, a charge of $150 is assessed. Students withdrawing from courses after the add/drop period are subject to the partial refund policies listed below.

Through the add/drop period......................100% less $150 withdrawal fee
Through the second week* of the term..75%
During the third week* of the term..50%
Through the fourth week* of the term..25%
After the fourth week* of the term...0%

*A week is a regular calendar week within a term calendar..

This refund schedule will be applied to the maximum number of units in which a student was enrolled if the student withdraws or is dismissed at any time during the term. Tuition for classes not meeting on a regular term schedule will be refunded in the same proportion as the above class time is to the total class time for a regular term.

Refunds

Credit balances resulting from financial aid will be processed automatically after add/drop ends. Refunds will be issued through direct deposit, which means the funds will be sent directly to a bank account (determined by the student) once the refund is processed. Students will be required to sign up online with their bank information. Students that do not sign up for direct

deposit will be issued a check that will be mailed to the local address the student provided on online.

To receive a refund for any other non-financial aid related credit balance remaining on the student's account after all charges and credits have been processed, the student must make a request for a refund, either in writing, through Pepperdine email account, or in person through the Office of Student Accounts.

Refund payments of credit balances will not be made until funds have cleared the bank and are showing on the student's account; this includes credits from loan funds, checks, and dropped courses. If the credit includes a payment by check, there is a ten day waiting period before the funds may be returned.

Security Interest in Student Records

A student may not receive any diploma, certificate, or transcript until all accounts, current or otherwise, have been settled in accordance with policies described above. Such documents will be retained by Pepperdine University as security until financial obligations are satisfied. Each student also agrees to pay all costs of collections upon default, including, but not limited to, collection agency fees, attorney fees, and location searches.

Financial Aid

Several financial aid programs are available. To be considered for need-based grants and scholarships, financial aid applications must be submitted by returning students by April 15 of each year and by prospective students immediately upon application for Admission to the University. Financial aid from federal, state, and institutional resources should be considered as supplemental to personal resources and not as primary resources. Pepperdine University awards financial aid on the basis of financial need and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in administration of its financial aid.

A student's enrollment status is also considered when awarding financial aid. The enrollment status categories are as follows:

• Full time status: enrollment in 6 units per term (with the exception of students enrolled in only the Teaching Credential program, which is 12 units).

• Half-time status: enrollment in 3 units per term (with the exception of students enrolled in only the Teaching Credential program, which is 6 units).

• Enrollment in a dissertation course (with the exception of ED 792 and PSY 796, the Dissertation Completion course) or PsyD Doctoral Internship constitutes full-time status.

• Enrollment in a comprehensive examination course constitutes full-time status.

• Enrollment in clinical practicum and fieldwork courses constitutes half-time status.

To apply for student loans, applicants must submit a Free Application for Federal Student Aid (FAFSA) to the United States Department of Education to determine financial need. The FAFSA can be completed online at www.fafsa.gov. Forms and information can be obtained by contacting the Financial Aid Office at (310) 568-5775 or gsep.pepperdine.edu/financial-aid/ or from the student services assistants at any of the graduate campuses.

TYPES OF FINANCIAL AID PROGRAMS

Federal Direct Student Loans

Those who qualify on the basis of financial need may borrow money for school through the Federal Direct Loan program. Interest is paid by the government while the student maintains at least half-time enrollment. Repayment begins six months after leaving school, dropping below half-time status, or graduating. The maximum amount a student may borrow in Subsidized Loan funds is $8,500 each academic year. Funds are divided evenly among the number of terms of enrollment and credited to the student account after the add/drop period each term.

Those who need funds in excess of $8,500, or who do not otherwise qualify for a Federal Direct Subsidized Loan, may apply for a Federal Direct Loan Unsubsidized Loan. It is not necessary to demonstrate financial need to qualify. Interest accrues while the student is enrolled in school. If enrolled in an eligible program at least half-time, borrowers may defer payment of the principal and pay the interest only or may defer payment and have the interest charges added to the principal balance (capitalized). Through a combination of subsidized and unsubsidized loans, students may borrow up to $20,500 each academic year. (Students in the PsyD program may borrow up to $33,000 each academic year.) Loans must be coordinated with other aid and cannot exceed the total cost of attendance. The interest rate is fixed at 6.8%. Repayment begins six months after the student ceases to be enrolled at least half time.

Graduate PLUS and private educational loans are also available to students who qualify and who need additional funding for tuition or living expenses.

Graduate School of Education and Psychology Colleagues Grants

The Graduate School of Education and Psychology and the Colleagues, the school's alumni support organization, offer annual assistance to doctoral and master's students enrolled full-time. Qualified doctoral students are generally awarded funds not to exceed 25% of tuition costs. Master's-level students enrolled in 6-11 units may qualify for $1,200 per term; Master's-level students enrolled in 12 or more units may qualify for $2,400 per term. All grants are awarded on the basis of financial need.

Scholarships

Under the auspices of the Graduate School of Education and Psychology, special funds have been allocated for scholarships for GSEP students. Scholarship awards are made based on a variety of criteria, including academic merit, financial need, for specific academic programs, and the promotion of cultural diversity at the school. The amount of the award depends upon the amount of scholarship funding available for the year and the number of recipients. Scholarships generally are awarded at the start of the academic year. Students must be enrolled in full-time status each term in order to be eligible for scholarships (6 units each term, with the exception of students enrolled in the Teaching Credential program only, which is 12 units for full-time status). Students who apply for financial aid are considered for the following scholarships:

Associated Women for Pepperdine Scholarship—Associated Women for Pepperdine raises funds each year to assist deserving members of the Church of Christ attending the Graduate School of Education and Psychology. Recipients are selected on the basis of financial need, merit, character, and church membership. A personal statement of church involvement and a letter of recommendation from an elder, deacon, or minister is required to apply for this scholarship.

Benjamin M. Bendat Endowed Scholarship—This scholarship assists students in the teacher education program in recognition of academic excellence and financial need.

Evelyn B. Blake Endowed Scholarship—This scholarship is awarded annually to a doctoral student in the field of psychology who has financial need.

Chester H. McCall Endowed Scholarship—This scholarship is awarded to students in the EdD in Organizational Leadership program with financial need.

Chiang Kai-Shek Scholarship—Income for this special scholarship fund is provided to assist qualified students from the Republic of China who are enrolled in the Organizational Leadership program.

Diversity Scholarship—This scholarship provides assistance to GSEP students enrolled in coursework and is awarded on the basis of academic merit and achievement. Scholarships are awarded to two education doctoral students and two psychology doctoral students.

Earl V. Pullias Endowed Scholarship—This is a special endowed scholarship made possible by a gift from an anonymous graduate. This scholarship fund is in honor of Earl V. Pullias, former dean of faculty of Pepperdine University, in recognition of his contribution to higher education. Scholarship funds will be awarded to students of high academic merit who are interested in the profession of teaching and in furthering education that is rooted in values and principles. Incoming students are eligible for this scholarship. Awards are determined by faculty and program staff upon review of Admission Applications during the admission process. Recipients will be notified of their awards before the start of their program.

Glen and Gloria Holden Scholarship—This is a special scholarship fund made possible by a grant from the Glen Holden Foundation to GSEP students.

Linda M. Gage AWP Endowed Scholarship—This scholarship, honoring the memory of Regent Linda M. Gage, is awarded to a GSEP student with financial need who is a member o the Church of Christ.

Pat Lucas Endowed Scholarship—The Pat Lucas Endowed Scholarship was established in 2010 to honor the memory of the late Pat Lucas, who served as director of student teaching at GSEP for more than 20 years. The scholarship was made possible with the generous support of her husband, Dr. Bill Lucas, to honor her memory as a model leader, mentor, cheerleader, counselor, inspiration, and friend to the thousands of aspiring and hopeful teachers she shepherded through the credentialing and placement programs. This scholarship is for GSEP students pursuing teaching careers.

Marco Garcia Memorial Fellowship—This scholarship was established to provide financial assistance to Mexican American students enrolled full-time in a psychology program.

J. McDonald and Judy Williams GSEP Scholarship—This is a special scholarship made possible by J. McDonald and Judy Williams to support Church of Christ GSEP students.

Mattie Chissell Memorial Scholarship—This scholarship was established in honor of Mattie Chissell, who was completing her doctoral degree when she passed away. The scholarship will be awarded to a deserving female student working on her doctoral dissertation in education.

Michael Y. F. Chau Scholarship—This is a special scholarship fund made possible by a grant from Michael Y. F. Chau. The income from the fund is annually provided to assist qualified students from the Republic of China.

Olaf H. Tegner Endowed Scholarship—This scholarship has been named in honor of Dean Emeritus Olaf H. Tegner, for his nearly 6 decades of loyalty to Pepperdine as a student, professor, dean, administrator, and lifelong ambassador. A pacesetting gift to create the foundation for this endowed scholarship fund was made by fellow alumnus Jack R. Blackwell and his wife, Jean. The scholarship is set up specifically to aid individuals who are current teachers or who aspire to careers in the teaching profession. Incoming students are eligible for this scholarship. Awards are determined by faculty and program staff upon review of Admission Applications during the admission process. Recipients will be notified of their awards before the start of their program.

Karen L. Olson Psychology Scholarship—This scholarship is awarded to Psychology students studying at the Irvine Graduate Campus.

Psy.D. Contribution to Diversity Scholarship—Based on students' academic ability, assistance is available to Psy.D. students for tuition expenses through the Graduate School of Education and Psychology.

Yvonne Henin and Sadek Ayoub Scholarship—This scholarship is made possible by the family of Yvonne Henin and Sadek Ayoub to benefit GSEP students studying to become teachers and it is based on financial need.

Assistantships

Full time students (enrolled in at least six units) may gain valuable work experience through three types of assistantships. While a student may hold more than one assistantship, the maximum number of hours a student may work is 19¾ per week. Master's degree students earn $12.20 per hour and doctoral students earn $13.30 per hour.

Graduate Assistantship (GA)—Students are trained to assist staff with clerical, telephone, and administrative duties related to financial aid, human resources, marketing, professional development, special events, technology, and other areas. Interested students may obtain an application through the web at services.pepperdine.edu/gsep/assistantships or call GSEP Student Employment at (310) 568-2375 to request an application by mail.

Research Assistantship (RA)—Students assist faculty members by accessing and summarizing articles; participating in the preparation of presentations; and/or collecting, scoring, and analyzing data. Interested students should contact faculty members directly.*

Teaching Assistantship (TA)—Students assist faculty members with tutoring students, arranging for guest speakers, and other instructional activities. Interested students should contact faculty members directly.*

*See the Administration and Staff section of the catalog for faculty research and teaching interests.

STUDENT SERVICES

Counseling Services

Academic and Program Counseling Services

Individuals who are considering applying to a program should contact the Student Services Advisor for general information. Prospective students may also schedule a personal appointment with a Student Services Advisor for academic and program counseling. In keeping with Pepperdine's long-standing tradition of concern for students, every effort is made to provide the kind of personalized guidance desirable at the graduate level but often unavailable at larger institutions. For this reason, faculty members, program directors, and Student Services Advisors make a concerted effort to be available at times convenient to students and to assist in resolving issues related to their course of study. Enrolled students are provided academic and career counseling through both the faculty and staff. Students are encouraged to request a counseling appointment whenever they have questions regarding their programs. In addition, students may also obtain valuable information from program booklets.

Alcohol and Drug Counseling Services

Confidential counseling and treatment are available to students who have problems related to alcohol or drugs. Details are included in the "Substance Abuse Policy" in the Legal Notices section of this catalog.

Community Counseling Clinics

Pepperdine University's Graduate School of Education and Psychology maintains three on-campus counseling centers at the West Los Angeles, Encino, and Irvine Graduate Campuses. Each clinic provides comprehensive psychological services to the general community and Pepperdine University students. Psychological services offered include psychological assessment, vocational evaluation and counseling, as well as individual, couple, and family therapy. Services are provided by Pepperdine master's as well as doctoral students, under the supervision of licensed psychologists. The clinic staff is committed to providing high-quality, individualized counseling within a supportive and accepting environment.

For more information about clinic services or to make an initial appointment, call the Psychological and Educational Clinic in West Los Angeles at (310) 568-5752.

General Services

Assistance for Students with Disabilities

Pepperdine University is committed to complying with all mandates set forth in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities requesting accommodation should contact the University's Disability Services Office (DSO) before their academic program begins. Upon verification of the student's disability, the DSO will work with

each student on a case-by-case basis to determine appropriate accommodations while maintaining academic integrity of the courses. Students should expect a two-week time frame in which the documentation and accommodation request will be reviewed. If the documentation is incomplete and/or does not meet the DSO guidelines, students will be required to submit complete documentation before accommodations may be granted.

Students who are registered with the DSO will receive accommodation letters to provide faculty verifying their accommodations. Students must request accommodations each semester through the submission of a completed Service Request Form.

Inquiries should be directed to the director of disability services at (310) 506-6500. Visit the DSO Website at www.pepperdine.edu/disabilityservices/ for further information regarding documentation guidelines, office forms, and resources for students.

Athletic Facilities

Fully equipped athletic facilities are available to students at the Malibu campus. These include tennis courts, a pool, a track, a gym, and an exercise room. For more information, call (310) 506-4150.

Bookstore Services

Bookstores are located at the West Los Angeles Graduate Campus, and both the Drescher Graduate Campus and the undergraduate campus in Malibu. Students at other locations may order their textbooks to be delivered to them by mail.

West Los Angeles Bookstore   (310) 568-5741

Drescher/Malibu Bookstore   (310) 506-8569

Career Services

The Career Service Office provides support services and resources to Education and Psychology students and alumni. Services include: career exploration, assessment of personality and interests, developing skills for successful employment searches, and learning how to secure full-time employment. The focus is on individual consultation and interactive workshops to provide GSEP students and alumni with the tools to market their skills in a competitive environment and to establish themselves as professionals in the education and psychology fields. The office provides resume and curriculum vitae writing assistance, interview preparation, job search techniques, career counseling and assessments, and job postings through PepPro, GSEP's employment listing site. Career Services facilitates classroom and club presentations on a variety of career related topics, career fairs, and alumni panels. For individual career consultation call (310) 568-5780 (psychology) or (310) 568-5666 (education) or email: gsep.careerservices@pepperdine. edu. For additional resources and information on Career Services please visit gsep.pepperdine.edu/career-services.

Computer Services

The Graduate School of Education and Psychology provides computing services and assistance to students at all five graduate campuses. Student computer services are available through the computer labs.

West Los Angeles	(310) 258-2831
Malibu (Drescher Graduate Campus)	(310) 506-4029
Irvine	(949) 223-2510
Encino	(818) 506-1628
Westlake Village	(805) 496-8771

Dissertation Support

The Dissertation Support Office provides information to assist students with the dissertation process and the Graduate and Professional Schools IRB. The Graduate School of Education and Psychology requires the use of American Psychological Association (APA) format requirements for dissertation manuscripts. All dissertations must go through the APA Format Clearance process prior to publication and degree posting. For more information visit services.pepperdine.edu/gsep/dissertation/.

Email Communication

Every Pepperdine University student is provided with a Pepperdine e-mail account upon enrollment. The e-mail address generally ends with "@ pepperdine.edu." The University and GSEP depend upon these e-mail accounts to disseminate critical announcements and important news. Students will be responsible for all information sent to this account by the faculty and/or administration and sending an e-mail to this account will, at all times serve as official notification regardless of whether or not the student reads a specific e-mail or otherwise maintains the account. Not having read a specific e-mail or not reporting technical problems with an account will not be considered as a justifiable reason for nullifying this notice provision. Because of this, students are encouraged to check their accounts regularly and to report any problems.

Food Services

The West Los Angeles Graduate Campus is situated adjacent to a number of restaurants and cafés all within walking distance. The Malibu campus has a full-service cafeteria and a snack bar, which offer a wide range of items. The Irvine Graduate Campus features soups, salads, and sandwiches, Monday through Thursday, 3:30–8:30 p.m. In addition, each graduate campus has a student lounge equipped with vending machines for drinks, sandwiches, and snacks. The lounges are open during regular building hours.

Student Health Insurance

All international students are required to purchase insurance with U.S. coverage. Graduate and Law students are required to carry health insurance,

but are not required to furnish proof of insurance. The University requires health care coverage for the purpose of limiting undue financial and academic stress related to illnesses during the academic year. A health policy will assist in meeting not only common illnesses treated at the Student Health Center or at a private physician's office, but also with the financial burden of illness and accidents involving more extensive care.

The University Insurance Committee has contracted with an insurance broker, Wells Fargo Insurance Services (WF). This group researched insurance options and presented The Aetna Life Insurance Co. as the optimal coverage for our student body. A supplemental insurance plan is also provided for students who have private insurance coverage. This plan aids in meeting deductibles and providing medical care for those with HMO or PPO plans. The University insurance policy through Aetna Life has been contracted to include the lowest premium for student's benefit; however, students may purchase any policy that has comparable coverage to the University policy. Wells Fargo facilitates our group policy with Aetna Life and provides customer service to our students for all insurance matters.

All registered students are eligible for the Student Insurance Policy.

For answers to questions regarding the University's student health insurance plan, please call the University's insurance broker, Wells Fargo Insurance Services, at (800) 853-5899. Students may also access student insurance information online by visting https://wfis.wellsfargo.com/pepperdinestudents.

Housing Assistance

Pepperdine provides assistance to students in finding housing near the graduate campus where they are enrolled. Although there is no on-campus housing at the graduate campuses and only limited housing at the Malibu campus for graduate students, resources are available to help students find housing. For more information, call (310) 568-5600.

Information Technology

The Information Technology division provides a full range of technology services for Pepperdine students. Each of the University's campuses features modern classrooms with digital projection and wireless Internet access as well as multiple general-use computer labs that provide wired and wireless connectivity, fee-based black-and-white and color printing, and photocopying.

Information Technology staff is available at each lab and graduate campus to provide technology assistance. In addition, students can call the IT Anytime Support (Help Desk) for technology support at (310) 506-HELP (4357), or (866) 767-8623 (toll free in the USA), 24 hours a day, 365 days a year.

Students are required to abide by the Computer and Network Responsible Usage Policy as published on the Information Technology Website. This policy and more detailed information about all Information Technology services are available at services.pepperdine.edu/it.

International Student Services

The Office of International Student Services (OISS) is located on the Malibu campus. All students who are not citizens or permanent residents of the United States must complete the "International Student Data" form in conjunction with their application for admission. Evidence of financial support is required if the Form I-20, "Certificate of Eligibility for Nonimmigrant (F-1) Student Status," is needed. International students registering at Pepperdine University for the first time must report to the OISS in Malibu and consult with the designated school official for purposes of ensuring compliance with government regulations. The OISS provides information seminars, publications, and individual counseling on immigration, employment authorization, tax requirements, and other matters related to the students' non-immigrant status in the U.S. Health and accident insurance coverage is mandatory for international students. For more information, call the OISS at (310) 506-4246.

Library Services

Students, faculty, staff, and alumni of the Graduate School of Education and Psychology are served by the four libraries in Malibu, West Los Angeles, Irvine, and Encino. In addition to the print collection, the library system also provides access to an extensive number of government documents, electronic databases, online materials, and specialized print and nonprint materials.

The West Los Angeles library collection, largest of the graduate campus libraries, includes the ERIC Microfiche Collection and completed Pepperdine Ed.D. and Psy.D. dissertations. Payson Library, located on the Malibu campus, is the largest physical library facility. It houses the Government Information Center, the Special Collections Department, and the Young Adult Collection. Payson Library is a U.S. government depository library. Students, faculty, staff, and alumni may use the library facilities at all Pepperdine locations.

Library services, available to current students and faculty, support both academic and research pursuits. Services include the Pepperdine Campus Loan Service, which allows library books, journals, and videos to be transferred between any two Pepperdine libraries; and the Interlibrary Loan Service, which allows books, dissertations, and journal articles to be obtained from other libraries around the world. In addition, Pepperdine librarians provide in-class instruction, workshops, and individual consultation in information-seeking skills and the use of library resources. Instruction may cover strategy and selection of library resources from both print and electronic resources. The Ask-a-Librarian service provides e-mail reference assistance. These services are described on the Pepperdine Libraries' Website: library.pepperdine.edu.

Library resources are described and may be accessed through the Pepperdine Libraries' Website or WaveNet at https://wavenet.pepperdine.edu. Access to the electronic databases and interlibrary loan requires authentication as a current faculty member or student.

New Student Orientation

Orientation sessions are held at the beginning of each term for new students and are designed to familiarize them with campus facilities, policies and procedures, financial aid, and other school-related issues.

On-site Assistance

Since students enrolled at the Irvine, Encino, Westlake Village, and Malibu-Drescher graduate campuses may not have easy access to the headquarters in West Los Angeles, Pepperdine staff are available at each location to assist them with registration, financial aid, and other special needs.

Parking

West Los Angeles Graduate Campus students may purchase a cardkey parking pass per trimester, which allows unlimited parking from 8 a.m. to 11 p.m., Monday through Friday; 7:30 a.m. to 6 p.m., Saturday.

Encino Graduate Campus students are charged a facilities fee that includes unlimited parking from 2:30 p.m. to 11 p.m., Monday through Friday, and all day Saturday.

Irvine Graduate Campus students are charged a facilities fee that includes unlimited parking from 3 p.m. to closing, Monday through Friday, and all day Saturday and Sunday.

Westlake Village Graduate Campus and Drescher Graduate Campus/Malibu offer free parking.

Professional Activities

The Graduate School of Education and Psychology's commitment to professional interaction within the community provides students with an excellent opportunity to test theory through practical application. Various seminars, workshops, and special events are offered throughout the year that enable students to actively participate in the professional community.

Publications

The Graduate School of Education and Psychology produces a magazine, *Pepperdine Colleague*, to serve the informational as well as professional needs of faculty, staff, alumni, and friends of the School. It is published two times per year.

Registration

Within a designated period of time each term, students will be able to enroll through the University Web portal. For information regarding registration for classes, please call (310) 568-2328.

Statistics and Methodology Support

Assistance with statistical and research skills is available to doctoral students progressing through the dissertation process. Resources include seminar sessions, individual consultations and referrals, books and sample documents,

and a Website devoted to dissertation and writing support. For more information, contact the Assistant Program Director.

Student Health Center

The Pepperdine Student Health Center is committed to providing high quality, multispecialty, and low cost health care to our diverse community of students. The primary focus is to keep the students healthy by providing preventative care, the timely treatment of illness and injury, and making appropriate referrals when necessary. Health education is emphasized with an aim to provide care in a confidential, respectful, and safe environment. Honest, open communication is encouraged. The Health Center staff is dedicated to perpetuating the wellness of the whole being — Body, Mind and Spirit.

The Health Center functions similar to a family practice office and provides a wide variety of services which include care for respiratory problems, women's and men's health, dermatology, sports medicine, immunizations, labs, in-house testing, nutrition and massage, as well as administering medications. In addition, the Health Center offers specialized clinics such as, Flu Vaccination, Travel Medicine, Allergy, and HIV testing. All information reported at the Health Center is confidential and is protected by the Health Insurance Portability and Accountability Act (HIPAA), which protects the disclosure of health information.

The Student Health Center provides low cost health services to enrolled Pepperdine students. A receipt for services will be provided to the patient at every visit and this receipt can be submitted to the insurance company for possible reimbursement. A $70 first visit fee is charged per semester with subsequent visits ranging from $15-50, depending on the complexity of the service provided. Additional charges may include labs, prescriptions, and specialty services. The in-house dispensary includes many of the medications that our population typically requires. If the student has Insurance prescription co-pay coverage, then going to the pharmacy will save money.

All registered students have access to the PepRN Nurse Advice Line 24 hours a day, 7 days a week by dialing (800) 413-0848. The nurse line is staffed with registered nurses who can help students determine if they need to seek medical care, understand their medications or medical procedures, or learn ways to stay healthy.

The Student Health Center sees patients by appointment, although walk-ins are welcome with priority given to scheduled appointments, except in an emergency. The Center is located at the northwest corner of the Rho parking lot at Towers Rd. Hours of operation are Monday–Friday, 8:00 am–5:00 pm. Appointments can be made by calling (310) 506-4316, Option 3. For more information, visit services.pepperdine.edu/healthcenter.

Tech Central

Tech Central is Pepperdine University's student support center, offering total technology support for students. Tech Central is located on the second floor of Payson Library, Malibu campus. Visit Tech Central online at services.pepperdine.edu/techcentral.

Hours of operation are Monday through Thursday, 10 a.m. to 8 p.m.; and Friday, 10 a.m. to 6 p.m. You can contact Tech Central at (310) 506-4811; or by e-mail at Tech.Central@pepperdine.edu.

The Computer Store

The Computer Store serves as a discount computer store for University faculty, students, and staff. Through established partnerships with selected vendors, the Computer Store offers special pricing on laptops, software, and discounted cellular phone services subscriptions. Visit the Computer Store online at www.pepperdine.edu/it/computerstore.

Third Party Vendor Agreements

In order to best serve its students, the University engages various third-party vendors to provide, for example, janitorial, food, beverage, book store, and other services for the University community. Depending upon the terms of the vendor agreements, some of these relationships may also in certain circumstances provide an opportunity for the University to receive return payments from a vendor. As a good steward of its limited resources, the University periodically reviews these relationships to insure that students' interests continue to be well-served and that appropriate quality levels are maintained.

Travel Agency

The University has a full-service travel agency located at the Malibu campus. Any registered student may use the service and make travel arrangements in person or by telephone. Call (310) 506-4562 or e-mail corniche@pepperdine.edu for more information.

Use of Data for Evaluation Purposes

The Graduate School of Education and Psychology (GSEP) evaluates its programs on an ongoing basis. The data from such evaluations provide us with information to help improve the quality of the educational experience we provide our students. The data are also required by accrediting bodies, such as the Western Association of Schools and Colleges (WASC), to make decisions as to whether we can maintain our accredited status. The data included in the archive may include: (a) information provided on the application for admission; (b) surveys that are administered at different stages of matriculation; (c) coursework such as papers, examinations, and exercises; and (d) other relevant academic data and records such as GPAs. The data entered into the archive are deidentified, which means students' names or other personally identifying information are removed so that the data cannot be associated with a student's identity.

Veteran Services

Veterans are advised to read "Information for Veterans" in the Legal Notices section of this catalog.

Writing Support

This service is available to all students seeking writing assistance and advisement for class projects and papers. Assistance is available through workshops and by consultations via telephone and e-mail. For specific information, visit the Writing Support Website at services.pepperdine.edu/gsep/writing.

Alumni-Student Relations

Pepperdine University values the lifelong relationship that begins with the student and continues with our alumni. Currently, the Pepperdine University Alumni Association is an 80,000+ member organization. The alumni association exists to help alumni remain connected to the Pepperdine family. The association provides opportunities for new personal and professional relationships, through networking, and a rich array of events. Members of the alumni association receive many benefits and services, including savings and discounts, memberships and privileges, invitations to special events, newsletters, and publications. Membership in the Pepperdine University Alumni Association is free of charge. After graduation you will receive a package that outlines the full scope of benefits and how to access them. The student is at the heart of the University and the alumni association encourages current students to participate in activities with alumni to expand the classroom experience.

The Alumni Relations Office of the Graduate School of Education and Psychology is responsible for actively engaging the more that 18,000 alumni who have graduated from our school. Our goals are similar to those of the Pepperdine Alumni Association, with the exception that we are focused exclusively on the needs and interests of GSEP alumni and students.

Our efforts are designed to create professional networking opportunities, to support and promote scholarly activities of interest to our alumni and students, and to serve as a resource so that all remain vitally connected to the communities of practice that emanate from our professional programs. Throughout the year, the GSEP Alumni Relations Office sponsors events to add value to your academic experience.

The GSEP Alumni Relations Office welcomes you to contact us to explore how to you can better leverage the benefits of being a member of the GSEP and Pepperdine University communities. We strive to build meaningful connections that will last a lifetime. We ask that you keep us informed of your achievements and whereabouts so that we can share your success with the rest of our community and support you in your efforts. You may reach us by calling (310) 568-5649.

The Colleagues

The Colleagues are a vital support group benefiting the Graduate School of Education and Psychology. The Colleagues' mission is to provide financial support to students in the form of scholarships and grants; networking and

professional growth opportunities for alumni and students of GSEP; and to enhance the value of all our degree programs through strategic development projects. Colleagues members include alumni, students, friends, and Pepperdine faculty and staff. For more information on how you may join The Colleagues, call (310) 568-5649.

Student–Alumni Scholarly Activities

GSEP offers a rich variety of scholarly organizations to support your professional development.

Psychology

Psi Chi

Pepperdine has had an active chapter of this national honor society in psychology for 50 years. Members have the opportunity to participate in social and professional activities while being recognized for academic achievement. Membership is open to graduate psychology students who have earned a minimum of nine units with a cumulative grade point average of 3.7 or higher.

CAPS–Christian Association for Psychological Studies

The Pepperdine Chapter of the Christian Association for Psychological Studies (CAPS) meets for fellowship, service, and learning about the integration of our faith and the practice of clinical psychology and marriage and family therapy. We bring together current GSEP masters and doctoral students and alumni as well as faculty and staff members from all of our campuses (Encino/San Fernando Valley, Malibu, Orange County/Irvine, and West Los Angeles) to help build community and support the mission of Pepperdine University.

Psy.D. Student Government Association

The Psy.D. SGA facilitates the ongoing collaborative effort of students, faculty, and staff to continually improve the Graduate School of Education and Psychology (GSEP) Psy.D. program and keep us on the forefront of the evolving field of psychology. An annual activities fee supports events sponsored by the Psy.D. SGA.

Multicultural Research and Training Lab

The Multicultural Research and Training Lab (MRTL) was organized by a cohort of Psychology faculty members at Pepperdine University, Graduate School of Education and Psychology, to provide Psy.D. students engaged in multicultural research a space to discuss and receive feedback on their clinical dissertations topics. In addition to offering dissertation support, the MRTL provides opportunity for students to engage in discourse on their views of how effectively the Psy.D. Program is contributing to their multicultural competence as well as ways the institution might offer a more welcoming experience for students from diverse backgrounds.

RAPT–Research and Practice Team

The Research and Practice Team (RAPT) at Pepperdine University's Graduate School of Education and Psychology is a student-led research group which serves

to provide a forum for discussion about research and related activities as well as provide students with information about possible research opportunities

Latino Student Psychological Association

The Latino Student Psychological Association (LSPA) is a student affiliate group of the California Latino Psychological Association (CLPA). We are committed to expanding multicultural awareness within the student psychological community through education, collaboration, and service.

SLEAT–Spanish Language Enhancement Association for Therapists

SLEAT is a student-led language enhancement group.

Education

CABE–California Association for Bilingual Education

CABE is the premier organization for professional development on the education of English Learners in California for educators, parents, and other community members. Pepperdine GSEP plays an active role in CABE conferences and has a local chapter for alumni, students and others committed to bilingual education.

ACM–Association for Computing Machinery

ACM is an international educational and scientific society to advance computing as a science and a profession.

PDK–Phi Delta Kappa

PDK is the premier professional association for educators. Since its founding, this member-based association has been a dedicated advocate for public schools and strives to prepare the next generation of educators. Through a wide range of initiatives based on visionary leadership, relevant research, and dedicated service, PDK serves practicing teachers, administrators, college educators, and those concerned about public education. Over 300 of PDK's 50,000 members are GSEP alumni. GSEP's chapter of PDK provides networking and collegiality to educators at all levels of the profession. The PDK website, www.pdkintl.org and publications focus on cutting-edge information for teachers and administrators and provide topical and timely advice for teachers at all levels. PDK members with a 3.80 cumulative grade point average are eligible to purchase a gold honor cord to further commemorate their achievement at their graduation ceremony.
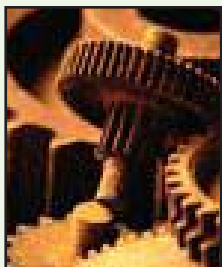
ACADEMIC

POLICIES

Introduction

It is the responsibility of the student to be familiar with and complete the requirements for the degree being sought. The staff of Pepperdine University will assist each student, but it is the student who must ensure that all degree requirements have been completed in the manner outlined in this catalog.

Academic Course Load

Students enrolled in two courses for a total of 6 or more units are considered full-time. Education doctoral students at the comprehensive examination and dissertation level, and Psychology doctoral students enrolled in clinical dissertation and doctoral internship are considered full-time (with the exception of students in the Dissertation Completion courses, which are considered part-time). Students enrolled only in clinical practicum (PSY 662) are considered half-time. Education doctoral students and psychology students are limited to a maximum of 10 units in any term. In certain programs, however, students are permitted, if they so elect, to enroll in fieldwork or practicum courses in addition to the maximum load. In these instances, the total number of units per term should not exceed 12. Psychology students must file a petition with the appropriate Student Services Advisor before registration if they wish to enroll in more than 10 units.

Academic Credit

Academic credit at Pepperdine University is granted in terms of semester units.

Academic/Program Advisement

Student Services Advisors and the faculty will advise students concerning their programs. Only those courses completed according to the requirements listed in this catalog may count toward the degree. Elective courses must be approved by the Student Services Advisor.

Academic Program Standards
Masters and Doctoral Programs

Admitted students may continue in their program as long as their academic performance and personal conduct meet the standards set by the University and individual program. Students should consult each program description for specific information. Students must possess a cumulative grade point average of 3.0 or greater in all work completed in their program to graduate. A student who is unable to maintain a grade point average of 3.0 or greater will be placed on academic probation and will have one term in which to raise his/her grade point average. If a student is unable to raise the grade point average in the subsequent term, he/she will be recommended for dismissal. In addition, any student earning a grade of "D" or "F" in a course, must petition to retake the course, earning a grade of "C" or better before being allowed to graduate.

Doctoral Programs

A grade below "B-" in any doctoral course requires an immediate faculty review of the student's suitability for continuing doctoral study. The outcome of a faculty review may include, but is not limited to, options such as requiring the student to participate in a pre-approved remedial program, limiting the number of courses in which the student may enroll, or recommending dismissal of the student to the associate dean if student's cumulative grade point average is less than 3.0

While students may incur a grade below "B" in a doctoral course, they must at the same time maintain an overall 3.0 grade point average. Some courses are offered on a Credit/No Credit basis. To receive credit, a student must demonstrate doctoral-level performance as determined by division faculty. A student may be placed on academic probation only once during his/her doctoral studies.

In the Organizational Leadership doctoral program, any student who receives two grades lower than a "B-" or two NC grades, regardless of grade point average, will be dismissed from the program and will not be able to take additional courses to increase their grade point average.

Each dissertation student and dissertation chair are expected to develop a formal statement of expectations each term for which the student is registered for dissertation credit and to agree to the statement in writing within the first two weeks of each term. Students are expected to make satisfactory progress each term in order to receive credit. A student who receives NC for two semesters may be subject to dismissal from the program.

Add/Drop Policy

Students may add or drop courses during the add/drop period. Consult the Academic Calendar section of this catalog for exact dates. (There is no add/drop option available to students in the cohort programs.)

Attendance

Attendance at every class and laboratory meeting is expected of each student. Exceptions to this policy are made by the instructor only, who is responsible for maintaining attendance records.

Course Auditing

Students may audit certain classes with the consent of the instructor, space permitting. An audited course appears on the student's academic transcript but no grade is assigned. Degree requirements cannot be met through auditing. Students are not permitted to challenge any course for credit if they have previously audited the course. Course audits are subject to a $100 fee per course (students who are enrolled in one course or more are not required to pay the audit fee). In some instances, courses may not be audited due to class size or to prevent disruption to the cohesiveness within a group of students.

Course Challenges

Students may receive approval to challenge courses if they demonstrate exposure to the course content through prior coursework or professional experience. To receive approval, students must submit the request to the Student Services Advisor, who will solicit input from appropriate faculty before presenting the request to the program director or associate dean for a final decision. Upon approval, students requesting to challenge courses will pay the challenge exam fee and follow the procedure outlined in a document available in the Student Services Advisors' offices. Students cannot challenge for credit any course previously audited.

Master's-level students who wish to challenge a course, and have not already transferred the maximum number of semester units (six), may challenge as many as six semester units. Students who are pursuing a doctorate in Educational Leadership, Administration and Policy, Organization Change, or Learning Technologies may challenge and/or transfer as many as eight semester units of doctoral-level courses. Students in the doctoral program in Organizational Leadership may transfer as many as eight semester units of doctoral-level courses and may petition to do so only during the Admissions process. Transfer petitions will not be reviewed after a student has begun the EDOL doctoral program. No challenge petitions will be accepted for any course in the Organizational Leadership doctoral program. Students who are pursuing a doctorate in psychology may challenge and/or transfer as many as nine semester units.

Course Numbering System

Courses numbered 600–699 are available to all students. Courses numbered 700–799 are reserved for doctoral students.

Course Repetition

If a student repeats a course, the grade first received in the course as well as the grade received when the course is repeated are averaged into the student's cumulative grade point average. Both grades are shown on the student's transcript; however, the units are counted only once toward graduation. For additional information, students are directed to the academic policies and program descriptions of their respective divisions in the catalog.

Credit/No Credit (CR/NC)

A limited number of classes provides the grade of "CR" (Credit) in the event of acceptable work, or "NC" (No Credit) in the event of unacceptable work. In such classes where a grade of "CR" is given, no grade point value is assigned and the grade is not averaged into the cumulative grade point average. A grade of "CR" is assigned to indicate work equivalent to "B" (3.0) or higher and "NC" to indicate less than "B" (3.0). Credit/No Credit grades are not computed in the overall term grade point average, except when academic probation or academic dismissal is a question, in which case each "NC" is computed as equivalent to

zero grade points in figuring the student's grade point average. In such cases, units for which a grade of "CR" was assigned are not computed in the student's grade point average.

A grade of "I" (Incomplete), indicating incomplete work, may be assigned by the instructor to a student who has attended class but who, due to an emergency late in the term, fails to complete the final examination or project. Coursework must be completed by the end of the subsequent term, at which time the instructor will change the "I" to an earned grade. A time period of less than one term to complete the coursework may be assigned at the instructor's request. An incomplete grade not changed by an instructor after one term automatically becomes an "F." The Veterans Administration is also notified whenever a student receiving veteran's benefits allows a grade of "I" to lapse into a grade of "F."

Students who experience extenuating circumstances during a term resulting in excessive absence from class sessions should request to withdraw from the course rather than receive an "I." Students who receive a "W" (Withdraw) from a course due to extenuating circumstances may submit a Letter of Credit request to repeat the course. Students with grades of "I" are not eligible to repeat the course.

A grade of "IP" (In Progress) is assigned at the end of the term only in courses that, by catalog definition, are allowed more than one term for completion (e.g., student teaching, clinical practicum, and internship).

Credit Transfers

Policies for transfer of graduate work are listed in the Admission Information section of this catalog.

Cross-Registration

Students who are not admitted to an established Pepperdine joint-degree program may still enroll for a limited number of courses in the University's other four schools. Permission must be given by both the appropriate associate dean or designated administrator of the other school and the instructor of the course. Students should also have the permission of their academic advisor to ensure that the course taken will apply to their degree program. Students must complete the Cross-Registration Enrollment Form and may enroll only if space is available in the course. For complete information regarding how tuition will be charged for students enrolled in cross-registered courses, please contact the Office of Student Accounts.

Degree Posting

Degrees are posted on the student's transcript at the end of the term in which all requirements for the degree have been satisfied. Students will receive their diplomas and a copy of their transcript approximately twelve weeks after the official termination date of each term.

Grade Changes

A student's final grade for a course may be changed by the instructor only under the following circumstances:

• A grade of "I" (Incomplete) has been assigned to the student for the previous term, and the student completes the required coursework by the end of the subsequent term, at which time the instructor will change the "I" to an earned grade; or

• An error in the original grade requires correction.

Grade Point System

The quality of achievement in a course is typically measured as follows (individual instructors determine whether or not to grant plus and minus grades):

A   (4.0) indicates outstanding achievement
A-   (3.7)
B+   (3.3)
B   (3.0) indicates average or satisfactory achievement
B-   (2.7)
C+   (2.3)
C   (2.0) indicates below average performance
C-   (1.7)
D+   (1.3)
D   (1.0) indicates serious deficiency
D-   (0.7)
F   (0.0) indicates failure

Graduation Applications

Students will be notified when to complete the Graduation Application online. Submission of the Application and the graduation fee are required for degree posting. Deadline dates to file for graduation are listed in the academic calendar in this catalog and the term handbook each term.

Graduation Ceremony

The Graduate School of Education and Psychology conducts one annual graduation ceremony at the University's Malibu campus. Parents, relatives, and friends of graduating students are welcome to attend. Students who complete all degree requirements by the end of the Summer term may apply for permission to participate in the ceremonies. Attendance at the graduation ceremony is expected of all graduating students.

Interpersonal Competencies

Graduate study in education and psychology requires individual behavioral and interpersonal competencies in addition to intelligence, motivation, and academic preparation. Such generally accepted behavioral criteria include, but are not limited to, interpersonal attributes and skills such as the ability to

work with others, the ability to listen and communicate effectively, the ability to consider and use feedback, sensitivity to features of multicultural diversity and respect for others, and abilities in personal awareness and self-reflection. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal canons of the respective professions of education and psychology and to maintain a professional attitude and conduct in classroom, research, and experiential and training environments, as well as in interactions with faculty, staff, and students. The appearance of interpersonal-emotional behaviors or attitudes that could significantly affect academic performance and professional competence may result in administrative review; recommended or mandated psychological consultation; and/or intervention, probation, suspension, or dismissal from the program. While every attempt is made to remediate difficulties, serious unresolved problems could lead to termination from the program.

Leave of Absence

A student may officially request a leave of absence for a term before registration through written notification to the Student Services Advisor. Leave of absence requests will be considered only before a student registers for the term; otherwise, it is considered a withdrawal.

Doctoral students who need to take a leave of absence must file a formal petition to their Doctoral Concentration Committee. Readmission after a leave of absence is subject to approval by the Doctoral Concentration Committee.

Pre-Admission Coursework

Applicants who have completed graduate courses at Pepperdine University before admission are advised that such courses are acceptable for credit toward the master's degree only upon the recommendation of the associate dean. At the time of admission, the number of units already completed and accepted as credit toward the master's degree will become a part of the student's record.

Program Continuation

Pepperdine University reserves the right to modify or discontinue any academic offerings or degree programs when demand falls below reasonable levels. In such cases, the University will make reasonable efforts to allow current students to complete the program or will assist in their transfer to other acceptable programs or institutions.

Program Time Limits

All requirements for the master's degree must be completed within seven calendar years from the date on which the student begins graduate work at Pepperdine University. Doctoral students are allowed a maximum of eight calendar years from the time they begin the program until the time all degree requirements are complete.

Registration

An official registration period is scheduled before the beginning of each term. Each student in the non-cohort programs is expected to register through online registration. During the official registration period, courses may be added and/ or dropped without penalty. If a student does not register during the official registration period, the student may register late during the designated add/ drop period; a late registration fee will apply. Students who do not complete registration properly or who fail to secure final approval from the GSEP Student Accounts and Registrar's Offices are not considered officially enrolled and will be denied all credit for the term.

Regulations Concerning a Second Master's Degree

A student who already holds a master's degree from Pepperdine University and desires to study for a second master's degree must meet all the admission requirements of the prospective program and also complete the minimum number of units of graduate work as outlined by the program for the second master's degree. Students who have completed Pepperdine's Master of Arts in Psychology degree are eligible to apply 15 units of that degree, if completed within the last seven years, toward Pepperdine's Master of Arts in Clinical Psychology degree. Students are required to submit an application form and pay the application fee.

Student Appeals

The Graduate School of Education and Psychology strives to apply its academic standards and policies in a consistent, fair, and equitable manner to all students. Students alleging the school's failure to do so have the right to file a complaint. The student complaint procedure is described in detail in the Legal Notices section of this catalog.

Transcripts of Academic Records

Transcripts are furnished upon payment of a fee for each transcript issued. Normally, official transcripts are delivered by mail. Official transcripts can be given to the student only in a sealed envelope. If the seal is broken, the transcript ceases to be official. Alumni and current students may request official transcripts online through a service provided by the National Student Clearinghouse accessible through WaveNet. Ordering transcripts online provides alumni and students the convenience of 24-hour access and the ability to track orders online.

In addition to the online transcript ordering service, Pepperdine alumni and students can request official transcripts by mail or in person at One Stop on the Malibu campus. For more information visit the transcript ordering website at www.pepperdine.edu/registrar/transcripts.

At the end of each term, two to three weeks may be needed to process transcript requests affected by degree audits and postings. No transcript will be supplied for work completed at other institutions. Requests for partial transcripts will not be honored. Refer to the policy in this catalog on

withholding of transcripts, diplomas, and certificates under "Security Interest in Student Records" in the Financial Information section of this catalog.

Transfer Work After Enrollment

Students wishing to take courses outside the University after enrollment must receive prior approval from the program director before transfer credit will be accepted.

Withdrawal from Classes Due to Involuntary Military Service

The purpose of this policy is to assist Pepperdine University students whose enrollment may be disrupted as a result of an involuntary call to military service.

Students *who are on reserve in the military and are involuntarily called to active duty due to national emergencies* may withdraw from courses and the University at anytime during the term. Transcripts will be coded as 'WM' (withdrawal due to military service) for withdrawals that occur after the 'add/drop' period. The student will receive a 100% tuition refund. No withdrawal fees will be charged.

If the involuntary withdrawal occurs during the period of a term where the grade of Incomplete ('I') could be granted, students may request an incomplete from the professor. All appropriate rules for incomplete courses apply with one exception:

If the student is still on active duty when the expiration date to complete the course and remove the incomplete occurs, the grade will default to 'WM' (rather than 'F') and a full refund will be made to the student.

Furthermore, once students complete their involuntary tours-of-duty, upon request, Pepperdine will readmit them within the first 12 months following completion of their tours-of-duty without requiring them to reapply to the University. The students' tours-of-duty time will not count as part of the time limit set for earning degrees at each of Pepperdine's schools.

Notification: Along with a letter of intent of withdrawal, the student must submit a copy of his/her military orders. *For readmission, students must submit a copy of their discharge papers along with a request for readmission.*

Withdrawal from Classes

A student may officially withdraw from any class without the permission of the instructor from the end of the add/drop period through the end of the eighth week of the term. After the eighth week of the term, a student may officially withdraw from a class with the grade of "W" only if the instructor verifies that the student is earning a passing grade in the course. A request for withdrawal will not be considered during or after the final week of the term. Students who stop attending but do not officially withdraw from their classes will be automatically assigned a grade of "F" by the instructor. Withdrawals are official only upon timely written notification to the Student Services Advisor. Information on registration changes of any students receiving veteran

benefits will be forwarded to the Veterans Administration whenever such changes occur.

A student who withdraws from classes will be subject to the tuition refund policies (see "Refund Policies" in the financial Information section of this catalog) and financial aid may be adjusted.

Withdrawal from the University

A student who fails to attend classes or leaves the University for any reason must officially withdraw from all classes through written notification to the Student Services Advisor or Registrar's Office. The student must also check out from appropriate campus offices, as designated by the Office of Student Information and Services. Students who stop attending but do not officially withdraw from their classes will be automatically assigned a grade of "F" by the instructor.

A student who withdraws from classes will be subject to the tuition refund policies (see "Refund Policies" in the Financial Information section of this catalog) and if the student withdraws after initial registration and up until the add/drop period, a $150.00 withdrawal fee is assessed. Financial Aid may be adjusted.

ACADEMIC PROGRAMS

EDUCATION PROGRAMS

Master's Degree Programs

MASTER OF ARTS IN EDUCATION
Available with three different emphases, this program is for students
who are not seeking a credential.
Page 72

MASTER OF ARTS IN EDUCATION AND TEACHING CREDENTIAL
Coursework for this program facilitates the accomplishment of a master's degree in
conjunction with a teaching credential.
Page 84

MASTER OF ARTS IN LEARNING TECHNOLOGIES (ONLINE)
Offers the opportunity to develop skills and knowledge about the current and near
future of technologies and their role in the learning setting.
Page 94

MASTER OF ARTS IN SOCIAL ENTREPRENEURSHIP AND CHANGE
Supports students that are interested in effecting social change at
the local and global levels.
Page 100

MASTER OF SCIENCE IN ADMINISTRATION AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL
Prepares educators to become principals, site-based managers, and other school leaders.
Graduates will be eligible for the Preliminary Administrative Services Credential.
Page 104

Teaching Credential Programs

GSEP offers a SB2042 Teacher Preparation Program for the Multiple or
Single Subject Preliminary Credential.
Page 84

Doctoral Degree Programs

DOCTOR OF EDUCATION (OVERVIEW)
This program prepares practitioners to assume leadership roles and effect change in
organizations. Students enroll in one of four concentrations: Educational Leadership,
Administration, and Policy; Learning Technologies; Organization Change; and
Organizational Leadership.
Page 109

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY
Intended for K–12, pre-K, and adult educators with leadership experience and
constructed so that California administrators may complete their Tier II
Professional Clear Administrative Credential while pursuing their doctorate.
Page 113

Doctoral Degree Programs (continued)

DOCTOR OF EDUCATION IN LEARNING TECHNOLOGIES
Designed to prepare leaders in the field of technological applications and innovation in the world of education and business.
Page 121

DOCTOR OF EDUCATION IN ORGANIZATION CHANGE
Emphasizes theory, research, and practice of change considering a global perspective. Delivered using a combination of seminar sessions and Web-based instructional strategies.
Page 128

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP
Designed to develop individuals who have the knowledge and capability to take on leadership roles in a variety of settings.
Page 134

PSYCHOLOGY PROGRAMS

Master's Degree Programs

MASTER OF ARTS IN PSYCHOLOGY
Presents various aspects of the art and science of psychology as it is applied to the understanding of human behavior and to the prevention, diagnosis, and treatment of mental and emotional problems.
Page 142

MASTER OF ARTS IN CLINICAL PSYCHOLOGY
WITH AN EMPHASIS IN MARRIAGE AND FAMILY THERAPY

DAYTIME FORMAT
Designed for full-time students with a focus on providing a strong master's-level foundation in the areas of clinical psychology and marriage and family therapy.
Page 148

EVENING FORMAT
Provides a strong master's-level foundation in the areas of clinical psychology and marriage and family therapy in both full-time and part-time formats.
Page 154

Doctoral Degree Programs

DOCTOR OF PSYCHOLOGY
Accredited by the American Psychological Association, this program prepares clinical psychologists to apply knowledge obtained from psychological science to the promotion of mental health.
This program is offered only at the West Los Angeles Graduate campus.
Page 162

Master of Arts in Education

Pepperdine has structured coursework to facilitate the accomplishment of a 30-unit Master of Arts in Education degree. This degree may be completed in three terms and is available to students who are not seeking a credential.

The M.A. degree is available with three pathways. The first pathway Pedagogy, focuses on developing the highest level of skills as professional educators by using reflection to impact teaching and learning in the classroom. The second pathway, Psychology Emphasis, enables students to pursue a more clinical study of development and issues affecting school children and their families. The third pathway, Teaching English to Speakers of Other Languages (TESOL), aims to support educators in the teaching of English as an additional language from kindergarten through university, both in the United States and beyond.

The M.A. program follows a cohort model and is offered at limited campus locations. Each term, students in the Pedagogy and Psychology Emphasis pathways are required to attend some Saturday class sessions at the West Los Angeles Graduate Campus. The TESOL pathway is taught solely at the Irvine Graduate Campus. All new students in the Master of Arts in Education program are required to attend an orientation session prior to the start of the program.

Mission

The Master of Arts in Education and Master of Arts with Teaching Credential Programs:

Is A Learning Community Committed To The Education Of The Whole Individual.

We believe that all coursework must address the holistic needs of our students, exploring the intellectual, spiritual and emotional dimensions of becoming a teacher. We believe that becoming a teacher involves the difficult work of discovering meaning, developing identity and discerning a pedagogical approach.

Is Committed To Praxis – Linking Theory To Practice.

We believe that teacher candidates learn best when they are engaged with teachers in real classrooms, confronting the daily issues of teaching. Coursework is linked to classroom experiences through rigorous explorations of theoretical foundations, solid research-based methodologies and the art of reflective practice.

Is Engaged In Improving The Educational Opportunities For The Least Well-Served.

We believe in sustained involvement with urban schools in meeting the needs of all learners, and in that endeavor, work closely with underserved schools in communities surrounding our centers.

Works In Partnership Schools And Communities With Guidance From An Advisory Board.

We believe in the necessity of authentic collaboration and in the generative power of multiple perspectives. Our advisory board, comprised of educators,

community members and stakeholders, is committed to provide the program with external support, accountability and guidance.

Admission Requirements

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally-accredited institution.
- Official transcript in a registrar's sealed and stamped/signed envelope from the institution that awarded the baccalaureate degree to the applicant, as well as all transcripts from all other colleges or universities attended.
- Two professional recommendations attesting to the applicant's competencies, character, and potential and/or ability as an educator.
- A one- to two-page Statement of Educational Purpose reflecting an understanding and response to the MA in Education/Teaching Credential Mission (see the Mission Statement in this catalog) as it applies to applicant's goals.

Course Requirements

Pedagogy—required courses (21 units):

ED 608A	Self-Assessment Seminar	(2)
ED 608B	Planning, Goal-Setting Seminar	(2)
ED 608C	Action Research Seminar	(2)
EDTC 610	Advanced Study of Teaching Special Populations	(3)
EDTC 672	Cultural Diversity	(3)
EDTP 632	Documenting & Presenting Practice	(2)
EDTP 635A	Investigation into Subject Matter I	(2)
EDTP 636B	Advances in Pedagogy II	(2)
EDTP 639	Mentoring and Team Leadership	(3)

9 units of electives to be selected from the following list:

ED 600	Historical and Philosophical Foundations of Education	(3)
ED 601	Psychological Foundations of Education	(3)
ED 699	Independent Study and Selected Topics	(1–5)
EDTC 605	Visual and Performing Arts	(1)
EDTC 606	Health and Physical Education	(1)
EDTC 645	Language Acquisition and Language Arts Methods	(4)
EDTC 673	Second Language Development: Theories and Foundation	(3)
EDTC 674	Second Language Development: Methods and Practice	(2)
EDTC 677	Environment and Instructional Strategies for the Diverse Classroom: Multiple Subject	(3)
EDTC 678	Environmental and Instructional Strategies for the Diverse Classroom: Single Subject	(3)
EDTC 691	Mathematics and Science Methods for Elementary Schools: Multiple Subject	(3)

EDTC 693   Linking Literature and Composition with
           History/Social Science: Multiple Subject............................. (3)
EDTC 694   Linking Literature and Composition with Content Area
           Instruction: Single Subject .... (3)
EDTC 695   Developing Secondary Teaching Methods: Single Subject .... (3)

Psychology Emphasis—required courses (15 units)
ED 601   Psychological Foundations of Education .... (3)
ED 608A   Self-Assessment Seminar.. (2)
ED 608B   Planning, Goal-Setting Seminar.. (2)
ED 608C   Action Research Seminar .... (2)
EDTC 610   Advanced Study of Teaching Special Populations................ (3)
EDTC 672   Cultural Diversity .... (3)

15 units of electives to be selected from the following list:
ED 600   Historical and Philosophical Foundations of Education........ (3)
ED 699   Independent Study and Selected Topics............................. (3)
EDTC 605   Visual and Performing Arts .... (1)
EDTC 606   Health and Physical Education.. (1)
EDTC 645   Language Acquisition and Language Arts Methods.............. (4)
EDTC 673   Second Language Development: Theories and Foundation.... (3)
EDTC 674   Second Language Development: Methods and Practice......... (2)
EDTC 677   Environmental and Instructional Strategies for the Diverse
           Classroom: MS .... (3)
EDTC 678   Environmental and Instructional Strategies for
           the Diverse Classroom: SS... (3)
EDTC 691   Mathematics and Science Methods
           for Elementary Schools: MS .... (3)
EDTC 693   Linking Literature and Composition with
           History/Social Science: MS... (3)
EDTC 694   Linking Literature and Composition with
           Content Area Instruction: SS .... (3)
EDTC 695   Developing Secondary Teaching Methods: SS.................... (3)
PSY 601   Assessment of Intelligence .... (3)
PSY 606   Interpersonal Skills and Group Therapy............................. (3)
PSY 607   Social Psychology.. (3)
PSY 610   Theories of Personality.. (3)
PSY 656   Physiological Psychology .... (3)
PSY 657   Psychopathology... (3)
PSY 658   Individual and Family Development:
           A Life Cycle Approach .... (3)
PSY 659   Principles and Theories of Learning .... (3)

Course Descriptions

ED 600 Historical and Philosophical Foundations of Education (3)
Major philosophical and historical influences are reviewed and applied to current educational movements. This course offers an issues-based study of historical, legal, social, political, and economic perspectives on the role of education and schools in society. These issues include reform movements, standards, testing, the profession of teaching, cultural diversity, equity, gender, mainstreaming, and technology use.

ED 601 Psychological Foundations of Education (3)
Psychological principles as they apply to teaching and learning will be studied in this course. The course is designed to introduce students to the foundations of educational psychology. Past and current theories in educational learning and student development will be covered. Specific attention will focus on examining educational theories and their applicability to ethnic and language minority students.

ED 602 Introduction to Research and Assessment (3)
Various forms of assessment are reviewed with the goal of understanding the purpose of each form of assessment and its proper use and interpretation. Forms of assessment reviewed will include, at a minimum, standardized tests, performance assessment tests, and portfolios. Students will conduct original research in a school setting. Interpretation of the results of that research will be done using spreadsheets and statistical analysis software. Students will also conduct a literature review of research already conducted in their area of study.

ED 608A Self-Assessment Seminar (2)
In this course, students work closely with a faculty advisor to complete a self-assessment, identify personal program goals in regards to the Master of Arts in Education, and develop a plan for a one-year field action research project. The action research project provides the foundation for personal and professional growth throughout the Master's program. This course is conducted in a blended format of 60 percent face-to-face and 40 percent online classes. Class meetings take place in two Saturday face-to-face sessions, followed by online discussions for ongoing advice and support.

ED 608B Planning, Goal-Setting Seminar (2)
ED 608B is a seminar course in which Master of Arts in Education candidates continue to work closely with a faculty advisor to design, implement, and monitor their field action research project, designed to support their professional program goals. Candidates will meet with their faculty advisor and other MAE candidates in two Saturday sessions and in a series of online discussions to share and discuss their project progress. Prerequisite: ED 608A

ED 608C Action Research Seminar (2)
As the culminating seminar course, students complete and share the outcomes and reflections associated with their field action research project. Students continue to meet online with their faculty advisor and other students during two Saturday seminars to share and discuss project outcomes, reflections, and

implementation goals. This course includes a capstone experience in which students demonstrate their professional competencies developed through the 608 series. Students share projects and research that illustrates their development as researchers/practitioners. The students will participate in a professional conference environment to present their work.

ED 612 Teacher Education Symposium (1)

This course provides a capstone experience in which students demonstrate their professional competencies as delineated by the California Commission on Teacher Credentialing (CCTC) Teacher Performance Expectations and Teacher Performance Assessments. These competencies address multiple and overlapping knowledge and skill domains across grade levels and subject matter. Students share projects and research that illustrates their development as research/practitioners. The students will participate in a professional conference environment to present their work. Prerequisites: ED 610, EDTC 611A,B. Co-requisite: EDTC 611C.

EDTC 605 Visual/Performing Arts in Education (1)

Multiple and single subject candidates will explore the four disciplines of dance, music, theatre, and visual arts in an effort to create a comprehensive curriculum that addresses the needs of all learners. Howard Gardner's theory of multiple intelligences will be used as a springboard to better understand how the visual and performing arts aid students. Recent developments in brain research pertaining to the benefits of teaching to the "whole brain" will be discussed. Emphasis will be placed on how the arts have the potential to strengthen learning, improve memory and retrieval, as well as enhance learner motivation and morale. Candidates will attend school and community presentations involving various arts. The greater goal of the course is to help candidates make connections between concepts across subject areas using differentiated approaches of the visual and performing arts to facilitate this process.

EDTC 606 Health and Physical Education (1)

The teacher candidates (TC) develop a good understanding of the content, and sensitivity to and enthusiasm for nurturing the health of each student, and an ability and willingness to model healthy living. The course presents current and accurate content based upon the latest scientific information about health. It emphasizes the similarities and universal qualities of human beings, regardless of differences in age, culture, disability, ethnic background, gender, primary language, religion, sexual orientation, or socioeconomic background. Teacher candidates learn to provide students with opportunities to learn, practice, and apply new health related skills, such as making decisions, refusing negative influences, and accessing health and social service programs to maintain good health. TC instill in children the ability to accept responsibility for their health to succeed in school and become healthier, more responsible, and more successful adults. Teacher candidates will learn how to collaborate with parents and the school to address problems and behaviors that influence school performance.

EDTC 610 Advanced Study of Teaching Special Populations (3)

Students build upon the knowledge, skills, and abilities acquired during preliminary preparation for teaching K–12 students with disabilities, at-risk students, and gifted and talented students. Candidates become familiar with the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new and/or relevant statutory requirements. Candidates learn the statutory and/or local provisions relating to the education of students who are gifted and talented. Candidates develop skills in how to create an inclusive climate, specialized instruction, and assessment of students with special needs and/or disabilities. Candidates learn instructional strategies to provide K–12 students with disabilities the appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Candidates learn to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' caregivers, as well as with community and school professionals significant to the education of gifted and talented students.

EDTC 645 Language Acquisition and Language Arts Methods (4)

Teacher credential candidates analyze the theories and practices of language acquisition and language arts instruction with reference to traditional and contemporary thought in socio- and psycho-linguistics. Assessment of literary processes are integrated as appropriate. Particular attention is given to cross-curricular and cultural diversity issues in language development and language arts methods for K–12. Attention is also given to the use of technology in language learning. Credential candidates focus on the California Reading/Language Arts content standards found in the 1999 Framework for guidance on curriculum and instruction. Opportunities to apply theory to practice in a tutorial setting are provided.

EDTC 672 Cultural Diversity (3)

This course explores the concept of culture and how it is manifested in our schools, communities, and homes. Focus is placed on helping teacher credential candidates use cultural knowledge for effective teaching and learning in classroom settings. Teacher credential candidates are provided with methods that foster their knowledge of student cultures, the importance of this knowledge, issues and concepts related to cultural contact, and the nature of cultural diversity in California and the United States, including demography and immigration. Instructional strategies include the use of technology tools. Teacher credential candidates are expected to demonstrate the ability to integrate course concepts with the development of a classroom curriculum that promotes cultural understanding and affirmation.

EDTC 673 Second Language Development: Theories and Foundation (3)

Teacher credential candidates need to increase their cultural sensitivity and their knowledge of culturally relevant teaching skills to meet the needs of the linguistically diverse student population that has resulted from the changing demographics in the U.S. and, more particularly, in California. The

course is designed to provide students with foundations in the historical, linguistic, legal, pedagogical, and theoretical research as it relates to first and second language development. Emphasis is placed on increasing candidates' understanding of the social and cultural factors affecting the schooling of language minorities. Credential candidates will understand the strategies and curriculum and instruction outlined in the California English Language Development Standards. Teacher credential candidates will additionally investigate research in English language learning, bilingualism, language structures, and sociocultural variables of language uses. Prerequisite: ED 601, EDTC 672. Pre/Co-requisite: EDTC 645.

EDTC 674 Second Language Development: Methods and Practice (2)

This course is designed to follow the theories and foundation course EDTC 673. It provides students with opportunities to apply theories, research, assessment strategies, instructional approaches, and methods through a practicum with learners of English. Credential candidates will work directly with K–12 students in a local public school site for a total of eight weeks. They will be expected to synthesize course concepts into the effective delivery of weekly lessons with learners of English in a practicum setting. Emphasis will be placed on the promotion of cultural, linguistic, and communicative competence and acceptance. Credential candidates will use the strategies and curriculum and instruction outlined in the California English Language Development Standards. The practicum is composed of three components that include: (1) supervised teaching by instructors, (2) effective lesson planning by candidates, (3) and reflective journal entries on each practicum session by candidates. Prerequisite: EDTC 673.

EDTC 677 Environmental and Instructional Strategies for the Diverse Classroom: Multiple Subject (3)

This course focuses on classroom environment and instructional strategies for the diverse preschool through grade eight and those special situations in which a teacher credential candidate will work. Students acquire skills in SDAIE techniques, classroom management, the creation of lesson plans utilizing a variety of strategies and evaluation methods, and cohesive classroom management. Coursework includes all state-mandated content areas and fulfills the EL Authorization requirement for the California Multiple Subject Teaching Credential.

EDTC 678 Environmental and Instructional Strategies for the Diverse Classroom: Single Subject (3)

This course focuses on classroom environment and instructional strategies for the diverse middle school through grade twelve classroom, and those special situations in which a teacher credential candidate will work. Students acquire skills in SDAIE techniques, classroom management, the creation of lesson plans utilizing a variety of strategies and evaluation methods, and cohesive classroom management. Coursework includes all state-mandated content areas and fulfills the EL Authorization requirement for the California Single Subject Teaching Credential.

EDTC 691 Mathematics and Science Methods for Elementary Schools (3)

In this course, participants will acquire a conceptual framework and tools to communicate a science and math body of knowledge to students. Participants learn a wide array of teaching methods for mathematics and science associated with the California Mathematics and Science Frameworks, and the California Teacher Performance Expectations related to mathematic and science. Participants in the course will demonstrate understanding of the interrelationships between computational skills and cognitive understanding, appropriate communication skills using graphs and symbols, and the ability to use technology to enhance students' understanding of mathematic and science.

EDTC 693 Linking Literature and Composition with History/Social Science: MS (3)

The California standards for History/Social Sciences and Reading/Language Arts provide the framework for the exploration of child and adolescent literature that has an historical dimension. Teacher credential candidates will review literature with an emphasis on narrative development. Writing genres include the journal, biographical sketch, and memoir. The course will focus on the intellectual, reasoning, reflection, chronological and spatial thinking, research, evidence and point of view.

EDTC 694 Linking Literature and Composition with Content Area Instruction: SS (3)

Students learn the value of writing as a form of reflective processing and understanding for single subject students. Various forms of writing including note-taking, observation, reflective writing, learning logs, and double entry journal are explored and evaluated using rubrics created by the candidates.

This course explores the idea that all teachers are teachers of reading. Students learn to authentically connect the CA Reading/Language Arts Framework and Standards with specific content area frameworks. Students review and evaluate child and adolescent literature selections to supplement textbooks and make content area material accessible to all levels of readers within the classroom.

EDTC 695 Developing Secondary Teaching Methods: Single Subject (3)

In this course secondary teacher candidates learn to develop research based teaching methods which meet the professional responsibilities outlined by the teaching profession and enable students to learn skills and knowledge outlined by the respective content standards.

EDTP 632 Documenting and Presenting Practice (2)

This is the companion course to EDTP 631 Introduction to Documenting Practice. In this course teachers construct a portfolio of their teaching practice and make a formal presentation to their peers. A major focus of this course is a well-written, descriptive, and expository paper that presents the backbone of the teaching portfolio.

EDTP 635A,B Investigations into Subject Matter, I & II (2,3)

This five-unit course unfolds over two terms. In part I, teachers investigate their curriculum to update knowledge and understanding of the content

domains, including curriculum standards from national organizations. Part of that investigation includes determining appropriate texts and materials to acquire and study. In part II, teachers integrate knowledge from both subject matter and pedagogy course investigations to propose modifications to their own classroom curriculum. They plan, carry out, and describe a three-week unit of instruction that reflects these insights, such as one they might choose for the NBPTS requirement.

EDTP 636A,B Advances in Pedagogy, I & II (3,2)

This course unfolds over two terms as a companion to the two-term course on content. In part I, teachers study their own pedagogy: the beliefs they hold and the actions and decisions they carry out in current classroom practice. They acquire concepts and strategies that underlie terms such as constructivist, student-centered, and teacher as facilitator. Teachers try out, share, and discuss elements of these approaches in small experiments in their own classrooms. In conjunction with their work in Investigations into Subject Matter II, teachers practice the integrated application of pedagogical knowledge in planned instructional activities that are shared and analyzed as cases.

EDTP/EDC 639 Mentoring and Team Leadership (3)

Students study how to effectively mentor and collaborate with others through team building, leadership, and clinical supervision. Students take on a mentor, collaborator, or leadership role in their workplace to plan, implement, reflect, and share reflections of their efforts.

PSY 601 Assessment of Intelligence (3)

Students examine the theory and clinical assessment of cognitive functioning, with emphasis on commonly used instruments, including the Stanford Binet, Wechsler Adult Intelligence Scale, and the Wechsler Intelligence Scale for Children. Practical experiences are offered in administration, scoring, interpretation, and professional report writing.

PSY 606 Interpersonal Skills and Group Therapy (3)

This course examines group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. An experiential laboratory group is included.

PSY 607 Social Psychology (3)

This survey course focuses on the interrelationships between individuals and the social environment. Students examine the dynamics of interpersonal influence in diverse contexts, including attitude formation and change, persuasion, social cognition, stereotyping and prejudice, obedience and conformity, attraction, altruism and aggression, leadership in groups, and political and health psychology.

PSY 610 Theories of Personality (3)

Major theoretical approaches to personality are surveyed from a historical perspective. Emphasis is placed upon contemporary clinical expressions of these approaches and the operation of theoretical assumptions in clinical practice.

PSY 656 Physiological Psychology (3)

This course examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The long-term effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders such as autism, schizophrenia, and depression are also discussed.

PSY 657 Psychopathology (3)

This survey course examines the historical and conceptual perspectives on psychopathology and the manner in which these perspectives interface with therapeutic strategies.

PSY 658 Individual and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and social development of individuals and families throughout the life span. The impacts of experiences such as childbirth, adolescence, marriage, divorce, and aging on individuals and families are explored.

PSY 659 Principles and Theories of Learning (3)

This course provides a survey of the field of learning and highlights the relevance of learning for the practice of counseling and psychotherapy.

Master of Arts in Education:
Teaching English to Speakers of Other Languages

The Master of Arts in Education (MAE) degree with specialization in Teaching English to Speakers of Other Languages (TESOL) is offered as a cohort model for completion within one academic or calendar year (three terms). All courses are aligned with National Council for Accreditation of Teacher Education (NCATE) Standards for TESOL programs (2008). The pathway comprises 10 three-unit courses addressing the needs of: a) local candidates intending to specialize in teaching English Learners; and b) international candidates wishing to study the teaching of English. The aim is to support educators in the teaching of English as an additional language from kindergarten to university, both in the USA and beyond. Candidates will extend and deepen their professional knowledge, skills, and dispositions as reflective scholar-practitioners.

Course Requirements

EDTE 601   Language Analysis .... (3)
EDTE 602   Language Acquisition .... (3)
EDTE 603   Intercultural Communication .... (3)
EDTE 604   Classroom Inquiry .... (3)
EDTE 605   Language Curriculum .... (3)
EDTE 606   Language Pedagogy .... (3)
EDTE 607   Special Populations .... (3)
EDTE 608   Language Assessment .... (3)
EDTE 609   Community Partnerships .... (3)
EDTE 610   Clinical Practicum .... (3)

Course Descriptions

EDTE 601 Language Analysis (3)

Candidates will study major concepts, theories, and research related to language analysis, demonstrate understanding of language as a system and competence in helping students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

EDTE 602 Language Acquisition (3)

Candidates will know, understand, and use major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support students' language and literacy development and content area achievement.

EDTE 603 Intercultural Communication (3)

Candidates will know, understand, and use major concepts, theories, and research related to the nature and role of culture to construct learning environments that support students' cultural identities, language and literacy development, and content area achievement.

EDTE 604 Classroom Inquiry (3)

Candidates will demonstrate knowledge of history, research, and current practice in the field of second language teaching, and apply this knowledge to their practice through the development of a research proposal. The small-scale study will be conducted during the clinical practicum.

EDTE 605 Language Curriculum (3)

Candidates will know, understand, and apply standards-based practices to plan instruction in a supportive learning environment, and serve as effective English language models in multilevel classrooms with diverse learners, and explore a range of resources and technologies.

EDTE 606 Language Pedagogy (3)

Candidates will know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills in a supportive learning environment. Candidates will support students in accessing the core curriculum.

EDTE 607 Special Populations (3)

Candidates will understand issues of assessment, including cultural and linguistic bias, political, social, and psychological factors, IQ, special education testing, special populations in the inclusive classroom, and the needs of students who are gifted and talented.

EDTE 608 Language Assessment (3)

Candidates will use a variety of standards-based language proficiency instruments to study the identification, placement, and demonstration of language growth. Candidates will know and use a variety of classroom and performance assessment tools that are standards-based to inform their instruction.

EDTE 609 Community Partnerships (3)

Candidates will plan activities that provide support for students and their families, and work collaboratively to improve the learning environment. Candidates will serve as professional resources, advocate for students, and build partnerships with the community.

EDTE 610 Clinical Practicum (3)

Candidates will apply instructional techniques, research results, advances in the field, and public policy issues. Candidates will use this information to reflect upon and improve their instructional practices. Candidates will collaborate with, and serve as, a resource to all staff, including paraprofessionals, to improve student learning.

Combined Master of Arts in Education and Teaching Credential

Pepperdine has structured coursework to facilitate the accomplishment of a Master of Arts degree in conjunction with a teaching credential. Students pursuing this option may complete their M.A. and credential in three terms. Because most of the courses required for the credentials can be applied to the master's, a combination M.A. and teaching credential can be earned with minimal additional courses.

Teaching Credential Programs

All teaching credential programs and the Master of Arts in Education are offered at the West Los Angeles, Encino, Irvine, and Westlake Village Graduate Campuses.

All students entering the credential program or Master of Arts programs are required to have a laptop computer and home access to the Internet. All new students in the Master of Arts in Education and Teaching Credential programs are required to attend an orientation session prior to the start of the program. Special computer and software packages are available to full-time students through the Pepperdine Computer Store.

Effective fall 2003, Pepperdine University's program reflects State Senate Bill 2042 that grants a California SB 2042 Multiple or Single Subject preliminary credential. To learn about California Teaching Credentials see the California Commission on Teacher Credentialing at www.ctc.ca.gov. Students enrolled in the SB2042 teacher preparation program (admitted fall 2003 or after) must complete all coursework in residence. No waiver or transfer credits will be allowed.

Multiple Subject Credential

The multiple subject teaching credential is generally considered to be an elementary school credential, most applicable to kindergarten and grades 1 through 6, where traditionally one classroom teacher is responsible for multiple subjects in the curriculum. Nevertheless, this credential entitles the holder to teach a self-contained program, individually or as part of a teaching team, from preschool through grade 12.

Multiple subject credential candidates must establish subject matter competence in the broad range of school curricula and teaching topics by passing the California Subject Examination for Teachers (CSET), which is offered regularly throughout the region by Evaluation Systems, Pearson. The state of California requires that students must have established subject matter competence before they may enroll in EDTC 680 or EDTC 681. This is a state requirement and cannot be waived. Other qualifications may need to be met through coursework and/or tests. Students may discuss additional requirements with a Student Services Advisor.

Single Subject Credential

Single subject credential candidates may teach a single subject, specified on the credential, from preschool through grade 12. However, this credential is generally recognized as most appropriate for the middle and secondary schools, grades 7 through 12.

Prior to admission, single subject credential candidates must establish subject matter competence in their chosen field. This may be accomplished in one of two ways. First, students may obtain a subject matter equivalency statement from the approved California undergraduate program from which they obtained their bachelor's degree. The second and more common path is to have completed 12-15 approved subject-matter units from a regionally-accredited institution, with no grade lower than "C." Subject-matter units are defined as units completed in the same subject matter as that which will be studied at Pepperdine University.

In addition to establishment of subject-matter competency, prior to admission students must be registered for the CSET as appropriate to the content area. Bulletins for all competency tests are available online. Students must have passed the CSET as appropriate to the content area before they may enroll in EDTC 683 or EDTC 684. This is a state requirement and cannot be waived. Students may discuss additional requirements with an Admissions Manager or Student Services Advisor.

The Pepperdine University Intern Program

The Pepperdine University Intern Program supports Pepperdine's Master's in Education with Teaching Credential (MAETC) students to work as full-time, salaried teachers while pursuing an SB2042 Preliminary Teaching Credential. It is ideal for those students with prior teaching experience although this is not a requirement. Applicants to the program must be employed by or have an offer of full-time employment from a participating school district.

Requirements:

Bachelors degree

Acceptance into the MAETC program

Passage of the California Basic Educational Skills Test

Passage of the California Subject Examinations for Teachers

Passage of a US Constitution exam or course

Enrollment in the University Intern Workshop

Employment with a participating public school district

Admission Requirements

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- Official transcript in a registrar's sealed and stamped/signed envelope from the institution that awarded the baccalaureate degree to the applicant, as well as all transcripts from all other colleges or universities attended.

- Two professional recommendations attesting to the applicant's competencies, character, and potential and/or ability as an educator.

- A one- to two-page Statement of Educational Purpose reflecting an understanding and response to the MA in Education/Teaching Credential Mission (see the Mission Statement in this catalog) as it applies to applicant's goals.

- A photocopy of any currently held teaching, instructional, or services credential(s), if any.

- Statement of Responsibility.

- An official California Basic Educational Skills Test (CBEST) passing transcript or proof of attempt for the Basic Skills Requirement.

- Passing transcript or proof of registration for the California Subject Examination for Teachers (CSET). The passing transcript is required even if the applicant has asked Evaluations Systems, Pearson (ES) to send Pepperdine University the results. Applicants who have successfully completed a Commission-approved Subject Matter Equivalency program must obtain a Subject Matter Equivalency letter from the college or university. The original Subject Matter Equivalency letter will be accepted in lieu of the CSET.

- California Certificate of Character and Identification Clearance (COC) must be completed prior to admission to the Master of Arts with Teaching Credential programs.

Course Requirements

Multiple Subject Credential Required Coursework

ED 600	Historical and Philosophical Foundations of Education	(3)
ED 601	Psychological Foundations of Education	(3)
EDTC 605	Visual and Performing Arts	(1)
EDTC 606	Health and Physical Education	(1)
EDTC 610	Advanced Study of Teaching Special Populations	(3)
EDTC 611A,B,C		
	Identity, Inquiry, and Vocation	(1,1,1)
EDTC 645	Language Acquisition and Language Arts Methods	(4)
EDTC 672	Cultural Diversity	(3)
EDTC 673	Second Language Development: Theories and Foundations	(3)
EDTC 674	Second Language Development: Methods and Practice	(2)
EDTC 677	Environmental and Instructional Strategies for the Diverse Classroom: Multiple Subject	(3)
EDTC 679	Introduction to Student Teaching: Observation and Participation in the Elementary School	(4)
EDTC 680	Student Teaching in the Elementary School	(4)
EDTC 681	Advanced Student Teaching in the Elementary School	(4)
EDTC 691	Mathematics and Science Methods for Elementary Schools	(3)
EDTC 693	Linking Literature and Composition with History/Social Science	(3)

Single Subject Credential Required Coursework

ED 600	Historical and Philosophical Foundations of Education	(3)
ED 601	Psychological Foundations of Education	(3)
EDTC 605	Visual and Performing Arts	(1)
EDTC 606	Health and Physical Education	(1)
EDTC 610	Advanced Study of Teaching Special Populations	(3)
EDTC 611A,B,C		
	Identity, Inquiry and Vocation	(1,1,1)
EDTC 645	Language Acquisition and Language Arts Methods	(4)
EDTC 672	Cultural Diversity	(3)
EDTC 673	Second Language Development: Theories and Foundations	(3)
EDTC 674	Second Language Development: Methods and Practice	(2)
EDTC 678	Environmental and Instructional Strategies for the Diverse Classroom: Single Subject	(3)
EDTC 682	Introduction to Student Teaching: Observation and Participation in the Secondary School	(4)
EDTC 683	Student Teaching in the Secondary School	(4)
EDTC 684	Advanced Student Teaching in the Secondary School	(4)
EDTC 694	Linking Literature and Composition with Content Area Instruction: Single Subject	(3)
EDTC 695	Developing Secondary Teaching Methods: Single Subject	(3)

Course Descriptions

ED 600 Historical and Philosophical Foundations of Education (3)

Major philosophical and historical influences are reviewed and applied to current educational movements. This course offers an issues-based study of historical, legal, social, political, and economic perspectives on the role of education and schools in society. These issues include reform movements, standards, testing, the profession of teaching, cultural diversity, equity, gender, mainstreaming, and technology use.

ED 601 Psychological Foundations of Education (3)

Psychological principles as they apply to teaching and learning will be studied in this course. The course is designed to introduce students to the foundations of educational psychology. Past and current theories in educational learning and student development will be covered. Specific attention will focus on examining educational theories and their applicability to ethnic and language minority students.

ED 602 Introduction to Research and Assessment (3)

Various forms of assessment are reviewed with the goal of understanding the purpose of each form of assessment and its proper use and interpretation. Forms of assessment reviewed will include, at a minimum, standardized tests, performance assessment tests, and portfolios. Students will conduct original research in a school setting. Interpretation of the results of that research will be done using spreadsheets and statistical analysis software. Students will also conduct a literature review of research already conducted in their area of study.

ED 612 Teacher Education Symposium (1)

This course provides a capstone experience in which students demonstrate their professional competencies as delineated by the California Commission on Teacher Credentialing (CCTC) Teacher Performance Expectations and Teacher Performance Assessments. These competencies address multiple and overlapping knowledge and skill domains across grade levels and subject matter. Students share projects and research that illustrates their development as research/practitioners. The students will participate in a professional conference environment to present their work. Prerequisites: ED 610, EDTC 611A, B taught by the same instructor. Co-requisite: EDTC 611C.

ED 699 Independent Study and Selected Topics (1–5)

Individual study is conducted involving an examination and analysis of a specific subject area of your choosing under the supervision of an approved instructor. Occasionally, special courses are offered for enrollment.

EDTC 605 Visual/Performing Arts in Education (1)

Multiple and single subject candidates will explore the four disciplines of dance, music, theatre, and visual arts in an effort to create a comprehensive curriculum that addresses the needs of all learners. Howard Gardner's theory of multiple intelligences will be used as a springboard to better understand how the visual and performing arts aid students. Recent developments in brain research pertaining to the benefits of teaching to the "whole brain" will be discussed. Emphasis will be placed on how the arts have the potential to strengthen

learning, improve memory and retrieval, as well as enhance learner motivation and morale. Candidates will attend school and community presentations involving various arts. The greater goal of the course is to help candidates make connections between concepts across subject areas using differentiated approaches of the visual and performing arts to facilitate this process.

EDTC 606 Health and Physical Education (1)

The teacher candidates (TC) develop a good understanding of the content, and sensitivity to and enthusiasm for nurturing the health of each student, and an ability and willingness to model healthy living. The course presents current and accurate content based upon the latest scientific information about health. It emphasizes the similarities and universal qualities of human beings, regardless of differences in age, culture, disability, ethnic background, gender, primary language, religion, sexual orientation, or socioeconomic background. Teacher candidates learn to provide students with opportunities to learn, practice, and apply new health related skills, such as making decisions, refusing negative influences, and accessing health and social service programs to maintain good health. TC instill in children the ability to accept responsibility for their health to succeed in school and become healthier, more responsible, and more successful adults. Teacher candidates will learn how to collaborate with parents and the school to address problems and behaviors that influence school performance.

EDTC 610 Advanced Study of Teaching Special Populations (3)

Students build upon the knowledge, skills, and abilities acquired during preliminary preparation for teaching K–12 students with disabilities, at-risk students, and gifted and talented students. Candidates become familiar with the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the Act, and any new and/or relevant statutory requirements. Candidates learn the statutory and/or local provisions relating to the education of students who are gifted and talented. Candidates develop skills in how to create an inclusive climate, specialized instruction, and assessment of students with special needs and/or disabilities. Candidates learn instructional strategies to provide K–12 students with disabilities the appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Candidates learn to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' caregivers, as well as with community and school professionals significant to the education of gifted and talented students.

EDTC 611A Identity, Inquiry and Vocation (1)

This course is the first term of a three-term course presented each semester. It focuses on developing professional identity and increasing students understanding of teaching as a vocation through inquiry. The course embeds Pepperdine's mission of service, purpose, and leadership as participants are guided to construct their unique professional identity as they plan implement and present an Action Research Project. Participants apply the knowledge and skills they are acquiring in their coursework to their school settings. They choose and begin to research a topic of personal interest related to their experience in student teaching.

EDTC 611B Identity, Inquiry, and Vocation (1)

This course is the second term of a three-term course. It focuses on developing professional identity and increasing students understanding of teaching as a vocation through inquiry. The course embeds Pepperdine's mission of service, purpose, and leadership as participants are guided to construct their unique professional identity as they plan implement and present an Action Research Project. Participants apply the knowledge and skills they are acquiring in their coursework to their school settings. They develop research questions and do a mini data collection and data analysis on their topic. In this term, candidates develop a level of objectivity that is essential for professional identity.

EDTC 611C Identity, Inquiry and Vocation (1)

This course is the third term of a three-term course. It focuses on developing professional identity and increasing students' understanding of teaching as a vocation through inquiry. The course embeds Pepperdine's mission of service, purpose, and leadership as participants are guided to construct their unique professional identity as they plan implement and present an Action Research Project. Students apply the knowledge and skills they are acquiring in their coursework to their school settings. In this term students reflect on their Action Research and write a discussion section. They present their project to other students, family and community members in a professional setting and write a final reflection on the experience.

EDTC 645 Language Acquisition and Language Arts Methods (4)

Teacher credential candidates analyze the theories and practices of language acquisition and language arts instruction with reference to traditional and contemporary thought in socio- and psycho-linguistics. Assessments of literary processes are integrated as appropriate. Particular attention is given to cross-curricular and cultural diversity issues in language development and language arts methods for K–12. Attention is also given to the use of technology in language learning. Credential candidates focus on the California Reading/Language Arts content standards found in the 1999 Framework for guidance on curriculum and instruction. Opportunities to apply theory to practice in a tutorial setting are provided.

EDTC 672 Cultural Diversity (3)

This course explores the concept of culture and how it is manifested in our schools, communities, and homes. Focus is placed on helping teacher credential candidates use cultural knowledge for effective teaching and learning in classroom settings. Teacher credential candidates are provided with methods that foster their knowledge of student cultures, the importance of this knowledge, issues and concepts related to cultural contact, and the nature of cultural diversity in California and the United States, including demography and immigration. Instructional strategies include the use of technology tools. Teacher credential candidates are expected to demonstrate the ability to integrate course concepts with the development of a classroom curriculum that promotes cultural understanding and affirmation.

EDTC 673 Second Language Development: Theories and Foundation (3)

Teacher credential candidates need to increase their cultural sensitivity and their knowledge of culturally relevant teaching skills to meet the needs of the linguistically diverse student population that has resulted from the changing demographics in the U. S. and, more particularly, in California. The course is designed to provide students with foundations in the historical, linguistic, legal, pedagogical, and theoretical research as it relates to first and second language development. Emphasis is placed on increasing candidates' understanding of the social and cultural factors affecting the schooling of language minorities. Credential candidates will understand the strategies and curriculum and instruction outlined in the California English Language Development Standards. Teacher credential candidates will additionally investigate research in English language learning, bilingualism, language structures, and sociocultural variables of language uses. Prerequisite: ED 601, EDTC 672. Pre/Co-requisite: EDTC 645.

EDTC 674 Second Language Development: Methods and Practice (2)

This course is designed to follow the theories and foundation course EDTC 673. It provides students with opportunities to apply theories, research, assessment strategies, instructional approaches, and methods through a practicum with learners of English. Credential candidates will work directly with K–12 students in a local public school site for a total of eight weeks. They will be expected to synthesize course concepts into the effective delivery of weekly lessons with learners of English in a practicum setting. Emphasis will be placed on the promotion of cultural, linguistic, and communicative competence and acceptance. Credential candidates will use the strategies and curriculum and instruction outlined in the California English Language Development Standards. The practicum features three components: (1) supervised teaching by instructors, (2) effective lesson planning by candidates, (3) and reflective journal entries on each practicum session by candidates. Prerequisite: EDTC 673.

EDTC 677 Environmental and Instructional Strategies for the Diverse Classroom: Multiple Subject (3)

This course focuses on classroom environment and instructional strategies for the diverse preschool through grade eight, and those special situations in which a teacher credential candidate will work. Students acquire skills in SDAIE techniques, classroom management, the creation of lesson plans utilizing a variety of strategies and evaluation methods, and cohesive classroom management. Coursework includes all state-mandated content areas and fulfills the EL Authorization requirement for the California Multiple Subject Teaching Credential.

EDTC 678 Environmental and Instructional Strategies for the Diverse Classroom: Single Subject (3)

This course focuses on classroom environment and instructional strategies for the diverse middle school through grade 12 classroom and those special situations in which a teacher credential candidate will work. Students acquire skills in SDAIE techniques, classroom management, the creation of lesson plans utilizing a variety of strategies and evaluation methods, and cohesive classroom management.

Coursework includes all state-mandated content areas and fulfills the EL Authorization requirement for the California Single Subject Teaching Credential.

EDTC 679 Introduction to Student Teaching: Observation and Participation in the Elementary School (4)

This course is for those seeking a Multiple Subject Teaching Credential. Students are introduced to classroom practice through structured on-site activities ranging from observation of classes to whole-class lesson instruction. In addition, students attend a University-based seminar that relates educational theory to classroom practice.

EDTC 680 Student Teaching in the Elementary School (4)

This course is for those seeking a Multiple Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation precedes developing and teaching lessons under supervision. Teaching moves from individual instruction to small-group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. In addition, students attend a University-based seminar that relates education theory to classroom practice. Prerequisites: EDTC 679; Basic Skills, Subject Matter Competency.

EDTC 681 Advanced Student Teaching in the Elementary School (4)

This course is for those seeking a Multiple Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation precedes developing and teaching units under supervision. Teaching moves from individual instruction to small-group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. Students attend a University-based seminar that relates educational theory to classroom practice. In addition, students complete professional portfolios, job interviewing techniques, and an exit interview. Prerequisite: EDTC 680.

EDTC 682 Introduction to Student Teaching: Observation and Participation in the Secondary School (4)

This course is for those seeking a Single Subject Teaching Credential. Classroom practice is introduced to students through structured on-site activities ranging from observation of classes to whole-class lesson instruction. Students also attend a University-based seminar that relates educational theory to classroom practice.

EDTC 683 Student Teaching in the Secondary School (4)

This course is for those seeking a Single Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation precedes developing and teaching lessons under supervision. Teaching moves from individual instruction to small-group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. In addition, students attend a University-based seminar that relates educational theory to classroom practice. Prerequisites: EDTC 682; Basic Skills, Subject Matter Competency.

EDTC 684 Advanced Student Teaching in the Secondary School (4)

This course is for those seeking a Single Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation precedes developing

and teaching lessons under supervision. Teaching moves from individual instruction to small-group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. In addition, students attend a University-based seminar that relates educational theory to classroom practice. Preparation for each student's job search is conducted through completion of a professional portfolio, job interviewing guidance, and an exit interview. Prerequisite: EDTC 683.

EDTC 691 Mathematics and Science Methods for Elementary Schools (3)

In this course, participants will acquire a conceptual framework and tools to communicate a science and math body of knowledge to students. Participants learn a wide array of teaching methods for mathematics and science associated with the California Mathematics and Science Frameworks, and the California Teacher Performance Expectations related to mathematic and science. Participants in the course will demonstrate understanding of the interrelationships between computational skills and cognitive understanding, appropriate communication skills using graphs and symbols, and the ability to use technology to enhance students' understanding of mathematic and science.

EDTC 693 Linking Literature and Composition with History/Social Science: MS (3)

The California standards for History/Social Sciences and Reading/Language Arts provide the framework for the exploration of child and adolescent literature that has an historical dimension. Teacher credential candidates will review literature with an emphasis on narrative development. Writing genres include the journal, biographical sketch, and memoir. The course will focus on the intellectual, reasoning, reflection, chronological and spatial thinking, research, evidence and point of view.

EDTC 694 Linking Literature and Composition with Content Area Instruction: SS (3)

Students learn the value of writing as a form of reflective processing and understanding for single subject students. Various forms of writing including note-taking, observation, reflective writing, learning logs, and double entry journal are explored and evaluated using rubrics created by the candidates.

This course explores the idea that all teachers are teachers of reading. Students learn to authentically connect the CA Reading/Language Arts Framework and Standards with specific content area frameworks. Students review and evaluate child and adolescent literature selections to supplement textbooks and make content area material accessible to all levels of readers within the classroom.

EDTC 695 Developing Secondary Teaching Methods: Single Subject (3)

In this course secondary teacher candidates learn to develop research based teaching methods which meet the professional responsibilities outlined by the teaching profession and enable students to learn skills and knowledge outlined by the respective content standards.

Master of Arts in Learning Technologies (Online)

Pepperdine offers an advanced Master of Arts program for professionals with at least three years of experience in learning settings. The Master of Arts in Learning Technologies offers the opportunity to develop skills and knowledge about the current and near future technologies and their role in learning settings.

Students in this program break barriers with electronic networking. Connecting with the larger professional community, working on meaningful projects in collaboration with peers and faculty, and reflecting on those experiences enable students to construct a deeper understanding of subject matter than in traditional graduate settings.

The program has been designed as a distance-learning program; 85% of instructional contact is conducted online. The balance of contact time takes place in three mandatory face-to-face meetings. The first is a prerequisite, five day Cadre Camp held in mid- to late July. There, students learn the technology tools that will be required for successful online work and meet fellow students and faculty. The second meeting occurs in the middle of the program, in conjunction with a regional or national learning technologies conference. The final June meeting includes a public exhibition of students' year-long work. Online coursework occurs both asynchronously and synchronously, through threaded discussions, Web pages, and real-time class "chat" in a virtual environment. The technology specialization involves design thinking, virtual learning environments and leveraging organizational change.

Students learn how technology can support innovative ideas in learning environments-constructivism, alternative assessment, collaboration, and community—by experiencing these directly as learners in real and virtual classrooms. Students work in yearlong design teams to create a service learning project that addresses a societal problem.

The program also prepares students to lead others, develop colleagues, manage resources, make technology decisions, support organizational knowledge—sharing, and secure project funding. Students work with multimedia, groupware, and Net-based applications and hardware and become fully engaged in an electronic learning community.

Another important component in this program is the yearlong Action Research Project undertaken by each student. The action research requires students to design, implement, analyze, revise, and support a workplace intervention to improve local practice. The action research project serves as the backbone activity of the entire program. Each group of students works closely with its action research advisor, the professor of the year-long seminar in action research. The advisor provides support and guidance throughout the action research process. The June exhibition is the occasion at which students share their project work with faculty, other students, invited guests, and invited media representatives.

All courses for this 30-unit program are taken with a cohort of students, with no more than 22 in each group. Annual intake for the program is in summer, with the Cadre Camp taking place in July.

Technology Requirements

All students entering the Master of Arts program are required to purchase or upgrade a laptop computer to meet specifications. (Technology specifications are available upon admission to the program.) Students must also have home access to the Internet. Students are required to participate in a week-long Cadre Camp, intended to prepare them to work successfully online. Special computer and software packages are available to full-time students through the Pepperdine University Computer Store and vendor partners.

Continuation in Program

The faculty is committed to the attainment of the highest academic standards. Each student is expected to attain an overall grade of "B" or higher. A grade below "C" or disruptive conduct requires an immediate faculty review of the student's suitability to continue master's studies and may result in recommendation of dismissal to the associate dean. Any student who receives a grade of "C" in any two courses will be dismissed from the program.

Admission Requirements

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- Official transcript in a sealed envelope from the accredited institution that awarded the baccalaureate degree to the applicant. Transcripts from all other colleges or universities attended are recommended.

- Two letters of recommendation attesting to the applicant's potential or ability to become an educator and leader in learning technologies as well as the applicant's character. One of the letters of recommendation must come from a local mentor/sponsor/ supervisor with whom the applicant works.

- A three-part statement describing: (1) vision for technology in educational settings, (2) experience/background in technology, and (3) personal goals related to the pursuit of this degree.

- Personal interviews are required for all qualified candidates who apply for the program.

Course Requirements

All courses for this 30-unit program are taken with the same cadre of peers. The program is completed in 13 months (July to July). It begins in July with Cadre Camp, followed by three 1-unit course during the month of August. Student then have a Fall, Spring and Summer session ending in mid-July.

Summer I – Discover (3 units)

ELT 630	Conceptual Tools – Experience Distributed Cognition & Learning	(1)
ELT 640	Learning Designs – Product Design in Teams	(1)
ELT 650	Collaborative Action Research – Explore Action Research	(1)

Fall – Understand (9 units)

ELT 631	Conceptual Tools – Understand Learning With Technology	(3)
ELT 641	Learning Designs – Analyze Problems and Tools	(3)
ELT 651	Collaborative Action Research – Formulate a Theory of Action	(3)

Spring – Apply (9 units)

ELT 632	Conceptual Tools – Teaching & Learning Relationships with Technology	(3)
ELT 642	Learning Designs – Apply Technology Learning Environments	(3)
ELT 652	Collaborative Action Research – Apply Action Research Methods	(3)

Summer II – Leverage (9 units)

ELT 633	Conceptual Tools – Technology Leadership through Service	(3)
ELT 643	Learning Designs – Leverage Technology for Change	(3)
ELT 653	Collaborative Action Research – Present Action Research	(3)

Course Descriptions

ELT 630 Conceptual Tools
Experience Distributed Cognition and Learning (1)

This course is an introduction to thinking and writing together. It will start in Cadre Camp with a number of project and activities designed to help students thinking about learning, cognition and different forms of collaboration. Students will explore the current state of web 2.0 tools. They will use Mindmaps and begin planning for how to contribute to the development of the MALT site on learning technologies. The goal is to make it an effective teaching and learning site for those who are interesting in learning more about learning technologies.

ELT 631 Conceptual Tools
Understand Learning With Technology (3)

Students will explore the use of games, collaborative software, and interactive web platforms as social learning environments and cognitive tools. This class builds a foundation of learning theory and broad and complex thinking about personal and community theories of learning. The goal is to help students

understand how theories of learning shape the design and use of technology tools in educating today's learner. Students will describe the theory of learning that is foundational to their action research.

ELT 632 Conceptual Tools
Teaching and Learning Relationships with Technology (3)

This course focuses on the theories of instructional design with technology. Students examine existing and new technology tools in light of their relevance to and role in supporting K-18 or corporate education learning designs. Students explore technology assessment systems from integrated learning systems to portfolio formats. Students determine the resource needs of classrooms, schools, and organizations and construct a rationale for the resources required to create an optimal learning environment relevant to an information and communication society. Students develop a case study of their own institutional setting. This class will work in conjunction with either design team projects or action research projects or both.

ELT 633 Conceptual Tools
Technology Leadership Through Service (3)

This course focuses on the concepts and strategies that are necessary for leadership roles in the integration and application of technology and learning. Mentoring and Team leadership will also be examined. Course topics include: strategic planning, leadership styles, institutional change processes, and policy issues in learning technologies. In this course, students will generate a technology plan that supports a vision for a new level of service, new project, or new resources for advancing the mission of their organization and their professional careers.

ELT 640 Learning Designs
Product Design in Teams (1)

While there is new interactive technology available daily, most of this technology was not designed for educational purposes. Therefore educators need to learn how to design learning environments with these tools. Experience and research can guide us in new promising directions with interactive technology tools that enable and scaffold our natural ways of learning. Through discussions and hard play, beginning with the Lego Challenge we will challenge traditional notions of learning and suggest that designing for learning in social contexts lead to deeper and more lasting forms of learning. This focus on design is informed by research on the role that design thinking plays in understanding constraints and affordances in progressive problem solving. Design thinking suggests a way to apply knowledge to the complexity of real world practice.

ELT 641 Learning Design
Analyze Problems And Tools (3)

This course will help students rethink educational organizations from learner perspective and the new technology available. The learning sciences suggest new instructional designs which include scaffolding, progressive problem solving, and collaborative and distributed cognitive processes. Student review traditional instructional design and consider new visions of learning. Students explore

learning contexts that include problem-based learning, goal-based scenarios, role-plays, mini-games and simulations alternate reality games, open source learning, virtual learning environments, informal learning, and use of blogs and microblogs, as different forms of learning. They will examine how disruptive new technologies can create revolutionary change. They will learn how to redesign for education. We encourage a form of "inSITEful play" emphasizing creativity, innovation and reflection. The goal is for student to explore the potential of new tools -- GPS devices, hand-held digital tools, Web 2.0 tools-- to fundamentally change learning.

ELT 642 Learning Designs
Apply Technology Learning Evironments (3)

   This course focuses on the theories of instructional design with technology. Students examine existing and new technology tools in light of their relevance to and role in supporting K-18 or corporate education learning designs. Students explore technology assessment systems from integrated learning systems to portfolio formats. Students determine the resource needs of classrooms, schools, and organizations and construct a rationale for the resources required to create an optimal learning environment relevant to an information and communication society. Students develop a case study of their own institutional setting. This class will work in conjunction with either design team projects or action research projects or both.

ELT 643 Learning Designs
Leverage Technology For Change (3)

   This final course in the Design Strand focuses on finalizing, promoting and marketing design products. Students ultimately will share their products in Learning Designs@Pepperdine, an open and ongoing repository of learning designs available to the world. Students will participate in team leadership exploring various roles as they develop plans for marketing or extending the reach of the product design. Topics include positioning product in the markets, building user community around product, connecting to existing communities, open source content, and market strategy. Students will reflect on patterns of team leadership and mentoring in the context of marketing.

ELT 650 Collaborative Action Research
Explore Action Research (1)

   Action Research is a form of self-reflective systematic inquiry directed by students on their own practice. In this first course of the action research strand, students will examine their values and the alignment of their values to their workplace. This will help them to identify problems and possible solutions to study. Student activities will help them become more observant of workplace practices and to examine assumptions about change. Students define a "field of action," and examine the forces that are aligned for and against changes. The course also focuses on ethical issues involved in action research and helps students understand how to balance transformative advocacy with reflective research.

ELT 651 Collaborative Action Research
Formulate A Theory Of Action (3)

This is the second part of a 4-course sequence. Action Research is a form of self-reflective systematic inquiry directed by you on your own practice. You will be learning about action research and exploring ideas for action research in your workplace. In doing so, you will work with your "learning circle" partners to help them frame their ideas. Part of your work will be to begin your search for references to help you plan. You will define a "field of action, " and in that field you will look for problems you care about. We will also review ethical issues involved in action research.

ELT 652 Collaborative Action Research
Apply Action Research Methods (3)

In this course, we will be talking about the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. The cognitive tools and the technology tools that students learn in their other two strands are designed to provide a clear focus on workplace change with technology. In this part of the Action Research course students focus on developing their research skills completing two or more cycles of action research. This will involve planning, acting, collecting reactions, analyzing, and planning again. Cycles are small steps toward a larger vision. Through self-reflective systematic inquiry, students learn the iterative process of action research. The course focuses on developing both qualitative and quantitative research skills to help students learn how to collect and analysis the results of their actions.

ELT 653 Collaborative Action Research
Present Action Research (3)

The theme of this semester is leadership and ones role in larger organizational change. The students will be working on the leadership theme in the conceptual tools course that will be directed towards helping them develop projects that extend their thinking about action research. In this course, students will complete one or more cycles of action research cycles and then focus on developing an online portfolio of their work. They will prepare a presentation of their year-long process to be included in the Action Research Conference at Pepperdine University at the end of June. After the conference in July, students transform their work to prepare for other presentations, a publication or project proposals for the coming year.

Master of Arts in Social Entrepreneurship and Change

Pepperdine offers a Master of Arts degree for professionals that wish to address major social problems such as inadequate education and health systems, entrenched poverty, environmental threats, and high crime rates through innovative ideas that advance solutions. The program emphasizes transformative innovation to tackle tough problems in a systemic way through analysis of strategies and organizational characteristics. This 40 unit program is for people with new ideas who want to address major problems that change the performance capacity of society.

Information availability and technology allows us to have a wider and more detailed understanding of the world. The availability of technology allows for quick responses and has increased the citizenry response to social issues. This program builds on this broader view of citizenry response to social problems faced by individuals, communities, nations throughout the globe.

The program has been designed in a blended format with 60% of the content offered in a face to face traditional classroom mode and 40% of the program offered through a virtual environment that emphasizes a collaborative learning design. The program will have three intensive extended weekend mode face to face meetings per term with the first intensive focusing on the technology tools used in the online work.

Students will participate in a global service experience shadowing entrepreneurs who are leading ground breaking change solutions. These citizenry responses that are improving the state of the world will also serve as the global classroom laboratory.

Students will produce an Assessment Portfolio as the final project and present them to a panel of experts including academician and practitioners as evidence of completion of program objectives.

Technology Requirements

All students entering the Master of Arts program are required to have a personal laptop computer to meet specifications. (Technology specifications are available upon admission to the program.) Students must also have home access to the Internet. Students are required to participate in all face to face sessions and online sessions. Special computer and software packages are available to full-time students through Pepperdine University and vendor partners.

Admission Requirements

Applicants to the Master of Arts in Social Entrepreneurship and Change degree program must:

1. Complete and submit the Application for Admission, along with a nonrefundable check or money order for $55 payable to Pepperdine University. If applying online, applicant may also pay electronically via secure server.

2. Submit official transcripts in a registrar's sealed and stamped envelope from the regionally accredited college or university that awarded the baccalaureate degree, as well as all transcripts from any college or university attended while seeking the baccalaureate degree.

3. Request that two professional recommendations (letters or forms) be submitted. Both provided recommendations should attest to the applicant's competencies, character, and support in serving others.

4. Submit a one- to two-page Statement of Educational Purpose. This statement should address the following:

   • Previous involvement in, or interest in social change issues

   • Professional goals and objectives

   • A social issue of importance to the applicant, including reasons why there is interest in this particular issue

Course Requirements

ESEC 600	Leadership and Service	(4)
ESEC 610	Faith, Ethics, Diversity and Philanthropy	(4)
ESEC 620	Social Entrepreneurship	(4)
ESEC 630	Creating a Compelling Vision for Change	(4)
ESEC 640	Globalization and Social Change	(4)
ESEC 650	Mobilizing the Diverse Citizen Sector	(4)
ESEC 660	Marketing and PR for Social Change	(4)
ESEC 670	Global Change Experience	(3)
ESEC 680	Program Evaulation and Information Management	(4)
ESEC 690	Managing the Philanthropic Enterprise	(4)
ESEC 699	Portfolio Presentations/Exhibitions	(1)

Course Descriptions

ESEC 600 Leadership and Service (4)

Classical and contemporary theories of leadership and management will be discussed. The course will then focus on the theory and application of servant leadership as it relates to philanthropic endeavors. While exploring their own life's purpose and passion, students will learn to create a shared vision that inspires many into action to positively impact the world. Issues such as culture, gender and race will be examined in the context of leadership.

ESEC 610 Faith, Ethics, Diversity and Philanthropy (4)

The central focus of this course is on an examination of personal values that guides those engaged in change in their ethical decision making and their motivation to participate in providing essential services to their communities. This examination will be guided in part by a review of historically important and still significant theoretical approaches to ethics. Students will critically examine the role their individual faith and belief system plays that may guide them toward purpose, service and leadership in change and philanthropy. At the heart of this examination lies the role a commitment to diversity and promoting social justice plays in our approach to philanthropy. Finally, the knowledge acquired in the course will be used to examine contemporary societal issues such as poverty, social justice, famine relief and crime and punishment.

ESEC 620 Social Entrepreneurship (4)

Social entrepreneurship is a process that applies innovative solutions to the world's most pressing social problems. Students will discover ways to create and sustain social value; understand how to design processes to support innovation, adaptation, and learning; and build leadership for creating change with a clear focus on the needs of those being served.

ESEC 630 Creating a Compelling Vision for Change (4)

This course advances knowledge in visioning through designing learning settings that incorporate emergent social concerns and issues utilizing cutting edge technology. Students explore strategic planning, institutional change processes, and policy issues that influence organizations in a rapidly changing global climate. This course enhances an appreciation for diversity within local and global communities.

ESEC 640 Globalization and Social Change (4)

Globalization has by most accounts led to increased production and wealth across the world; however, the question remains "has globalization enriched or impoverished the quality of life on earth?" This course will examine globalization, its impact on production, creation of wealth and quality of life. Furthermore, global philanthropic solutions to social problems will be examined. Students will be required to select and investigate globally-based philanthropic projects which they will visit in person as part of ESEC 670.

ESEC 650 Mobilizing the Diverse Citizen Sector (4)

This course is provides a conceptual framework for organizing diverse communities and advocacy work, and an opportunity for developing skills

useful for persistence in these endeavors. The course focuses on the community organizing and advocacy efforts of people working together to improve their global communities. The course will also introduce advanced social advocacy skills, with an emphasis on lobbying and direct action as tools for social change. There will be special attention given to organizing and advocacy with economically disadvantaged and historically disempowered communities

ESEC 660 Marketing and Public Relations for the Social Change (4)

This course prepares students interested in social entrepreneurship and change to understand ecommerce, web design and database analysis with a broad perspective of advertising, marketing research and promotional skills and abilities. These methods will prepare leaders for operating on a global scale in support of public service and philanthropy that focuses on fundamental and permanent changes to the ways in which problems are addressed.

ESEC 670 Global Change Experience (3)

This course encourages students to work alongside and learn from globally recognized international and domestic social entrepreneurs who are addressing some of the world's most pressing social and environmental problems. The global change experience will involve an international trip that focuses on making a difference in communities where bonds are created between people and nations that deepen our understandings of the world. This experiential learning might include projects such as human trafficking, HIV-AIDS, educational opportunities, empowerment of marginalized women, environmental conservation that are committed to engaging in building a more just and sustainable world.

ESEC 680 Program Evaluation and Information Management (4)

This course is designed to prepare those engaged in philanthropic ventures with the tools and information technology required to design, conduct and report practice-based research for the purposes of evaluating the performance of the contemporary philanthropic organizations. In the context of personalized program evaluation projects, students will learn and apply research design and data mining and analysis commonly used program evaluation.

ESEC 690 Managing the Philanthropic Enterprise (4)

The course will identify and examine the key organizational competencies which are essential to the success of a philanthropic organization. Topics such as governance structures, the role of The Board of Directors, financial management and accountability, budgeting, building strategic coalitions, and advancing the missions of the philanthropic organizations will be discussed. Finally, understanding how to mobilize philanthropists for investing in social change will be explored.

ESEC 699 Portfolio Presentations/Exhibition (1)

Students will produce an Assessment Portfolio and present them to a panel of experts including academician and practitioners as evidence of completion of program objectives.

Educational Leadership Academy: Master of Science in Administration and Preliminary Administrative Services Credential

The mission of the Educational Leadership Academy (ELA) is to develop educational leaders who are capable of and committed to the personal, professional, and organizational transformation necessary to create and lead schools that work for everyone in our diverse society. ELA students are K-12 and adult classroom teachers with leadership responsibilities, teachers on special assignment, counselors, and district and county coordinators who aspire to serve as educational leaders and administrators in the public and private sectors.

The eleven month ELA Blended program consists of 30 units and is organized into three terms during which students learn as members of a cohort in face-to-face classes 60 percent of the time and in online environments 40 percent of the time. Face to face meetings occur one week in summer in the beginning of the program, 1-2 times per month throughout the year, and one final week in July at the conclusion of the program. Online meetings occur throughout the year between the face to face sessions. The engaging curriculum is representative of national and California Professional Standards for Educational Leaders and is strategically sequenced into meaningful strands including: Personal Leadership, Educational Community Leadership, Leadership for Learning, Environments, Participatory Action Research, and Leadership Field Experience. The strands culminate in a capstone course in which ELA students learn about leading change and transforming educational communities.

ELA Field Experience is woven throughout the three program terms and provides students with authentic opportunities to make theory-to-practice connections and to apply their leadership learning. Core to Field Experience is a compelling Leadership Project that each student develops, implements, and assesses in order to improve an identified need within his/her learning community. ELA students work closely throughout the year with a Site Supervisor, a University Supervisor, and with their cohort colleagues in support of their Field Experience. University Supervisors collaborate with the student and Site Supervisor, lead field experience seminars and dialogue with students between seminars via scheduled appointments, phone conversations, and electronic communication.

This year-long Leadership Project serves in place of a Master's thesis. At the conclusion of the program, candidates create a multimedia presentation based on their Leadership Project in which they demonstrate their leadership knowledge, skills, and dispositions. In addition, each candidate develops a reflective leadership portfolio. At the conclusion of all coursework and field experience, candidates develop leadership legacy statements and plans for their futures beyond graduation.

Preliminary Administrative Services Credential (Tier I)

Graduates who have completed the University program for the Preliminary Administrative Services Credential must meet the following Commission on Teacher Credentialing requirements prior to application for the credential:

- Pass the California Basic Educational Skills Test (CBEST) or meet the Basic Skills Requirement through another option.

- A valid California Designated Subjects Teaching Credential, provided the holder also possesses a bachelor's or higher degree from a regionally-accredited college or university **or**

  A valid California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a bachelor's degree and a program of professional preparation, including field practice or the equivalent.

- Possess a minimum of three years of experience, teaching full-time in public schools or in private schools of equivalent status, or three years of experience under one of the applicable credentials listed as an Admission requirement. It is recommended that teachers interested in administrative or supervisory positions have extensive teaching and some quasi-administrative experience before applying to begin coursework leading to the California Preliminary Administrative Services Credential.

Upon successful completion of the program and application to the State of California, applicants will receive a Certificate of Eligibility from the Commission on Teacher Credentialing. This document verifies your status as a prospective administrator and authorizes you to seek administrative employment in public or private schools in California. You need not complete any additional requirements to maintain this certificate of eligibility. You will qualify for the Preliminary Administrative Services Credential upon verification of initial employment in a position that requires the Administrative Service Credential. Credential requirements for the second tier credential, the Professional Clear Administrative Services Credential, must be completed within five years of the date of issuance of the Preliminary Administrative Services Credential.

Admission Requirements

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- Official transcript in a registrar's sealed and stamped/signed envelope from a regionally accredited institution that awarded the baccalaureate degree and the completed credential program. Additional transcripts may also be requested.

- Two professional recommendations that address the applicant's personal character, ability as an educator, and potential as an educational leader.

- A one- to two-page statement of educational purpose addressing topics such as future career objectives, issues in education, and issues in educational leadership.

- A signed Supervising Administrator's Consent form indicating the support of the principal or supervising administrator under whose guidance the administrative field work will be accomplished. The California Commission on Teacher Credentialing requires that administrative field work experiences be conducted under the guidance, supervision, and evaluation of a site administrator, who holds the Administrative Services Credential in California, as well as a University advisor. The purpose of the consent form is to confirm the site administrator's willingness to plan with, supervise, counsel, and evaluate the applicant's leadership growth and potential.

- A signed Work Experience and Commitment form that serves as a record of full-time assignments in the K–12 setting.

Applicants pursuing the Preliminary Administrative Services Credential are also required to submit the following:

- A photocopy of any of the following credentials held: California Teaching, Pupil Personnel Services, Health Services, Speech Pathology, Librarianship, Designated Subjects, or Clinical Rehabilitative Services Credential.

- Proof of having met the Basic Skills Requirement or an official California Basic Educational Skills Test (CBEST) transcript as proof of passage. "Passing Status Transcript Copy" is required even if the testing agency has been asked to send Pepperdine the score report.

- Statement of Responsibility (form is provided in the Application for Admission)

Accepted students for the MS in Administration must

- Submit a nonrefundable deposit indicating their intent to enroll, which will be applied toward tuition.

- Have a laptop computer and software that meet specified requirements.

- Submit an Educational Leadership Academy Special Events Fee

Course Requirements

This 30-unit course of study includes the following courses:

EDSM 620	Foundations of Inquiry and Field Experience	(2)
EDSM 621	Foundations of Inquiry and Field Experience	(2)
EDSM 622	Foundations of Inquiry and Field Experience	(2)
EDSM 647 A,B	Understanding Self and Others	(3,3)
EDSM 648 A,B	Understanding Teaching and Learning	(3,3)
EDSM 649 A,B	Understanding Environments	(3,3)
EDSM 650	Understanding and Transforming Organizations	(4)
EDSM 651	Developing a Vision for Educational Leadership	(1)
EDSM 652	Developing a Leadership Legacy	(1)

Course Descriptions

EDSM 620, 621, 622 Foundations of Inquiry and Field Experience (2,2,2)
This three-part series of courses provides candidates with an opportunity to participate in leadership field experience under the joint direction, guidance, and evaluation of a credentialed administrator and a University faculty advisor. Enrollment requires written approval by the administrator of the candidate's work site. This approval includes the willingness to provide administrative field experience, guidance, and supervision to the candidates on a regular basis. Each candidate develops a field experience plan with specific objectives to be accomplished. Central to field experience is the expectation for each candidate to identify a compelling need at their school/organization and to construct and lead a project addressing that need and providing the candidate with the opportunity to demonstrate leadership knowledge, skills, and dispositions. Candidates will learn the basic principles of inquiry/action research and data-based decision-making to guide the construction and implementation of their leadership projects. Opportunities will be provided for candidates to assess, interpret, share, and use data for planning, action, and evaluation in support of their leadership projects and in preparation for their future roles as educational leaders.

EDSM 647A, B Understanding Self and Others: An Inquiry into the Historical, Philosophical, and Cultural Underpinnings of Educational Leadership (3, 3)
This two-term strand focuses on developing self-reflection and an appreciation for the perspectives and contributions of others. Students explore the history of American education and its philosophical foundations as well as the nature of our richly diverse multicultural society, including the essential leadership and communication skills, attitudes, behaviors, and knowledge base from which they are derived. Students complete a leadership project that reflects their new understanding.

EDSM 648A, B Understanding Teaching and Learning: Leading and Supervising the Educational Process (3, 3)

This two term strand develops instructional leadership by creating a technical core of knowledge and skills within teaching and learning. Students learn to model research-based instructional practice in order to lead professional development and supervise instruction with intention and purpose. Students will articulate an educational vision, disaggregate assessment data, construct a comprehensive professional development plan, and apply cognitive coaching as a tool to promote metacognition and reflection.

EDSM 649A, B Understanding Environments: An Analysis of the Social, Political, Economic, and Legal Forces on Education (3, 3)

This two-term strand of study investigates the environmental forces that impact the school. Schools are an integral part of a larger society. The social, political, cultural, legal, and economic issues affecting our world directly influence the planning and day-to-day operation of the school. The practical component of the course uses technology as a tool for the collection, analysis, and interpretation of legal, political, cultural, and financial data. Students interpret their vision in light of available resources and legal constraints.

EDSM 650 Understanding and Transforming Organizations (4)

This course is designed to help students understand schools as organizations and social systems. Students explore organizations from human resource, structural, political, and symbolic perspectives. They use these understandings to learn how to transform educational institutions.

EDSM 651 Developing a Vision for Educational Leadership (1)

This seminar introduces a strategy for developing a personal vision for educational leadership. Students analyze a variety of educational visions and develop their own preliminary vision for a school that works for everyone in our diverse society. Students learn the power of holding a compelling vision for school leadership.

EDSM 652 Developing a Leadership Legacy (1)

In this final course, ELA students reflect upon their leadership work and their leadership learning over the past year of coursework and Field Experiences. Students review the outcomes of their coursework, Field Experiences, Leadership Projects, Leadership Project Presentations, and Portfolios. Students evaluate their accomplishments and progress, revise their visions in light of their learning, and ultimately develop a legacy statement and a plan for continued leadership development beyond ELA Program graduation. Prerequisites: EDSM 620, 621, 647A/B, 648A/B, 649A/B, 651. Co-requisites: EDSM 622, 650

Doctor of Education

The Graduate School of Education and Psychology offers several Doctor of Education Degrees in Leadership: Educational Leadership, Administration, and Policy; Learning Technologies; Organizational Leadership; and Organization Change.

Educational Leadership, Administration, and Policy

Knowledge about learning and leading learning continue to evolve as we transition from the information age to the conceptual age. Systems approaches to learning are more diverse, multi-faceted, and innovative than ever before and it has become a moral imperative to ensure that all students have equal access and opportunity to learn and perform at high levels. The Educational Leadership, Administration, and Policy (ELAP) doctoral program prepares educational leaders from California, across the United States, and from international locations to serve in dynamic leadership roles at school sites, district and county offices of education, colleges and universities, and in educational businesses in the public and private sectors. The ELAP program is a cohort learning community in design and is offered in a 60:40 blended delivery format that engages students in summer and monthly face-to-face class sessions with online learning connecting the face-to-face sessions. ELAP serves educational leaders who desire to lead change and improve learning within and across educational organizations.

Learning Technologies

The doctoral program in Learning Technologies enters its seventeenth year newly revised and revitalized. The focus remains on learning and development in the workplace and school, and ways in which new and emerging technologies can and do shape instructional experiences.

Courses examine both formal settings for learning, such as classes, and informal opportunities that arise through social interaction and social media or in social spaces. The program relies on a cohort model in which students remain together as a group over the span three academic terms for each of two years. Coursework culminates in a qualifying paper and project that must be completed successfully before moving into the dissertation process. Students are supported in the dissertation process with a structured workshop intended to help establish the dissertation proposal. This is a hybrid or blended program in which students meet face-to-face for short but intense course sessions five times over each academic year. The balance of coursework and interaction occurs online both synchronously and asynchronously. The program welcomes people from all sectors who are involved in the improvement of practice. Graduates of the program take on leadership roles in improving learning in the workplace, higher education, K-12 education, or nonprofit settings.

Organizational Leadership

Today's workplace faces myriad complexities including changing socio-cultural systems, unclear strategy, and the re-ordering and re-design of the

global marketplace. The Organizational Leadership Doctoral program prepares practitioners with the knowledge, skills and values to assume leadership roles and effect change in organizations. The program has applications to liberal arts colleges, community colleges and other organizations including for-profit, non-profit and adult education. It is offered in a traditional, face-to-face format as well as a global access program which combines a virtual, computer-assisted learning modality. The programs serves leaders who are ready to move to the next level in their professional careers recognizing best practices based upon a strong scholar-practitioner model.

Organization Change

The Organization Change concentration focuses on the broad field of organization change. Taking a comprehensive view of the world's changing external environments, this program emphasizes the theory, research, and practice of change within, between, and across organizations. The program is delivered through six-day intensive seminar-style sessions, three times a year for two years. Of the total six sessions, four are held at Pepperdine graduate campuses in Southern California and two sessions are held in international locations.

For more detailed information about each of these leadership programs, refer to their specific program pages in this catalog.

Comprehensive Examination Seminar

Learning Technologies doctoral students admitted before 2011 and all Organizational Leadership and Organization Change doctoral students are required to register for ED 787, Comprehensive Examination Seminar, upon completion of their doctoral coursework. The purpose of the seminar is to test the student's ability to integrate the concept studied and to relate them to management or administrative issues. Students failing a comprehensive seminar are allowed to retake it once. Failure to pass the seminar successfully on the second attempt will be grounds for dismissal from the program.

Research Capstone Seminar

All Educational Leadership Administration and Policy doctoral students are required to register for EDEL 787, Research Capstone Seminar, in the final term of their second year of coursework upon completion of all prior coursework. The purpose of the seminar is for students to communicate their research skills and acquired expert knowledge related to their dissertation area of focus via written paper, media presentation, and oral defense. Students are allowed two attempts to successfully pass the seminar. Failure to pass the seminar successfully on the second attempt will be grounds for dismissal from the program.

Imagining Futures Capstone

Learning Technologies doctoral students admitted in 2010 and later are required to register for EDLT 780 Imagining Futures Capstone. The purpose of the course

is to assess the doctoral student's ability to apply coursework by preparing a multimedia document which will address the near future of technology and learning. Students prepare a qualifying paper and an exhibit. The paper and exhibit are evaluated and defended orally before a committee of two faculty members. The exhibits are open to the public following evaluation. Students are allowed two attempts to successfully pass the course. Failure to pass the course successfully on the second attempt will be grounds for dismissal from the program.

Dissertation

The doctoral dissertation is envisioned as an opportunity for students to demonstrate their ability to bridge theory and practice through research. Students are encouraged throughout their coursework to identify salient issues and relevant educational concerns upon which to base their dissertations.

Upon selection of a faculty chairperson, students are required to register in ED 791, Dissertation Research (2 units). Dissertation proposal preparation is completed under the direction of a faculty chairperson together with the assistance of a Doctoral Dissertation Committee that consists of at least two additional individuals: one must be from Pepperdine University; the other must have an earned doctorate from an accredited institution. Committee members must be approved by the academic lead. The dissertation proposal must be presented, approved, and signed by the faculty chairperson and all members of the Doctoral Dissertation Committee before a student is advanced to Candidate Status.

Upon completion of the dissertation, a final oral examination by the Dissertation Committee must be scheduled through the Assistant Program Director. Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in ED 792, Dissertation Completion, for a fee of $100. A completed Form F4 must be submitted to the Assistant Program Director to enroll in this course. Students are eligible to enroll in ED 792 for up to two consecutive terms. If the dissertation has not been APA-cleared and submitted after two terms, students will need to re-enroll in the appropriate ED dissertation research course.

Continued registration in either Dissertation Research or Dissertation Completion is required until the student has successfully completed all requirements for the dissertation, including final approval on Forms F4 and F5 by the committee chairperson and the dissertation reviewer. Use of the doctoral title is appropriate only after degree posting.

All dissertations will be submitted to Turnitin. The chairperson, with the student, will review the report and evaluate areas of the dissertation that require modifications or changes.

Students who fail to register continuously in dissertation research must file a formal petition for readmission to the program. Readmission is subject to approval by the doctoral program committee.

California Professional Clear Administrative (Tier II) Services Credential

This credential is available in conjunction with the Educational Leadership, Administration, and Policy; the Learning Technologies; and Organizational Leadership concentrations. The program consists of a written individualized set of activities based upon individual needs. The plan is developed in consultation with the candidate, employer, and the University representative. A student must successfully complete the equivalent of 24 units chosen from among the curricular offerings of the doctoral program and selected non-university activities (if appropriate). The choices are based upon the professional needs of the candidate. As a part of those 24 units, students in the Organizational Leadership and Learning Technologies concentrations must enroll in 2 units of ED 722, Program Planning and Induction Seminar, and 2 units of ED 723, Candidate Assessment Seminar.

Clear Credential coursework is embedded into the ELAP curriculum, therefore, students who are admitted into the ELAP Clear Credential program during the first year of doctoral study are not required to enroll in further coursework. Students who are admitted into the Clear Credential program after their first year will also need to enroll in 2 units of ED 722, Program Planning and Induction Seminar and 2 units of ED 723, Candidate Assessment Seminar, to fulfill the coursework requirements for the Professional Administrative Services Credential.

Doctor of Education in Educational Leadership, Administration, and Policy

The mission of the Educational Leadership, Administration, and Policy (ELAP) doctoral program is to develop principled, possibility thinking, culturally proficient and results-driven leaders that are capable of envisioning, creating and sustaining powerful learning communities in which purpose is shared, leadership capacity is intentionally developed, and improvement efforts are ongoing. ELAP candidates are educational leaders from across the United States and from international locations who serve at school sites, district offices, county offices, colleges and universities, and educational businesses in the public and private sectors.

The ELAP program consists of 48 units and is organized into six academic terms (two years) of coursework. Students culminate coursework at the end of their second year in the ELAP program with a comprehensive project and presentation. Upon completing this culminating project, students proceed forward with their dissertation study. ELAP is designed as a blended program with 60% of the learning occurring in face-to-face settings and 40% of the learning occurring online in a variety of virtual environments.

Students begin ELAP with a summer orientation session, titled LATTE, in which they are provided with an overview of the ELAP program and support services. During LATTE, students are introduced to faculty and to one another through learning activities that are designed to build a strong sense of purpose and community. Students engage in their EDEL 740A Personal Leadership and EDEL 729A Communication and Information Technology and Scholarly Writing coursework during LATTE and continue both of these courses through the fall term. Students leave LATTE with a cohort identity, the tools that they will need to stay connected and to engage in online learning between face-to-face sessions, and with assignments to prepare them for the fall term.

Beginning in September and following the summer LATTE session, students meet for 8 weekend sessions at the West Los Angeles Graduate Campus. They then complete their first year with a three-day summer session at the West Los Angeles Graduate Campus. Weekend sessions begin Friday at noon and conclude late afternoon on Sunday. The summer session generally begins mid-week and concludes on Saturday. Students repeat this pattern of weekends with a summer session at the West Los Angeles Graduate Campus during their second year in the program. Over the course of the two years, students participate in 1-2 national and/or regional conferences/learning experiences. The nature, timing, and location of conference/learning experience participations are dependent upon offerings in a given year. Conferences/learning experiences are selected to align with ELAP coursework and students participate in these special sessions in lieu of a regularly scheduled weekend. These conferences/learning experiences are generally four days in length and require travel.

The ELAP curriculum is organized into interdependent thematic strands including: Personal Leadership; Building Leadership Capacity; Communication, Information Technology, and Scholarly Writing; Inquiry/Participatory Action Research; Social/Political/Economic/Legal/Cultural/Technological Environments; Transforming Organizations, and Research Methods and Data Analysis. The Inquiry/Participatory Action Research strand, in particular, spans two years and engages students in leading meaningful change at their work site through iterative cycles of purposeful, strategic, and collaborative work intended to address and improve an area of compelling need. Foundational dissertation research and writing is embedded in ELAP coursework. This preliminary work provides students with a strong foundation to continue their dissertation study when they are formally approved to enroll in EDEL 791 beginning fall term of their third year.

Admission Requirements

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- A Master's degree from a regionally-accredited institution.

- Official transcripts in a registrar's sealed and stamped/signed envelope from the regionally accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.

- Three professional recommendations that attest to the applicant's academic abilities, character, and professional ability, at least two of which attest to the applicant's leadership experience and/or potential.

- Scores from the Miller Analogies Test, the Graduate Record Examination (verbal and quantitative sections), or the Graduate Management Admission Test. MAT tests must have been taken within the past two years and GRE and GMAT tests must have been taken within the last five years.

- A 1,000- to 2,000-word statement of educational purpose addressing such topics as issues, questions, interests, matters of concern regarding educational and professional development, strengths and weaknesses with respect to engaging in doctoral study, and/or future career objectives.

- Personal interviews are required for all qualified applicants who apply to the program.

- Writing Samples may be required.

California Professional Clear (Tier II) Administrative Services Credential

This credential for California school administrators is available in conjunction with this doctoral program.

In addition to the above admission requirements, applicants pursuing the credential will be required to submit the following:

- A photocopy of the applicant's Preliminary Administrative Services Credential.

- A photocopy of any of the following credentials held: A valid California Designated Subjects Teaching Credential, provided the holder also possesses a bachelor's or higher degree from a regionally-accredited college or university or A valid California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a bachelor's degree and a program of professional preparation, including field practice or the equivalent.

- Confirmation of assignment for which an administrative credential is required.

- Statement of Responsibility (form is provided in the application for admission).

Accepted students for the Doctor of Education in Educational Leadership, Administration, and Policy must

- Submit a nonrefundable tuition deposit, indicating their intent to enroll that will be applied toward tuition.

- Have a personal laptop computer which is mandatory for participation in face-to-face sessions including Leadership and Technology Training for Educators (LATTE©). Students will receive a list of required technical specifications.

- Submit a $450 nonrefundable fee Special Events fee ($350 of this fee will be used for LATTE©. $100 will be applied throughout the first year for session support and special events).

- A Special Events fee in the amount of $100 will be charged by the Student Accounts office for session support and special events during the second year of study.

- Participate in 1-2 national/regional conferences and/or learning experiences aligned with specific ELAP coursework. (Costs vary depending upon available opportunities and related fees, travel, lodging, and food.)

- Participate in eight face-to-face sessions per year (costs vary according to airline, hotel and food).

Course Requirements

The following coursework, Research Capstone Seminar, and dissertation are required:

LATTE

EDEL 740A	Personal Leadership and Stewardship of a Shared Vision of Learning	(2)
EDEL 729A	Communication/ Information Technology and Scholarly Writing	(1)

YEAR 1

EDEL 774A	Foundations of Participatory Action Research	(1)
EDEL 740B	Personal Leadership Legacy	(1)
EDEL 741	Creating and Sustaining a Learning Community Culture of Excellence and Responsibility	(3)
EDEL 729B	Communication/Information Technology and Scholarly Writing	(2)
EDEL 774 B	Foundations of Participatory Action Research	(2)
EDEL 785	Culturally Proficient Leadership, Equity, and Social Justice	(2)
EDEL 754	Understanding and Influencing the Larger Social, Political, Economic, Legal, Intercultural, and Technological Context	(3)
EDEL 775A	Engaging in Participatory Action Research	(1)
EDEL 724	Ethical Leadership and Developing Leadership Capacity	(2)
EDEL 714	Shaping and Managing Operations and Resources as a Learning Support System	(3)
EDEL 730A	Foundations of Dissertation Research	(1)

YEAR 2

EDEL 775B	Engaging in Participatory Action Research	(2)
EDEL 730B	Qualitative Research Methods	(3)
EDEL 700A	Leading Learning/Innovation and the Continuous Improvement of Practice	(3)
EDEL 776	Evaluating and Presenting Participatory Action Research Outcomes	(1)
EDEL 730C	Quantitative Research Methods	(3)
EDEL 734A	Qualitative Data Analysis and Interpretation	(2)
EDEL 700B	Collaborating with Families and Community in Support of Learning	(2)
EDEL 787	Research Capstone Seminar	(3)
EDEL 734B	Quantitative Data Analysis and Interpretation	(2)
EDEL 762	Transforming Educational Organizations in a Conceptual and Global Age	(3)

YEAR 3

EDEL 791	Research	(2)
	(2 units per term of continuous enrollment until completion)	

Professional Clear (Tier II) Administrative Credential

Students who are eligible to enroll in the Professional Clear (Tier II) Administrative Credential are encouraged to enroll at the beginning of the program. Students who obtain an administrative position after the start of the program and who become eligible to participate, must register for the credential program before the start of the second year. Students who become eligible and enroll after the second year, will also need to enroll in:

ED 722   Program Planning and Induction Seminar .... (2)
ED 723   Candidate Assessment Seminar .... (2)

Course Descriptions

EDEL 740A,B Personal Leadership & Stewardship of a Shared Vision of Learning; Personal Leadership Legacy (2, 1)

In this two-part course series, students will explore their individual and collective talents, strengths, beliefs, values, purposes, visions, practices, and desired legacies. Learning experiences engage students in imagining a better future, developing greater intentionality, becoming more proactive, and maximizing talents and strengths in order to build individual and learning community capacity. Learning experiences are designed to support students in constructing a principle-based platform for applying the theories and practices of educational system's leadership and to promote personal and professional transformation.

EDEL 774A,B Foundations of Participatory Action Research (1,2)

In this two-part course series, students investigate the historical context and multiple traditions of Participatory Action Research (PAR) and learn the foundational tenets: ethics, purpose, and logic. Students explore possible areas of focus for PAR study within their schools/organizations, propose a PAR study purpose, and engage in PAR study planning.

EDEL 775A,B Engaging in Participatory Action Research (1, 2)

This two-part course series builds upon the PAR work accomplished in EDEL 774 A, B. Students implement a PAR study within their school/organization and engage in iterative cycles of diagnosis, action, measurement, and reflection. Students participate in learning circles through which they have the opportunity to provide critical friend feedback and support for one another's PAR work. Students regularly document, reflect upon, and share their PAR work and related learning.

EDEL 776 Evaluating and Presenting Participatory Action Research Outcomes (1)

In this fifth and final PAR course, students report and analyze the summative findings of their PAR, they develop conclusions, and propose ideas for policy, practice, and further PAR study. Students also reflect upon and share what they have learned about PAR, leadership, and their personal leadership as a result of their PAR work and their overall participation in the ELAP program. Students

share their PAR outcomes and learning in a conference format during which they present and discuss their PAR portfolio and final report.

EDEL 700A Leading Learning, Innovation, and the Continuous Improvement of Practice (3)

In this course, students learn about system's oriented, research-based, and results-oriented practices for leading and sustaining principled and learner-centered community cultures that focus on continuous learning and improvement. Students explore strategies for shaping culture and guiding the instructional program to promote high expectations, rigorous academic work, equity, fairness and respect among all members of the community. Students also explore strategies for guiding and supporting long-term professional development and creating and utilizing a sound accountability system.

EDEL 700B Collaborating with Students, Families, and Community in Support of Learning (2)

In this course, students learn how to build strong partnerships with students, families, and community members and organizations in support of student and adult learning. Students explore strategies that: promote collaboration and incorporate diverse perspectives, establish and manage linkages between the site and larger community context, and mobilize and leverage community support services.

EDEL 729A,B Communication/Information Technology and Scholarly Writing (1,2)

This course introduces students to the technology tools that they will use throughout the program to communicate and be in community with one another. Students are also introduced to tools and learning experiences that strengthen scholarly writing and enhance information literacy.

EDEL 741 Creating and Sustaining a Learning Community Culture of Excellence and Responsibility (3)

In this course, students explore the relationships between culture, mission, vision, action, and accountability in learning communities and the importance of alignment between these key entities. Students learn strategies for enrolling all stakeholders in a shared purpose and vision, guiding and supporting purposeful collaboration, ensuring that actions support mission and vision, and developing systems for accountability that promote a culture of excellence and responsibility.

EDEL 754 Understanding and Influencing the Larger Social, Political, Economic, Legal, Intercultural, and Technological Context for Schooling and Learning (3)

In this course, students explore the democratic principles underlying American public school systems. They investigate strategies for actively engaging in and working to shape policy so it reflects a commitment to equity for the diverse communities of learners locally, regionally, at the state level, and at the national level. Students participate in ongoing dialogue and processes with a range of stakeholders and policymakers to identify, influence, and respond to issues, trends, and potential changes in the operating environments of learning communities.

EDEL 714 Leading and Managing Operations and Resources as a Learning Support System (3)

In this course, students investigate strategies for creating and managing learning communities that are structured to support the core work of teaching and learning. Learning addresses issues related to physical and emotional safety for all students and adults and the protection of legal rights of all members of the learning community. Students also learn strategies for applying the principles of organizational leadership and management to align and integrate the multiple subsystems that constitute the learning community so that the infrastructure supports all learners in learning to high standards.

EDEL 724 Ethical Leadership and Developing Leadership Capacity (2)

In this course, students explore ethical and moral principles that inform leadership practice. They investigate strategies for inspiring and encouraging others by demonstrating their commitment to lifelong professional learning. They develop, sustain, and apply cutting-edge professional knowledge in making decisions and working with the adults and children in their learning communities.

EDEL 785 Culturally Proficient Leadership, Equity, and Social Justice (2)

In this course, candidates study contemporary issues and culturally proficient leadership practice associated with equity, affirmative action and diversity as they relate to educational leadership and the moral imperative to ensure educational opportunity for all learners. Students examine their own values and behaviors using the principles of cultural proficiency. They also examine the policies and practices of their learning community. Students learn strategies for planning personal, professional, and curricular development using data and the essential elements of cultural proficiency.

EDEL 762 Transforming Learning Communities in a Global and Conceptual Age (3)

In this course, students investigate forces and trends that are influencing the nature of schooling and learning in a global society. Students explore futurist literature and the importance of holding a compelling vision for the future as an educational leader. They explore strategies for facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the learning community. Students learn leadership practices for successfully leading first order and second order (transformational) change initiatives within learning communities.

EDEL 730A Foundations of Research and Dissertation Study (1)

In this course, students are provided with an introduction to dissertation study and research design. Students learn about the timeline and the steps involved in dissertation study. They investigate dissertation resources and support services. Students are provided with an overview of qualitative and quantitative research designs, they explore compelling areas of focus for dissertation study, and they craft a draft chapter one for their proposed dissertation study.

EDEL 730B Qualitative Research Methods (3)

In this course, students will examine theory and practice in the design, conduct, analysis, and interpretation of qualitative methods of research and evaluation.

EDEL 730C Quantitative Research Methods (3)

In this course, students will examine theory and practice in the design, conduct, analysis, and interpretation of quantitative methods of research and evaluation.

EDEL 734A Qualitative Data Analysis and Interpretation (2)

In this course, students will learn how to report, analyze, and interpret qualitative research data.

EDEL 734B Quantitative Data Analysis and Interpretation (2)

In this course, students will learn how to report, analyze, and interpret quantitative research data.

EDEL 787 Research Capstone Seminar (3)

In this course, students share their research, writing, and communication expertise as related to their dissertation area of focus and preliminary comprehensive literature review. Students present their preliminary comprehensive literature paper to a faculty panel for evaluation and to peers for feedback. Successfully completing this seminar course, prepares the student to formally enroll in dissertation study under the supervision of a faculty chair and committee.

EDEL 791 Dissertation (2)

Upon completion of coursework and the Research Capstone Seminar, students enroll formally in dissertation study under the supervision of a dissertation chair. In dissertation study, students engage in a Preliminary Oral with their chair and committee. Upon successfully passing the Preliminary Oral, students officially become doctoral candidates. Students then continue their dissertation study through final defense, manuscript review, and finally to the publication stage. Students must be enrolled continuously in dissertation study for2 units per term until completion.

ED 792 Dissertation Completion (1)

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of $100. A completed Form F4 must be submitted to the Assistant Program Director to enroll in this course. Students are eligible to enroll in this course for up to two consecutive semesters. If the dissertation has not been APA-cleared and submitted after two semesters, students will need to re-enroll in the appropriate doctoral dissertation research course.

Doctor of Education in Learning Technologies

The doctoral concentration in Learning Technologies has been designed to prepare leaders in the field of technological applications and innovation in the world of education and business. All courses for this program are taken with a cadre, or team, with an annual intake in the fall. Coursework is integrated with 60% face-to-face meetings and 40% online segments, creating a truly distributed learning environment. The majority of communication occurs online through newsgroups, Web pages, and real-time "chat" in a virtual environment hosted by Blackboard and Pepperdine.

Courses focus on advanced learning theory as it is related to product design, the relationship between humans and computers, and the special management issues that surround technology. In addition, core courses are geared toward the technological environment where appropriate. As part of the policy development course, all students spend several days in Washington, D.C. discussing technology and education policy with national leaders.

All applicants should have at least three years of work experience in a technology-rich environment. Management experience is a plus.

Online classes are conducted on the Internet, and face-to-face classes are offered at the West Los Angeles Graduate Campus, the East Coast, an international trip, and in conjunction with a national conference (locations vary). To facilitate online communication and assignment completion, all students are required to purchase a laptop computer.

The program begins with a one-week TechCamp©. Although the Fall term and courses for the doctoral program in Learning Technologies begin in September, the five-day mandatory TechCamp© takes place in the summer. Attendance at five face-to-face sessions is required each year.

Admission Requirements

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- A Master's degree from a regionally-accredited institution.

- Official transcripts in a registrar's sealed and stamped/signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.

- Two recommendations: one from the applicant's employer and one from a workplace colleague that attest to the applicant's technology use.

- Scores from the Miller Analogies Test (taken within the previous two years) or the Graduate Record Examination (verbal and quantitative sections), taken within the last five years.

- A three-part statement, at least 2,000 words in length, describing (1) vision for technology, (2) experience/background in technology, and (3) personal goals related to the pursuit of this degree.

- A personal interview is required for all qualified applicants who apply to the program.

Professional Clear (Tier II) Administrative Services Credential

This credential for California school administrators is available in conjunction with this doctoral program.

In addition to the above admission requirements, applicants pursuing the credential will be required to submit the following:

- A photocopy of the applicant's Preliminary Administrative Services Credential.

- Confirmation of assignment to an administrative position.

- Statement of Responsibility (form is provided in the Application for Admission).

Accepted students for the Doctor of Education in Learning Technologies must

- Have a personal laptop computer and software that meet specification requirements. Students will receive a list of required technical specifications. A laptop is required for all concentrations and is mandatory for participation in face-to-face sessions including new student orientations.

- Submit the Intent to Enroll form and a nonrefundable $500 fee that will be applied toward TechCamp©.

- Participate in five face-to-face sessions plus TechCamp© (airline, hotel, and food costs vary).

Course Requirements

Year 1:

EDLT 770A	Cognition, Learning, and Technology	(3)
EDLT 750	Introduction to Social Science Research	(3)
EDLT 725	New Media Literacy	(3)
EDLT 770B	Social Learning Theory and Technology	(3)
EDLT 751	Quantitative Research Methods	(3)
EDLT 762	Innovation and Change	(3)
EDLT 760	Global Perspectives on Learning and Technology	(3)
EDLT 734	Descriptive and Non-parametric Statistics	(3)

Year 2:

EDLT 700	Leadership	(3)
EDLT 735	Inferential Statistics	(3)
EDLT 727	Knowledge Creation and Collaborative Learning	(3)
EDLT 721	Policy Development	(3)
EDLT 724	Ethics and Society	(3)
EDLT 752	Qualitative Methods and Analysis	(3)
EDLT 726	Emerging Technologies and Research	(3)
EDLT 780	Imagining Futures	(3)

Year 3

EDLT 790	Preliminary Proposal Preparation	(4)

Professional Clear (Tier II) Administrative Services Credential

Students pursuing the Tier II credential in conjunction with this program must enroll in:

ED 722	Program Planning and Induction Seminar	(2)
ED 723	Candidate Assessment Seminar	(2)

Course Descriptions

EDLT 700 Leadership (3)

This course examines classical and contemporary theories and styles of leadership and their application to a variety of professional and global settings. Students examine principal underpinnings of leadership such as one's values, philosophy of life, and belief about the nature of humankind.

ED 714 or ED 714A,B Management of Human Resources (4, 3 or 2, 1)

Focuses on human resources management in educational and industrial settings and includes the study of collective bargaining, state and federal regulations covering employment, personnel processes and systems, compensation, and internal and external organizational influences upon individual morale, motivation, satisfaction, and performance.

ED 721 or EDLT 721 Policy Development (3)

This course is designed so that the student understands policy, the reasons for its existence, and how it is developed. The course underscores the central sources that generate need for policy, such as resource scarcity and conflicting values. The course focuses on the major factors that influence policy development and how stakeholders—individuals and organizations—approach the construction of policy development.

ED 722 Program Planning and Induction Seminar (2)

Provides students admitted to the preparation program leading to the Professional Administrative Services Credential (Tier II) with assistance in planning an individualized program of study based upon the candidate's need for further professional preparation and development. A pre-assessment is conducted in coordination with the student's employer.

ED 723 Candidate Assessment Seminar (2)

Assesses the competence of the candidate for the Professional Administrative Services Credential. The student enrolls in the seminar after all elements of the individualized program are completed. During the seminar, the representative of the employing school district, the candidate's mentor (if different), and the University advisor participate in a summative evaluation conference with the candidate. The candidate presents a professional portfolio that includes a summary of university and non-university activities and a description of how the individualized program plan was addressed by those activities.

ED 724 or EDLT 724 Ethics and Society (3)

An introduction to the science of ethics. The intent is to provide the foundation for the art of value clarification and responsible educational leadership in society. The student researches an issue, isolates the ethical issues both pro and con, and considers viable alternatives consistent with the ethical and moral values of the American democratic society.

EDLT 725 New Media Literacy (3)

This course introduces theories of media literacy, applied and updated to account for the participative, collaborative, productive dimensions of new and

emerging technologies (networked and networkable applications, appliances, and services). The course advances from a critical studies perspective to consider topics such as civic engagement, intellectual property and remix, virtual economies, and social networking.

EDLT 726 Emerging Technologies and Research (3)

Seminar on new and emerging technologies and trends, new directions in research and development. The course draws on newly released publications and guest speaker presentations. Students and faculty consider implications for formal and informal learning. This course supports work in the Imagining Futures course.

EDLT 727 Knowledge Creation and Collaborative Learning (3)

This course focuses on the relationship between production, collaboration, and distribution of knowledge, content/curriculum, and the technologies that support these activities in formal and informal settings for learning, including e-learning.

ED 729 or ED 729A, B Communication and Information Technology (3 or 2, 1, 1)

Prepares students for graduate-level oral and written communication using today's technological tools. Emphasis is given to developing skills for scholarly writing and enhancing information literacy.

ED 730A,B Research and Evaluation—Qualitative and Quantitative (2, 2)

Examines theory and practice in the design, conduct, analysis, and interpretation of experimental, quasi-experimental, and survey procedures for educational research and evaluation. It also includes a discussion of qualitative research and a study of sampling, methods of control, data collection, and the communication of empirical results. An individual research project is required.

ED 734 or ED 734A,B Data Analysis and Interpretation (4 or 2, 2)

Provides skills in the use of principles and methods for both descriptive and inferential statistics. It includes a study of measures of central tendency, variability, position, and relationship. Basic distributions, such as the binomial and normal, are introduced. The course focuses on an introduction to such inferential techniques as chi-square, the analysis of variance and covariance, and multivariate analysis. Both parametric and nonparametric procedures are included. The course will also emphasize how descriptive and inferential approaches can be applied to the interpretation of data. Students will be expected to utilize appropriate statistical software.

EDLT 734 Descriptive and Non-parametric Statistics (3)

This course introduces the concepts of parametric and nonparametric descriptive statistics. Students learn calculation and appropriate use of descriptive measures of central tendency, dispersion, variability, position, and relationship.

EDLT 735 Inferential Statistics (3)

The course focuses on an introduction to such inferential techniques as the analysis of variance and covariance, and multivariate analyses. The course

builds on the descriptive statistics course to extend into regression, multiple regression, canonical correlation, discriminant analysis, and factor analysis.

EDLT 750 Introduction to Social Science Research (3)

This course offers an overview of major social science research paradigms. The course emphasizes the relationship between theory and research and their role in advancing practice.

EDLT 751 Quantitative Research Methods (3)

This course focuses on quantitative data collection strategies, including a broad range of surveys techniques, structured interviews, and structured observations. Students learn to apply procedures to ensure reliability and validity in their measures. The course emphasizes the relationships among design, research question, and data collection choices.

EDLT 752 Qualitative Methods and Analysis (3)

This course focuses on reliable and valid techniques for the collection and analysis of qualitative data. Students learn to capture and code field notes, analyze texts, conduct open-ended interviews, and test hunches through cycles of analysis. Special attention is paid to issues around the study of virtual settings for human interaction.

ED 758 Consultancy Project (1–4)

Allows students to apply their knowledge, skills, and values to a real-world problem. Students identify a project-based issue, concern, or problem; identify a set of strategies to meet the projected goals; seek the assistance of a mentor in achieving the goals; and begin to implement strategies to achieve a solution to the issue or problem. The issue for study can be identified during the first academic year. The consultancy course spans more than one semester and includes plan preparation and approval, implementation of the plan, presentation of results to clients, and an evaluation of the projects. Consulting topics may serve as a basis for comprehensive exam topics.

EDLT 760 Global Perspectives on learning and Technology (3)

This course focuses on the world outside the US with regard to technology in everyday life and in work, school, and informal learning. Students examine implications of a networked world, and consider issues that technology creates or potentially solves in interaction with culture and society. An international trip is part of the course.

EDLT 762 Innovation and Change (3)

This course focuses on innovation and change in organizations, especially in response to new technologies and the capabilities and disruptions they bring to learning and work. Students will consider theories for creating sustainable change efforts and issues associated with the diffusion of innovation throughout organizations or systems.

EDLT 770A Cognition, Learning, and Technology (3)

This course focuses on cognitive, constructionist theories of learning as applied to formal and informal settings for learning and development of expertise. Special attention is given to the role of technology in designing for learning.

EDLT 770B Social Learning Theory and Technology (3)

This course presents the family of social learning theories, including situated learning, community of practice, sociocultural theory, and activity theory. Students learn to use these theories to analyze and design learning and development opportunities.

EDLT 780 Imagining Futures (3)

The purpose of this seminar is to assess the doctoral student's ability to apply coursework by preparing a multimedia document which will address the near future of technology and learning. Students prepare a qualifying paper and an exhibit. The paper and exhibit are evaluated and defended orally before a committee of two faculty members. The exhibits are open to the public following evaluation.

ED 785 Contemporary Topics (1–8)

In this course, students examine several of a broad range of contemporary topics. Examples of possible topics are strategic management, institutional advancement, societal factors affecting education, board-administration relationships, advanced product development, networking, legal aspects of development, and consultancies.

ED 787 Comprehensive Examination Seminar (3)

The purpose of the comprehensive examination seminar is to assess the doctoral student's ability to integrate the doctoral coursework by preparing a paper which will address a real-world problem, dilemma, or issue synthesizing the coursework. The paper will be evaluated and defended orally before a committee of faculty members.

EDLT 790 Preliminary Proposal Preparation (4)

Students generate a credible first draft of the doctoral dissertation preliminary proposal, called a 'qualifying paper.' This document serves as the starting point for the work they conduct with their dissertation chair to develop a formal preliminary dissertation proposal. The course is team-taught and includes preparation of a draft IRB application.

ED 791 Dissertation Research (2)

Under the direction of a dissertation chairperson, dissertation research is individualized and tailored to aid the student in completing the dissertation requirement.

ED 792 Dissertation Completion (1)

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of $100. A completed Form F4 must be submitted to the Assistant Program Director to enroll in this course. Students are eligible to enroll in this course for up to two consecutive semesters. If the dissertation has not been APA-cleared and submitted after two semesters, students will need to re-enroll in the appropriate doctoral dissertation research course.

Doctor of Education in Organization Change

The Organization Change concentration emphasizes the theory, research, and practice of change within, between, and across organizations with a global perspective. The curriculum's five dimensions include organization effectiveness; leadership effectiveness; global context and cross-cultural skills; research, and the applied behavioral sciences. The general progression of the curriculum is designed to assist the student in moving from general literacy to advocating positions. The practice of Organization Change is demonstrated through two field experiences: one focused with a client system and the other a cultural immersion project designed by the student with support of faculty. The program is delivered through six-day intensive seminar-style sessions, three times a year for two years. Of the total six sessions, four are held at Pepperdine centers in Southern California and two sessions are held in international locations. The students begin their dissertation research in the second year and complete all degree requirements during the third and fourth year of doctoral study. Instruction delivered by a core group of faculty supported by some guest faculty for certain content areas. Web-based strategies are used for inter-session communication and support and is a strong component of the delivery model.

Admission Requirements

This program requires that applicants have eight to ten years of work experience in management and/or consulting. Candidates should have previous experience in a human interaction laboratory (such as those sponsored by NTL or UCLA) or other individual or group development/therapy work leading to greater self-insight.

• Application for Admission with a nonrefundable processing fee.

• A baccalaureate and Master's degree from a regionally-accredited institution.

• Official transcripts in a registrar's sealed and stamped/signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.

• Three recommendations attesting to the applicant's academic abilities, character, and professional ability.

• Scores from the Miller Analogies Test (taken within the previous two years), or the Graduate Record Examination (verbal and quantitative sections), or the Graduate Management Admissions Test. GRE and GMAT tests must have been taken within the last five years.

• A 1,000- to 2,000-word statement of educational purpose addressing such topics as issues, questions, interests, matters of concern regarding educational and professional development, strengths and weaknesses with respect to engaging in doctoral study, and/or future career objectives.

• Selected applicants will be contacted for an interview.

• A completed Work History form included in the Application for Admission.

Accepted students for the Doctor of Education in Organization Change must

- Have a personal laptop computer. Students will receive a list of required technical specifications.

- Submit a nonrefundable $500 deposit that will be applied to the first term's tuition.

- Participate in an opening EDOC Workshop, which introduces the doctoral program. For specific dates and associated costs, contact the Program Support Office at (310) 568-5612. A $600 fee will be charged for this activity.

- Participate in two California-based OC sessions per academic year. OC session costs vary according to airline, hotel, and food expenses. The OC session fee is paid through Student Accounts, and covers some session-related expenses.

- Participate in one OC session at one international location per academic year. Expenses include lodging, meals, supplies, and air travel. Costs vary according to airline, hotel, and food expenses. The OC session fee is paid through Student Accounts, and covers some session-related expenses.

Course Requirements

The following core courses, comprehensive examination seminar (EDOC 787 - 3 units), and dissertation (2 terms of EDOC 791 - 2 units each) are required.

Core Courses

EDOC 700	Leadership Theory & Practice	(2)
EDOC 763A,B,C,D,E,F	Self as Instrument for Leadership & Change	(1,1,1,1,1,1)
EDOC 766A,B	Cultural Dimensions for Change Agents	(2,2)
EDOC 768A,B,C	Learning Outside Your Culture	(1,1,1)
EDOC 730A,B	Philosophical Foundations & Methods for Inquiry	(2,2)
EDOC 734A,B	Data Analysis	(2,2)
EDOC 764	Strategy	(2)
EDOC 765	Organization Theory & Design	(2)
EDOC 785	Contemporary Topic	(2)
EDOC 714A,B	Organization Behavior	(2,1)
EDOC 762	Organization Development	(3)
EDOC 767A,B	Transformational Organizations in a Global Community	(2,2)
EDOC 769A,B,C	Organization Change Practice	(1,1,1)
EDOC 724A,B,C	Ethics and Social Justice	(1,1,1)

Course Descriptions

EDOC 700 Leadership Theory and Practice (2)

Students deepen their understandings of traditional and contemporary leadership theories and practices. These understandings are applied to local and global organizational issues and opportunities through clarification and advocacy of their individual preferences regarding the appropriateness of various leadership practices in a variety of circumstances. Students practice leadership by conducting a collaborative change and research effort in an organization, community or other social system.

EDOC 714A,B Organization Behavior (2, 1)

This course addresses organizations: their structures, intended outcomes, and how they deal with culture, employee behavior and values. Students examine strategies designed to create and evaluate knowledge, including the psychological basis for human action, individual and organizational learning, communicating across cultures, and intellectual capital. The course also examines such topics as communication, motivation, work teams, organizational change, stress, power, influence and trust. Full completion of EDOC 714 requires completion of each sub-course: EDOC 714A and EDOC 714B.

EDOC 724A,B, C Ethics and Social Justice (1, 1, 1)

This course is designed to assist the student in forming their own carefully crafted set of ethical guidelines for implementing change. The course will provide a historical as well as contemporary review of the work of scholars and practitioners in the areas of ethics and human development. Cross-cultural concerns and social justice issues will be addressed with the intention of increasing sensitivity to the many differing ethical assumptions existing in dynamic environments where their work is being done. Full completion of EDOC 724 requires completion of each sub-course: EDOC 724A, EDOC 724B, and EDOC 724C.

EDOC 730A,B Philosophical Foundations & Methods for Inquiry (2, 2)

This course focuses on the theory and practice of designing and conducting research to meet the needs of today's complex organizational issues. Both qualitative and quantitative approaches are explored, considering issues regarding design, sources of data, data collection strategies and instrumentation. Planning for analysis and interpretation of data is also addressed, considering the need for mixed-method studies. Completion of EDOC 730 requires completion of each sub-course: EDOC 730A and EDOC 730B.

EDOC 734A,B Data Analysis (2, 2)

Provides skills in the use of principles and interpretation of both descriptive and inferential statistical analyses. It includes a study of measures of central tendency, variability, position, and relationship. Inferential techniques such as chi-square, analysis of variance and covariance, and multivariate analysis are also included. The course will also emphasize strategies for the interpretation of qualitative data. Students will be expected to understand and be able to

critically evaluate data analysis results. Full Completion of EDOC 734 requires completion of each sub-course: EDOC 734A and 734B.

EDOC 762 Organization Development (3)

This course covers the early development of the field of organizational development with particular attention to how this area of study has expanded to encompass non-profit and profit-oriented entities. Various theoretical models frame the discussion of the field of the applied behavioral sciences. The scholar practitioner model serves as an additional frame for the course.

EDOC 763A–F Self as Instrument of Leadership and Change (1,1,1,1,1,1)

This course focuses on the combination of life experience, natural abilities, acquired knowledge, and personal psychology that impact a student's work as a practitioner of organization change and leadership. Each student inquires into her- or him- self as a unique instrument of change. Personal self-reflection and self-understanding form a central focus of these six, single-unit courses that span 2 academic years. Full Completion of EDOC 763 requires completion of each sub-course: EDOC 763A; EDOC 763B; EDOC 763C; EDOC 763D; EDOC 763E; EDOC 763F.

EDOC 764 Strategy (2)

Students deepen their understanding of strategy, the ways strategy is developed and/or emerges in social systems, and the relationship between strategy and organization change and development practice. They apply their understandings to local and global organizations. In addition to studying the concepts and practices of both traditional and contemporary thought leaders in the field, students develop and advocate for their own theories of strategy and their own preferred approaches to developing strategy in organizations and other social systems. The course emphasizes strategy at the level of the total enterprise.

EDOC 765 Organization Theory and Design (2)

Students study organization theory literature starting with the early classics and moving through modern, postmodern and contemporary organization theory and research. Blending their own experience with concepts from the literature, they formulate and advocate for their own working theory of organizations. With this working theory as a base, they create models and processes they can use in their present and future work in designing and changing organizations.

EDOC 766A,B Cultural Dimensions for Change Agents (2, 2)

In response to a rapidly changing world, we must learn to deal with very different cultural assumptions both within and external to our work organizations. The course helps prepare the scholar-practitioner to operate globally, enhancing the appreciation of the diversity in our own local organizations. Cross-cultural models and frameworks will be used to both enhance understanding and build more collaborative change models in the work we do. Full completion of EDOC 766 requires completion of each subcourse: EDOC 766A and EDOC 766B.

EDOC 767 Transformational Organizations in a Global Community (2,2)

Change work involves the examination of transformational practices and phenomena that are built into many change models. These organizational transformations are often considered to be transorganizational, as organizations are increasingly linking with other organizations both domestically and internationally. Human and organization development theories will be brought forward to examine ways in which we can better prepare ourselves for the future challenges in an increasingly interdependent world. Full Completion of EDOC 767 requires completion of each sub-course: EDOC 767A and EDOC 767B.

EDOC 768A,B,C Learning Outside Your Culture (1,1,1)

This course is highly individualized and requires a learning contract proposed by the student and guided by faculty. Through a period of deep immersion in an unfamiliar culture, the student intensely examines their own reactions to being away from their taken-for-granted environment. The learning experienced in this new culture as well as the nature of the transitions into and out of that new milieu will be shared in both written and oral presentations. This prepares students for change work by helping them understand how they react to the pressures and challenges of moving in and out of different cultural settings. Full completion of EDOC 768 requires completion of each sub-course: EDOC 768A, EDOC 768B, and EDOC 768C.

EDOC 769A,B, C. Organization Change Practice (1,1,1)

This course provides conceptual frameworks and practical experiences for change processes in organizations and other social systems. A series of readings and field exercises, examined through the lens of both theory and the students' own experiences and mindsets, leads to increased skill in conducting or facilitating change in such systems. The course culminates with a project in which students, working with an internal project team, learn to conduct a collaborative change/research project in an organization or other social system. Full Completion of EDOC 769 requires completion of each sub-course: EDOC 769A; EDOC 769B; EDOC 769C

EDOC 785 Contemporary Topics (1,1)

In this course, students examine several of a broad range of contemporary topics. Examples of possible topics are strategic management, institutional advancement, societal factors affecting education, board-administration relationships, advanced product development, networking, legal aspects of development, and consultancies.

EDOC 787 Comprehensive Examination Seminar (3)

The purpose of the comprehensive examination seminar is to assess the doctoral student's ability to integrate the doctoral coursework by preparing a paper which will address a real-world problem, dilemma, or issue synthesizing the coursework. The paper will be evaluated and defended orally before a committee of faculty members.

EDOC 791 Dissertation Research (2)

Under the direction of a dissertation chairperson, dissertation research is individualized and tailored to aid the student in completing the dissertation requirement.

ED 792 Dissertation Completion (1)

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of $100. A completed Form F4 must be submitted to the Assistant Program Director to enroll in this course. Students are eligible to enroll in this course for up to two consecutive semesters. If the dissertation has not been APA-cleared and submitted after two semesters, students will need to re-enroll in the appropriate doctoral dissertation research course.

Doctor of Education in Organizational Leadership

The Organizational Leadership concentration is designed to develop individuals who have established their expertise in their professional field and seek to take on leadership roles in a variety of settings. It was created to provide an environment where educators can advance their leadership skills while sharing ideas and experiences with business and academic professionals. The program has applications to community colleges, liberal arts colleges, and comprehensive universities, as well as business and other organizations engaged in training and development, life-span learning, healthcare, and adult occupational education.

In order to provide students with tools to function effectively as leaders in the next century, computer-based technology is utilized throughout the curriculum. Faculty and students work cooperatively in small groups both face-to-face and via electronic media.

A key factor in the applicant's selection process is the demonstrated ability to work with teams. This trait is deemed invaluable in academic arenas and is highly coveted in professional environments. Leadership challenges in the future will not only require the ability to facilitate small groups but will also demand building and working with communities.

To build a foundation for the learning community in this doctoral program, all new students are required to participate in a three-day community-building workshop and orientation meeting. This meeting is usually scheduled in mid- to late August.

Classes are offered in two course formats: traditional and global access. The traditional format is best suited for students seeking a more conventional style of learning in which classes meet on weeknights and occasional weekends at the West Los Angeles and Irvine Graduate campuses. The global access format offers a learning structure in which 40% of classes are online and 60% take place in face-to-face sessions at the West Los Angeles campus. The Organizational Leadership program reviews petitions to transfer doctoral-level courses for credit only during the Admissions process. No Challenge petitions will be accepted for any EDOL course.

Admission Requirements

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- A Master's degree from a regionally-accredited institution.

- Official transcripts in a registrar's sealed and stamped/signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.

- Three recommendations that attest to the applicant's academic abilities, character, and professional ability.

- Scores from the Miller Analogies Test, the Graduate Record Examination (verbal and quantitative sections), or the Graduate Management Admission Test. MAT tests must have been taken within the last two years and GRE and GMAT tests must have been taken within the last five years.

- A 1,000- to 2,000-word statement of interest in the Organizational Leadership program addressing such topics as the candidate's view of leadership, ability to create followers, propensity to take risks, perseverance and demonstrated achievements, future career/life objectives, and reasons for pursuing a doctoral program.

- A personal interview is required for all qualified applicants who apply to the program. An on-site writing sample may be required.

Professional Clear (Tier II) Administrative Services Credential

This credential for California school administrators is available in conjunction with this doctoral program.

In addition to the above requirements, applicants pursuing the credential will be required to submit the following:

- A photocopy of the applicant's Preliminary Administrative Services Credential.

- Confirmation of assignment to an administrative position.

- Statement of Responsibility (form is provided in the Application for Admission).

Accepted students for the Doctor of Education in Organizational Leadership must

- Have a personal laptop computer. Students will receive a list of required technical specifications. A laptop is required for all concentrations and is mandatory for participation in face-to-face sessions including new student orientations.

- Submit a nonrefundable $500 deposit that will be applied to the first term's tuition.

- Participate in a three-day community-building workshop and orientation meeting. A non-refundable fee of $495 is charged for this activity.

Course Requirements

The following core courses, comprehensive examination seminar, and dissertation are required of students in the Doctor of Education in Organizational Leadership program.

Core Courses

Core 1
EDOL 700   Leadership Theory and Practice .... (3)
EDOL 714   Organizational Behavior, Theory and Design .... (3)
EDOL 724   Ethics and Personal Leadership .... (3)
EDOL 765   Strategic Leadership and Management of Global Change ...... (3)

Core 2
EDOL 766   Research Design and Analysis .... (3)
EDOL 767   Qualitative Research and Analysis .... (3)
EDOL 734   Advanced Data Analysis and Interpretation .... (3)

The following 27 units of specialized course work are required in addition to the 21 units of core courses, the comprehensive examination seminar, and the dissertation:

EDOL 753   Leadership, Advocacy and Policy Development .... (4)
EDOL 754A   Economic and Policy Systems .... (3)
EDOL 754B   International Policy Experience .... (2)
EDOL 755   E-Learning Theory and Practice .... (3)
EDOL 763   Program Learning Design and Evaluation .... (3)
EDOL 757   Entrepreneurship .... (2)
EDOL 758A   Consultancy Project .... (1)
EDOL 764   Consultancy Project .... (3)
EDOL 759   Law and Dispute Resolution .... (3)
EDOL 785   Contemporary Topics .... (3,1,1,1)

Professional Clear (Tier II) Administrative Services Credential

Students pursuing the Tier II credential in conjunction with this program must enroll in:

ED 722   Program Planning and Induction Seminar .... (2)
ED 723   Candidate Assessment Seminar .... (2)

Course Descriptions

EDOL 700 Leadership Theory and Practice (3)

Examines classical and contemporary theories and styles of leadership and their application to a variety of professional and global settings. Students will examine principal underpinnings of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.

EDOL 714 Organizational Behavior, Theory and Design (3)

This course addresses organizations; their structures; intended outcomes; and how they deal with culture, employee behavior, and values. Students will examine strategies designed to create and evaluate knowledge, including the psychological basis for human action, individual and organizational learning, communicating across cultures, and intellectual capital. This course also examines such topics as communication, motivation, work teams, organizational change, stress, power, influence, and trust.

ED 722 Program Planning and Induction Seminar (2)

Provides students admitted to the preparation program leading to the Professional Administrative Services Credential (Tier II) with assistance in planning an individualized program of study based upon the candidate's need for further professional preparation and development. A pre-assessment is conducted in coordination with the student's employer.

ED 723 Candidate Assessment Seminar (2)

Assesses the competence of the candidate for the Professional Administrative Services Credential. The student enrolls in the seminar after all elements of the individualized program are completed. During the seminar, the representative of the employing school district, the candidate's mentor (if different), and the University advisor participate in a summative evaluation conference with the candidate. The candidate presents a professional portfolio that includes a summary of university and non-university activities and a description of how the individualized program plan was addressed by those activities.

EDOL 724 Ethics and Personal Leadership (3)

Introduces the student to the study of ethical leadership and provides the foundation for value clarification, ethical decision-making and responsible leadership in diverse organizations and communities. In addition, the course introduces students to the concepts, skills, and strategies of personal/ professional transformation that are the foundation of leading organizations in diverse communities. Topics include personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being.

EDOL 730A Research Methods and Evaluation* (3)

Examines theory and practice in the design, conduct, analysis, and interpretation of experimental, quasi-experimental, and survey procedures for organizational research and evaluation. Methods of assessing credibility of published research will also be discussed.

EDOL 730B Qualitative Research and Analysis* (2)

This course introduces students to qualitative research designs and such topics as the collection and interpretation of qualitative data and the methods of minimizing threats to the trustworthiness and authenticity of qualitative studies. Students learn specific techniques for the analysis and interpretation of qualitative data.

EDOL 734 Advanced Data Analysis and Interpretation (3)

Students will learn the basic distributions, such as binomial and normal and are introduced to hypothesis methodology. They will learn to apply such inferential techniques as chi-square, the analysis of variance and covariance, and multivariate analysis to a variety of organizational issues and scholarly pursuits. Students will be expected to utilize appropriate statistical software.

EDOL 753 Leadership, Advocacy, and Policy Development (4)

This course introduces major theories and approaches to leading the effort and developing policy in local, national, and global settings. While considering the influence of technology and systems thinking, students explore complex issues in management and leadership. Students will have an opportunity to understand and practice policy development at local and national levels.

EDOL 753A Management and Policy Development* (3)

This course introduces major theories and approaches to management and policy development in local, national, and global settings. While considering the influence of technology and systems thinking, students explore complex issues in management and leadership. Students will have an opportunity to understand and practice policy development at local and national levels.

EDOL 753B National Policy Experience* (2)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, D.C.; will experience policy development at the federal level; and will meet with policy makers, lobbyists, and leaders in government and national associations. Students are required to participate in a trip to Washington, D.C., or a similar location. Students will incur travel costs. (Varies in relation to airline, hotel, food, venue, and materials.)

EDOL 754A Economic and Policy Systems (3)

Students learn to apply theories and principles of international leadership, micro and macroeconomics to analyze, design and evaluate policies which address business, political and educational challenges in other countries. Additionally, students will observe and study the leadership and cultural practices of other countries studied.

EDOL 754B International Policy Experience (2)

To gain an international perspective on policy development, students will visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing and contrast them with those of the United States. Students are required to participate in a trip to an international location. Students will incur travel costs. (Varies in relation to airline, hotel, food, venue, and materials).

EDOL 755 E-Learning: Theory and Practice (3)

This course focuses on the fundamentals of leading the design and implementation of learning technology within the organization. Students are exposed to an integrated approach to educational program design and evaluation at the organizational level. Topics may include computer-supported collaborative learning, synchronous and asynchronous technology, technically-mediated communities, knowledge management, learning organizations, and designing computer-supported programs that support organizational infrastructure.

EDOL 756 Leading Educational Programs* (3)

This course assists students in developing an integrated approach of leading and viewing educational program development and evaluation at the institutional level. This course considers education in its broadest sense, that is, as a dynamic developmental process that concerns the plans and purposes of human life. Staff development and the promotion of human capital will be major foci.

EDOL 757 Entrepreneurship (2)

New venture creation, theory, strategy, and practice for organizational leaders are explored. Students will conduct a comprehensive study of the process of shepherding an entrepreneurial idea from formulation to fruition by forming new ventures in for-profit, not-for-profit, and philanthropic organizations.

EDOL 758A Consultancy Project (1)

Allows students to apply their knowledge, skills, and values to a real-world problem. Students identify a project-based issue, concern, or problem; identify a set of strategies to meet the projected goals; seek the assistance of a mentor in achieving the goals; and begin to implement strategies to achieve a solution to the issue or problem. The issue for study can be identified during the first academic year. The consultancy course spans more than one semester and includes plan preparation and approval, implementation of the plan, presentation of results to clients, and an evaluation of the projects. Consulting topics may serve as a basis for comprehensive exam topics. Full completion of the Consultancy Project sequence requires completion of each sub-course: EDOL 758A and EDOL 764.

EDOL 758B Consultancy Project* (2)

Allows students to apply their knowledge, skills, and values to a real-world problem. Students identify a project-based issue, concern, or problem; identify a set of strategies to meet the projected goals; seek the assistance of a mentor in achieving the goals; and begin to implement strategies to achieve a solution to the issue or problem. The issue for study can be identified during the first academic year. The consultancy course spans more than one semester and includes plan preparation and approval, implementation of the plan, presentation of results to clients, and an evaluation of the projects. Consulting topics may serve as a basis for comprehensive exam topics.

EDOL 759 Law and Dispute Resolution (3)

This course examines environmental forces that impact the organization with an emphasis on applicable legal issues. The course emphasizes developing an understanding of law as a basis for critical examination of legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, torts, criminal and contract liability, the laws regarding electronic communication, encryption, Internet security, and ethics in cyberspace. Dispute resolution and negotiation techniques are also included.

EDOL 762 Transforming Organizations in a Global Community* (3)

This course focuses on current change theory, futurist literature, and major world trends in education and related disciplines. Special emphasis is placed on the methodologies employed by futurists in forecasting the future and in implementing new educational programs.

EDOL 763 Program Learning Design and Evaluation (3)

The course will help students analyze, design, develop, implement and evaluate instruction for a variety of content areas and audiences, using various media or delivery systems. Students will have the opportunity to learn and practice basic principles and techniques of instructional design, In the process, they will design and develop a module of instruction. During the course, various instructional design procedures and models will be considered, and the fist of instruction within the larger realm of human performance will be discussed.

EDOL 764 Consultancy Project (3)

Allows students to apply their knowledge, skills, and values to a real-world problem. Students identify a project-based issue, concern, or problem; identify a set of strategies to meet the projected goals; seek the assistance of a mentor in achieving the goals; and begin to implement strategies to achieve a solution to the issue or problem. The issue for study can be identified during the first academic year. The consultancy course spans more than one semester and includes plan preparation and approval, implementation of the plan, presentation of results to clients, and an evaluation of the projects. Consulting topics may serve as a basis for comprehensive exam topics. Full completion of the Consultancy Project sequence requires completion of each sub-course: EDOL 758A and EDOL 764.

EDOL 765 Strategic Leadership and Management of Global Change (3)

This course focuses on current change theory, futurist literature, and major world trends in education and related disciplines. Topics include models of collaboration, innovation, design, implementation and organizational change.

EDOL 766 Research Design and Analysis (3)

In this course, students will learn in theory and practice how to design, conduct, analyze, and interpret experimental, quasi-experimental, and survey procedures for organizational research and evaluation. Methods of assessing credibility of published research will also be discussed. Students will focus on measurement and statistical description of variables. Students will be expected to utilize appropriate statistical software.

EDOL 767 Qualitative Research and Analysis (3)

This course introduces students to qualitative research designs and such topics as the collection and interpretation of qualitative data and the methods of minimizing threats to the trustworthiness and authenticity of qualitative studies. Students learn specific techniques for the analysis and interpretation of qualitative data. Students will be expected to utilize appropriate content analysis software.

EDOL 785 Contemporary Topics (1-8)

In this course, students examine several of a broad range of contemporary topics. Examples of possible topics are strategic management, institutional advancement, societal factors affecting education, board/administration relationships, advanced product development, networking, legal aspects of development, and consultancies.

EDOL 787 Comprehensive Examination Seminar (3)

The purpose of the comprehensive examination seminar is to assess the doctoral student's ability to integrate the doctoral coursework by preparing a paper which will address a real-world problem, dilemma, or issue synthesizing the course work. The paper will be evaluated and defended orally before a committee of faculty members.

EDOL 791 Dissertation Research (2)

Under the direction of a dissertation chairperson, dissertation research is individualized and tailored to aid the student in completing the dissertation requirement.

ED 792 Dissertation Completion (1)

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of $100. A completed Form F4 must be submitted to the Assistant Program Director to enroll in this course. Students are eligible to enroll in this course for up to two consecutive semesters. If the dissertation has not been APA-cleared and submitted after two semesters, students will need to re-enroll in the appropriate doctoral dissertation research course.

* Select courses will no longer be offered after the 2011-2012 academic year.

Master of Arts in Psychology

This program is designed to provide students with a theoretical and practical understanding of the principles of psychology within the framework of a strong clinical emphasis. Courses present various aspects of the art and science of psychology as it is applied to the understanding of human behavior and to the prevention, diagnosis, and treatment of mental and emotional problems. The program meets prerequisite requirements for application to the University's doctoral program, assuming that the student has taken a graduate course in developmental psychology (e.g., PSY 658). Completion of the M.A. in psychology does not guarantee Admission to the doctoral program. Classes are offered on afternoons and weeknights at the West Los Angeles, Encino, and Irvine Graduate Campuses.

Psychology master's students who wish to transfer from one program to another are required to file a Change of Program Request form, which will be forwarded to the program director for evaluation, and pay a program change fee.

The M.A. in psychology program requires 36–44 units, depending upon previous coursework. The student who has taken graduate courses judged to be equivalent to required courses may transfer in a maximum of six units. Depending on the student's academic background, the coursework will consist of the courses listed under Foundation Courses, Level I, and Level II Courses, supplemented with elective courses in lieu of waived foundation courses, if needed to complete the total unit requirement. The maximum permissible course load is 10 units per term, although students who are employed full-time are urged to enroll in only six units. With the exception of courses that specify prerequisites, courses may be taken in any sequence within levels.

It is recognized that diverse disciplines contribute to the understanding of psychology, and that psychology permeates many academic fields. Therefore, a major in psychology as an undergraduate is not a prerequisite for Admission; however, knowledge of certain fundamental areas in psychology is necessary as preparation for advanced courses. The student who has taken undergraduate or graduate level courses judged to be equivalent in content to foundation level courses may petition to waive such courses and, if successful, may earn the required 36 units through elective courses. Previously taken courses will qualify for waiver consideration if they were taken no earlier than seven years prior to admission and a grade of "B" or better was earned.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and in the provision of other clinical services. Students training to become mental health professionals therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and

self-awareness. This statement advises students and potential applicants that in the course of their class work at Pepperdine University and clinical training in University clinics, external practicum rotations and internship, they may be required or invited to disclose personal information, which is deemed relevant to their performance in coursework and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the director of the program."

Admission Requirements

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- Official transcript in a registrar's sealed and stamped/signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant. Applicants to this program may possess a bachelor's degree in any field. Applicants without recent coursework in psychology within the last seven years, however, will be required to complete foundational courses in preparation for the core curriculum.

- Scores from the Graduate Record Examination (GRE General Test), taken within the last five years, or the Miller Analogies Test (MAT), taken within the last two years. These tests may be waived for applicants for the evening format who fulfill one of the following criteria: seven or more years of professional full-time work experience, a cumulative undergraduate GPA of 3.7 or higher, or a completed master's degree. Applicants who wish to waive the GRE/ MAT requirement must submit an additional two-to five-page statement summarizing their work experience and describing how this experience has helped to prepare them for graduate study in psychology.

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.

- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

Knowledge of certain fundamental areas in psychology is necessary as preparation for advanced courses. These areas are covered in the following foundation courses:

Foundation Courses

PSY 626	Psychological Research and Statistics	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 658	Individual and Family Development: A Life Cycle Approach	(3)
PSY 659	Principles and Theories of Learning	(3)

Students who have taken undergraduate or graduate-level courses judged to be equivalent in content to foundation-level courses may petition to waive such courses. This requirement may be demonstrated by completing the equivalent course at an accredited institution within the preceding seven years, receiving a grade of "B" or better; completing a Pepperdine graduate-level course or equivalent; or passing a challenge exam administered by the division.

The following courses in Level I and Level II may be taken in any sequence after prerequisites have been satisfied:

Level I Courses

PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 607	Social Psychology	(3)
PSY 610	Theories of Personality	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 641	Clinical and Evaluation Research Methods	(3)

Level II Courses

PSY 600	Clinical Management of Psychopathology	(3)
PSY 601	Assessment of Intelligence	(3)
PSY 602	Personality Assessment	(3)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 671	Career Development Theory and Techniques	(3)
PSY 695	Comprehensive Review	(2)

Students who receive foundation-level waivers and need additional courses to complete the minimum 36 units required for graduation may take a directed study in any area of faculty expertise. Occasionally, special courses are offered if there is sufficient student interest. Students may take various clinical psychology courses as electives with permission, as long as prerequisites are met. Students who wish to conduct a major research study may do so as a directed study.

Course Descriptions

PSY 600 Clinical Management of Psychopathology (3)

This course is designed to build practical clinical skills in diagnosis, problem formulation, and crisis intervention. In addition to the DSM IV, the course examines psychopathology from psychodynamic, behavioral, humanistic, and psychosocial perspectives. Students are also taught standard intake skills and an introduction to psychopharmacology. Prerequisites: PSY 610 and PSY 657.

PSY 601 Assessment of Intelligence (3)

Students examine the theory and clinical assessment of cognitive functioning, with emphasis on commonly used instruments, including the Stanford Binet, Wechsler Adult Intelligence Scale, and Wechsler Intelligence Scale for Children. Practical experiences are offered in administration, scoring, interpretation, and professional report writing.

PSY 602 Personality Assessment (3)

This course studies administration, scoring, and interpretation of commonly used instruments for the clinical assessment of personality, with emphasis on interviewing techniques, personality inventories, and projective techniques. Tests covered include the Minnesota Multiphasic Personality Inventory-2, Draw-a-Person, Bender Gestalt, Sentence Completion, Thematic Apperception Test, and the Rorschach Inkblot Test. Experiences in assessment and professional report writing are provided. Prerequisite: PSY 610.

PSY 606 Interpersonal Skills and Group Therapy (3)

This course examines group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. An experiential laboratory group is included.

PSY 607 Social Psychology (3)

This survey course focuses on the interrelationships between individuals and the social environment. Students examine the dynamics of interpersonal influence in diverse contexts, including attitude formation and change, persuasion, social cognition, stereotyping and prejudice, obedience and conformity, attraction, altruism and aggression, leadership in groups, and political and health psychology.

PSY 610 Theories of Personality (3)

Major theoretical approaches to personality are surveyed from a historical perspective. Emphasis is placed upon contemporary clinical expressions of these approaches and the operation of theoretical assumptions in clinical practice.

PSY 612 Theories of Counseling and Psychotherapy (3)

Major theoretical approaches to the practice of counseling and psychotherapy are examined. The course places special emphasis on the key assumptions of various applied theories, the role and basic methods of clinical assessment, the stages of therapy, the role of the therapeutic relationship, and the goals and strategies to effect change. Each theory will also be examined for its cross-cultural application. Prerequisite: PSY 610.

PSY 626 Psychological Research and Statistics (3)

This is a survey course covering basic concepts in statistics and research. Experimental research designs and correlational research are highlighted. Statistical topics include levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Emphasis is given to helping students become knowledgeable consumers of research. Students are exposed to the use of computers in all aspects of psychological research.

PSY 637 Techniques of Counseling and Psychotherapy (3)

Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures. Prerequisites: PSY 612.

PSY 641 Clinical and Evaluation Research Methods (3)

This course emphasizes applied research techniques, including treatment evaluation, program evaluation, and survey research. The student learns how to apply methodological and data analysis techniques to the clinical setting. Prerequisite: PSY 626.

PSY 656 Physiological Psychology (3)

Examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The long-term effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders, such as autism, schizophrenia, and depression, are also discussed.

PSY 657 Psychopathology (3)

Survey course that examines the historical and conceptual perspectives on psychopathology and the manner in which these perspectives interface with therapeutic strategies.

PSY 658 Individual and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and social development of individuals and families throughout the life span. The impacts of experiences such as childbirth, adolescence, marriage, divorce, aging, and long-term care on individuals and families are explored.

PSY 659 Principles and Theories of Learning (3)

Provides a survey of the field of learning and highlights the relevance of learning for the practice of counseling and psychotherapy.

PSY 670 Psychology in Latin America (3)

This course examines culture from an international perspective through an immersion experience in Latin America. The course prepares students to conceptualize, plan, and implement culturally responsive interventions with Latin American individuals and families. The immersion experience addresses a context specific understanding of Latin American cultures as well as the influence of United States culture on Latin American communities. Students

engage in various cultural experiences and develop their Spanish language skills in the delivery of mental health services to Spanish speaking communities. The Spanish language component for this course will be offered at three levels of proficiency. Minimum requirement for the language component will be to attend each class meeting, prepare assignments, and exceed the base level as determined prior to the immersion course. Cr/NC grading only. Pre-requisite: PSY 622.

PSY 695 Comprehensive Review (2)

Students receive an intensive review of the core areas in psychology covered in the student's curriculum. Students are examined on their knowledge of each area following its review in class sessions. The average score resulting from these examinations represents the grade for the comprehensive examination. Prerequisites: PSY 600, 602, 610, and 626.

PSY 671 Career Development Theories & Techniques (3)

This course prepares students to address the intersections of career, values and life roles in the context of career counseling and responding to career/work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of socio-cultural factors on career development, work transitions and the career counseling process; gain experience with career counseling assessments and resources and become familiar with current career development literature.

Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format

The focus of this program is to provide a strong master's-level foundation in the areas of clinical psychology and marriage and family therapy. The curriculum is designed to meet the academic requirements for the Marriage and Family Therapist (MFT) license in California, as specified in sections 4980.37, 4980.40, and 4980.41 of the California Business and Professions Code. As part of their curriculum, students are required to gain supervised counseling experience in approved clinical settings. In this manner, students may earn a portion of the 3,000 hours of experience required for the MFT license.

The program is designed for those who wish to gain knowledge and develop skills related to providing psychotherapeutic services in a variety of settings. In addition, this program provides an academic and practicum foundation which may be helpful for students who plan to enter doctoral programs in family therapy or clinical, counseling, community, or developmental psychology.

This program is designed for full-time students only. It is open to new students in September of each year and is offered at Pepperdine's state-of-the-art Drescher Graduate Campus in Malibu. Students are required to begin working in field placement settings during their second term in the program and for each successive term.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and in the provision of other clinical services. Students training to become mental health professionals therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants that in the course of their class work at Pepperdine University and clinical training in University clinics, external practicum rotations and internship, they may be required or invited to disclose personal information, which is deemed relevant to their performance in coursework and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the director of the program."

Admission Requirements

For the daytime format, a bachelor's degree in psychology is preferred. However, qualified applicants who possess a bachelor's degree in a related academic field (e.g., sociology, social work, child and family development) may also be considered.

All applicants must submit:

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally-accredited institution.
- Official transcript in a registrar's sealed and stamped/signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant.
- Scores from the Graduate Record Examination (GRE), taken within the last five years, or the Miller Analogies Test (MAT), taken within the last two years.
- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.
- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

The daytime format is 20 months in length and students complete 12 units the first term and 11 units each subsequent term except in the summer, which requires five units.

Core Courses

The following 50 units of coursework are required and are completed in a specific sequence:

PSY 600	Clinical Management of Psychopathology	(3)
PSY 603	Assessment for Marriage and Family Therapists	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 622	Cross-Cultural Counseling	(3)
PSY 623	Professional Ethics and the Law	(3)
PSY 624	Substance Abuse Evaluation and Treatment	(3)
PSY 626	Psychological Research and Statistics	(3)
PSY 627	Psychopharmacology	(2)
PSY 628	Human Sexuality	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Marriage and Family Therapy I	(3)
PSY 640	Marriage and Family Therapy II	(3)
PSY 642	Professional Practice and Mental Health Systems	(3)
PSY 658	Individual and Family Development: A Life Cycle Approach	(3)
PSY 662	Clinical Practicum	(2,2,2,2)
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 671	Career Development Theory and Techniques	(3)

Continuation in Program

In addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for a mental health professional. Relevant areas include, but are not limited to, following appropriate ethical-legal standards, demonstrating reasonable maturity in professional interpersonal contacts, and remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served. A faculty panel will review feedback from professors concerning individual students and initiate remedial interventions where deemed necessary. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program.

Personal Psychotherapy for Training Clinicians

The psychology faculty and administration recommend personal therapy for all students training to be psychotherapists since it is believed that personal therapy is a vital component of the training and growth of the psychotherapist and that it is the professional responsibility of every therapist to identify, address, and work through personal and relational issues that may have an impact on clinical interactions with future clients.

Field Placement

MFT Clinical Training and Professional Development staff assist students in locating Pepperdine-approved practicum sites. The clinical training staff visit and evaluate established and potential sites, while maintaining the Field Placement Directory, in which sites approved by Pepperdine are listed. This directory can be found at each Pepperdine graduate campus.

Marriage and Family Therapist License Requirements

A licensed marriage and family therapist in California is able to offer psychotherapeutic services to those with relationship dysfunctions and to collect a fee for such services. The Board of Behavioral Sciences (BBS) governs the licensing process. The current general requirements for the license include the following:

- A state-approved master's degree that includes a minimum of 48 semester units of coursework in the content areas specified by law.

- Supervised experience totaling 3,000 hours in assessing and treating individuals, couples, families, and groups to improve their interpersonal relationships.

- A seven-hour workshop on the assessment and reporting of child abuse.

- The Standard Written MFT exam and the Written Clinical Vignette exam, both of which are maintained by the BBS.

Specific licensing requirements depend on when the student enters a master's program, graduates, and applies for licensing. Pepperdine's primary role is to assist students in completing academic requirements for the license. Pepperdine

is also responsible for coordinating and approving all MFT hours gained before the degree is earned. Since licensing requirements change periodically, students are advised that it may be necessary to modify the curriculum of the clinical psychology program so that it may continue to conform to the current requirements. Also, students should maintain contact with the BBS to stay informed on any changes that may affect their efforts to obtain a license. A copy of the current MFT regulations may be obtained by writing to the Board of Behavioral Sciences, 1625 North Market Blvd., Suite S-200, Sacramento, CA 95834. Students are encouraged to visit the BBS Website at www.bbs.ca.gov for additional information about licensing. Students should also contact the clinical training staff to obtain a copy of the MFT Handbook that lists essential information on BBS and Pepperdine MFT requirements.

Course Descriptions

PSY 600 Clinical Management of Psychopathology (3)

This course is designed to build practical clinical skills in diagnosis, problem formulation, and crisis intervention. In addition to the DSM IV, the course examines psychopathology from psychodynamic, behavioral, humanistic, and psychosocial perspectives. Students are also taught standard intake skills and an introduction to psychopharmacology.

PSY 603 Assessment for Marriage and Family Therapists (3)

This course covers the fundamentals of psychological testing and examines the application of psychological instruments to the assessment of individuals, couples, and families within the practice of marriage and family therapy. Students gain experience in the administration, scoring, and interpretation of selected tests.

PSY 606 Interpersonal Skills and Group Therapy (3)

This course examines group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. An experiential laboratory group is included.

PSY 622 Cross-Cultural Counseling (3)

Cross-cultural factors are studied in various ethnic groups as they relate to marriage and family treatment procedures.

PSY 623 Professional Ethics and the Law (3)

This course considers ethical standards for therapists and reviews legal issues that influence the professional practice of marriage and family therapy and psychotherapy.

PSY 624 Substance Abuse Evaluation and Treatment (3)

This course investigates the methods used in assessing and treating alcoholism, drug addiction, and other forms of substance dependency, employing individual and family treatment models.

PSY 626 Psychological Research and Statistics (3)

This is a survey course covering basic concepts in statistics and research. Experimental research designs and correlational research are highlighted.

Statistical topics include levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Emphasis is given to helping students become knowledgeable consumers of research. Students are exposed to the use of computers in all aspects of psychological research.

PSY 627 Psychopharmacology (2)

This course uses a biopsychosocial model to examine the history and use of psychopharmacology for the treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other variables on the indications and use of medications is examined.

PSY 628 Human Sexuality (1)

This course fulfills requirements for the MFT license and includes the study of physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders.

PSY 637 Techniques of Counseling and Psychotherapy (3)

Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures.

PSY 639 Marriage and Family Therapy I (3)

Covers assessment, diagnosis, and intervention strategies for individuals, couples, families, and children according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. This course includes didactic and audiovisual presentations, role-play simulations, and case work-ups.

PSY 640 Marriage and Family Therapy II (3)

Continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. Major theoretical approaches covered include strategic, structural, and cognitive-behavioral models, as well as postmodern approaches such as narrative and solution-focused therapy.

PSY 642 Professional Practice and Mental Health Systems (3)

This course is designed to explore the evolving professional and economic climate for MFTs. Opportunities for practice are examined, including private and group practice, the workplace, medical settings, mediation, managed care and community mental health, together with preferred treatment modalities. This course satisfies the BBS requirement for coursework in spousal or partner abuse assessment, detection, and intervention.

PSY 658 Individual and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and social development of individuals and families throughout the life span. The impacts of experiences such as childbirth, adolescence, marriage, divorce, aging, and long-term care on individuals and families are explored.

PSY 662 Clinical Practicum (2)

Students receive consultation from the instructor and feedback from other students on clinical cases in their field placement settings. Students formulate and present cases using a variety of family systems and interactional models. Students must register for PSY 662 for two units each term, over a period of four successive terms, for a total of eight units. Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward MFT license requirements.

PSY 668 Clinical Interventions with Children and Adolescents (3)

Provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Issues distinguishing working with youth as opposed to adults are examined, along with relevant legal and ethical concerns, assessment strategies, major theoretical approaches to treating children and adolescents, and treatment strategies for common forms of childhood psychopathology. Emphasis is placed on using therapeutic methods with established efficacy and on incorporating parents, family, and other contextual factors into treatment.

PSY 670 Psychology in Latin America (3)

This course examines culture from an international perspective through an immersion experience in Latin America. The course prepares students to conceptualize, plan, and implement culturally responsive interventions with Latin American individuals and families. The immersion experience addresses a context specific understanding of Latin American cultures as well as the influence of United States culture on Latin American communities. Students engage in various cultural experiences and develop their Spanish language skills in the delivery of mental health services to Spanish speaking communities. The Spanish language component for this course will be offered at three levels of proficiency. Minimum requirement for the language component will be to attend each class meeting, prepare assignments, and exceed the base level as determined prior to the immersion course. Cr/NC grading only. Pre-requisite: PSY 622

PSY 671 Career Development Theories & Techniques (3)

This course prepares students to address the intersections of career, values and life roles in the context of career counseling and responding to career/work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of socio-cultural factors on career development, work transitions and the career counseling process; gain experience with career counseling assessments and resources and become familiar with current career development literature.

Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format

The focus of this program is to provide a strong master's-level foundation in the areas of clinical psychology and marriage and family therapy. The curriculum is designed to meet the academic requirements for the Marriage and Family Therapist (MFT) license in California, as specified in sections 4980.37, 4980.40, and 4980.41 of the California Business and Professions Code. As part of their curriculum, students are required to gain supervised counseling experience in approved clinical settings. In this manner, students may earn a portion of the 3,000 hours of experience required for the MFT license.

The program is designed for persons who wish to gain knowledge and develop skills related to providing psychotherapeutic services in a variety of settings. In addition, this program provides an academic and practicum foundation which may be helpful for students who plan to enter doctoral programs in family therapy or clinical, counseling, community, or developmental psychology.

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy program is offered on weeknights and afternoons at the West Los Angeles, Encino, and Irvine Graduate Campuses. This format, which admits new students three times a year, permits students to create a flexible schedule and to enroll on a part-time or full-time basis.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and in the provision of other clinical services. Students training to become mental health professionals therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants that in the course of their class work at Pepperdine University and clinical training in University clinics, external practicum rotations and internship, they may be required or invited to disclose personal information, which is deemed relevant to their performance in coursework and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the director of the program."

Admission Requirements

Applicants to the evening format may possess a bachelor's degree in any field. Applicants without recent coursework (within the last seven years) in psychology, however, will be required to complete foundational courses in preparation for the core curriculum.

All applicants must submit:

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally-accredited institution.
- Official transcript in a registrar's sealed and stamped/signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant.
- Scores from the Graduate Record Examination (GRE), taken within the last five years, or the Miller Analogies Test (MAT), taken within the last two years. These tests may be waived for applicants for the evening format only who fulfill one of the following criteria: seven or more years of professional full-time work experience, a cumulative undergraduate GPA of 3.7 or higher, or a completed master's degree. Applicants who wish to waive the GRE/ MAT requirement must submit an additional two- to five-page statement summarizing their work experience and describing how this experience has helped to prepare them for graduate study in psychology.
- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.
- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

Students whose bachelor's degrees are in fields other than psychology may be considered for Admission to this format. The program requires 48–63 units, depending upon previous coursework. The total number of units students complete toward the degree will depend upon the number of foundation courses waived and current MFT licensing requirements. If a student has completed the foundation courses elsewhere and has them waived, and if applicable graduate units are transferred in, as few as 42 units must be taken. If a student must complete all foundation and core requirements, a total of 63 units must be completed. The units will consist of the courses listed below from the foundation and core requirements.

Foundation Courses

The courses listed below are considered foundational to the program and must be completed prior to enrolling in core courses. Students who have completed any of these courses at the undergraduate level may seek permission to waive such courses, provided they were completed at a regionally-accredited institution, within the preceding seven years, at a grade of "B" or better.

Foundation courses taken at the graduate level may be waived or transferred (maximum of six semester units for transfers). Permission to waive or transfer credits should be requested at the time of admission.

PSY 610	Theories of Personality	(3)
PSY 626	Psychological Research and Statistics	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 659	Principles and Theories of Learning	(3)

Core Courses

The core courses listed below may be completed in any sequence after the necessary prerequisites have been met. The core courses may not be waived and are eligible for transfer only.

PSY 600	Clinical Management of Psychopathology	(3)
PSY 603	Assessment for Marriage and Family Therapists	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Cross-Cultural Counseling	(3)
PSY 623	Professional Ethics and the Law	(3)
PSY 624	Substance Abuse Evaluation and Treatment	(3)
PSY 627	Psychopharmacology	(2)
PSY 628	Human Sexuality	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Marriage and Family Therapy I	(3)
PSY 640	Marriage and Family Therapy II	(3)
PSY 642	Professional Practice and Mental Health Systems	(3)
PSY 658	Individual and Family Development: A Life Cycle Approach	(3)
PSY 662	Clinical Practicum	(2,2,2)
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 671	Career Development Theory and Techniques	(3)

Continuation in Program

In addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for a mental health professional. Relevant areas include, but are not limited to, following appropriate ethical-legal standards, demonstrating reasonable maturity in professional interpersonal contacts, and remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served. A faculty panel will review feedback from professors concerning individual students and initiate remedial interventions where deemed necessary. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program.

Personal Psychotherapy for Clinical Training

The psychology faculty and administration strongly recommend personal therapy for all students training to be psychotherapists since it is believed that personal therapy is a vital component of the training and growth of the

psychotherapist and that it is the professional responsibility of every therapist to identify, address, and work through personal and relational issues that may have an impact on clinical interactions with future clients.

Field Placement

MFT Clinical Training and Professional Development staff provide resources to MFT students to secure appropriate practicum settings. The Clinical Training staff visit and evaluate established and potential sites, while maintaining the site directory. This directory can be found at each Pepperdine graduate campus and on the Pepperdine GSEP website.

Marriage and Family Therapist License Requirements

A licensed marriage and family therapist in California is able to offer psychotherapeutic services to those with relationship dysfunctions and to collect a fee for such services. The Board of Behavioral Sciences (BBS) governs the licensing process. The current general requirements for the license include the following:

- A state-approved master's degree that includes a minimum of 48 semester units of coursework in the content areas specified by law.
- Supervised experience totaling 3,000 hours in assessing and treating individuals, couples, families, and groups to improve their interpersonal relationships.
- A seven-hour workshop on the assessment and reporting of child abuse (in addition to the MACLP curriculum).
- A written exam and written clinical vignette administered by the BBS.

Specific licensing requirements depend on when the student enters a master's program, graduates, and applies for licensing. Pepperdine's primary role is to assist students in completing academic requirements for the license. Pepperdine is also responsible for coordinating and approving all MFT hours gained before the degree is earned. Since licensing requirements change periodically, students are advised that it may be necessary to modify the curriculum of the clinical psychology program so that it may continue to conform to the current requirements. Also, students should maintain contact with the BBS to stay informed on any changes which may affect their efforts to obtain a license. A copy of the current MFT regulations may be obtained by writing to the Board of Behavioral Sciences, 1625 North Market Blvd., Suite S-200, Sacramento, CA 95834. Students are encouraged to visit the BBS Website at www.bbs.ca.gov for additional information about licensing. Students should also contact the clinical training staff to obtain a copy of the MFT Handbook (or view online) that lists essential information on BBS and Pepperdine MFT requirements.

The M. Norvel and Helen M. Young Endowed Chair in Family Life

This chair in the Graduate School of Education and Psychology was endowed by friends of M. Norvel and Helen M. Young in recognition of their 35 years of dedicated service to Pepperdine University. Dr. M. Norvel Young served Pepperdine University as a professor, president, chancellor, chairman of the

Board of Regents and chancellor emeritus. Helen M. Young, who founded the Associated Women for Pepperdine, continues to teach in the fields of religion and family studies. Dr. Dennis Lowe, professor of psychology and director of the Center for the Family, has held this chair since 1993.

Course Descriptions

PSY 600 Clinical Management of Psychopathology (3)

This course is designed to build practical clinical skills in diagnosis, problem formulation, and crisis intervention. In addition to the DSM IV, the course examines psychopathology from psychodynamic, behavioral, humanistic, and psychosocial perspectives. Students are also taught standard intake skills and an introduction to psychopharmacology. Prerequisites PSY 657.

PSY 603 Assessment for Marriage and Family Therapists (3)

This course covers the fundamentals of psychological testing and examines the application of psychological instruments to the assessment of individuals, couples, and families within the practice of marriage and family therapy. Students gain experience in the administration, scoring, and interpretation of selected tests. Prerequisite: PSY 626.

PSY 606 Interpersonal Skills and Group Therapy (3)

This course examines group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. An experiential laboratory group is included.

PSY 610 Theories of Personality (3)

Major theoretical approaches to personality are surveyed from a historical perspective. Emphasis is placed upon contemporary clinical expressions of these approaches and the operation of theoretical assumptions in clinical practice.

PSY 612 Theories of Counseling and Psychotherapy (3)

Major theoretical approaches to the practice of counseling and psychotherapy are examined. The course places special emphasis on the key assumptions of various applied theories, the role and basic methods of clinical assessment, the stages of therapy, the role of the therapeutic relationship, and the goals and strategies to effect change. Each theory will also be examined for its cross-cultural application. Prerequisite: PSY 610.

PSY 622 Cross-Cultural Counseling (3)

Cross-cultural factors are studied in various ethnic groups as they relate to marriage and family treatment procedures.

PSY 623 Professional Ethics and the Law (3)

This course considers ethical standards for therapists and reviews legal issues that influence the professional practice of marriage and family therapy and psychotherapy. Prerequisite: PSY 606, PSY 610, and PSY 612.

PSY 624 Substance Abuse Evaluation and Treatment (3)

This course investigates the methods used in assessing and treating alcoholism, drug addiction, and other forms of substance dependency,

employing individual and family treatment models. Prerequisite: PSY 600, PSY 606, PSY 610, and PSY 612.

PSY 626 Psychological Research and Statistics (3)

This is a survey course covering basic concepts in statistics and research. Experimental research designs and correlational research are highlighted. Statistical topics include levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Emphasis is given to helping students become knowledgeable consumers of research. Students are exposed to the use of computers in all aspects of psychological research.

PSY 627 Psychopharmacology (2)

This course uses a biopsychosocial model to examine the history and use of psychopharmacology for the treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other variables on the indications and use of medications is examined. Prerequisites: PSY 656. Note: This course is required for students who entered or transferred to the MACLP program after 1/1/01.

PSY 628 Human Sexuality (1)

This course fulfills requirements for the MFT license and includes the study of physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders. Note: This course is required for students who entered or transferred to the MACLP program after 1/1/01.

PSY 637 Techniques of Counseling and Psychotherapy (3)

Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures. Prerequisites PSY 612.

PSY 639 Marriage and Family Therapy I (3)

Covers assessment, diagnosis, and intervention strategies for individuals, couples, families, and children according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. This course includes didactic and audiovisual presentations, role-play simulations, and case work-ups. Prerequisite: PSY 600, PSY 606, PSY 610, and PSY 612.

PSY 640 Marriage and Family Therapy II (3)

Continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. Major theoretical approaches covered include strategic, structural, and cognitive-behavioral models, as well as postmodern approaches such as narrative and solution-focused therapy. Prerequisites PSY 639.

PSY 642 Professional Practice and Mental Health Systems (3)

This course is designed to explore the evolving professional and economic climate for MFTs. Opportunities for practice are examined, including private and group practice, the workplace, medical settings, mediation, managed care and community mental health, together with preferred treatment modalities. Exercises designed to help students prepare for the state oral licensing exam are included. This course satisfies the BBS requirement for coursework in spousal or partner abuse assessment, detection, and intervention. Prerequisites: PSY 622, PSY 639, PSY 640, and one semester PSY 662.

PSY 656 Physiological Psychology (3)

Examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The long-term effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders, such as autism, schizophrenia, and depression, are also discussed.

PSY 657 Psychopathology (3)

Survey course that examines the historical and conceptual perspectives on psychopathology and the manner in which these perspectives interface with therapeutic strategies.

PSY 658 Individual and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and social development of individuals and families throughout the life span. The impacts of experiences such as childbirth, adolescence, marriage, divorce, aging, and long-term care on individuals and families are explored.

PSY 659 Principles and Theories of Learning (3)

Provides a survey of the field of learning and highlights the relevance of learning for the practice of counseling and psychotherapy.

PSY 662 Clinical Practicum (2)

Students receive consultation from the instructor and feedback from other students on clinical cases in their field placement settings. Students formulate and present cases using a variety of family systems and interactional models. Students must register for PSY 662 for two units each term, over a period of three consecutive terms*, for a total of six units. Students must obtain a practicum site in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward MFT license requirements. Prerequisites: PSY 600, PSY 606, PSY 612, PSY 623, PSY 637, and PSY 639.

•*Students will be permitted to enroll in their first practicum class and simultaneously begin their MFT Traineeship only in the Fall and Spring terms.*

PSY 668 Clinical Interventions with Children and Adolescents (3)

Provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Issues distinguishing working with youth as opposed to adults are examined, along with relevant legal and ethical concerns, assessment strategies, major theoretical approaches to treating

children and adolescents, and treatment strategies for common forms of childhood psychopathology. Emphasis is placed on using therapeutic methods with established efficacy and on incorporating parents, family, and other contextual factors into treatment. Prerequisites PSY 658.

PSY 670 Psychology in Latin America (3)

This course examines culture from an international perspective through an immersion experience in Latin America. The course prepares students to conceptualize, plan, and implement culturally responsive interventions with Latin American individuals and families. The immersion experience addresses a context specific understanding of Latin American cultures as well as the influence of United States culture on Latin American communities. Students engage in various cultural experiences and develop their Spanish language skills in the delivery of mental health services to Spanish speaking communities. The Spanish language component for this course will be offered at three levels of proficiency. Minimum requirement for the language component will be to attend each class meeting, prepare assignments, and exceed the base level as determined prior to the immersion course. Cr/NC grading only. Pre-requisite: PSY 622.

PSY 671 Career Development Theories & Techniques (3)

This course prepares students to address the intersections of career, values and life roles in the context of career counseling and responding to career/work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of socio-cultural factors on career development, work transitions and the career counseling process; gain experience with career counseling assessments and resources and become familiar with current career development literature.

Doctor of Psychology

The doctoral program in clinical psychology is accredited by the American Psychological Association* and awards the Doctor of Psychology (Psy.D.) degree. The program exemplifies the practitioner-scholar model of professional training and prepares students to become psychologists, serving the community through applied clinical practice. This model of training is recognized by the American Psychological Association as appropriate for the preparation of clinical psychology practitioners. Through clinically relevant courses, clinical training, and applied scholarship, students develop a foundation of knowledge, skills, and values, leading to meaningful careers as psychologists.

Graduates, following completion of postdoctoral clinical training, are eligible to be examined for licensure as psychologists throughout the country. Psychologists trained within the practitioner-scholar model usually establish careers in clinical practice within private and public settings, including clinics, hospitals, and community agencies, as well as teach and provide supervision in colleges and universities. Psychologists also serve as consultants to corporate, public, educational, and religious institutions and conduct program evaluation and design community and group intervention programs.

The Psy.D. program is a post-master's program that consists of three years of coursework and supervised clinical training, one year of internship, and completion of a clinical dissertation. The philosophy of the program is informed by the observation that clinical psychology is an evolving discipline and that new knowledge and practices emerge from many different theoretical orientations and epistemological traditions. In keeping with this perspective, the program reflects a generalist orientation as well as offers opportunities to study with experts in their respective specialties. Attention is placed throughout the curriculum on principles derived from psychology as a science. Thus, students are expected to master the theoretical and research literature that supports evidence-based professional practice. Further, students are required to uphold ethical and professional standards throughout their academic, clinical, and research training.

*For further information about the accreditation status of this or any other psychology doctoral program, please contact the APA Office of Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242, Phone: (202) 336-5979.

Curriculum

The curriculum is built upon the foundation of psychology as a science and offers comprehensive exposure to evidence-based assessment and treatment as well as research with an emphasis on clinical application and sensitivity to multicultural context and individual differences. The curriculum offers courses that emphasize foundational principles and knowledge, clinical competencies in assessment and intervention, research and scholarship, as well as courses that support the development and completion of the clinical dissertation.

Clinical Training

Clinical training complements academic coursework and provides a range of supervised experience upon which professional competence is established. Clinical training during the first year is conducted within one of four university clinics and may include collaborative training rotations within school and community mental health settings. The second and third year practica are completed at external rotations in the community including placement in major medical centers, community mental health agencies, psychiatric hospitals, and inpatient facilities. Training is comprehensive and includes rotations in providing psychological assessment (cognitive, personality, neuropsychological testing) and treatment under supervision to adults, adolescents, children, and families. Satisfactory completion of practicum courses and rotations is required to advance to internship. Internship affords a capstone experience in clinical training during the fourth year. Consistent with APA guidelines, students must complete a full year of internship before receiving their degree. Intern placement, ordinarily at APA-accredited, APPIC or CAPIC training sites, must be approved by the director of clinical training. Ninety-three percent of Psy.D. program students (181 of 193) were placed in internships commencing in 2005–2011; 127 (66%) were placed in APA internships, 42 (22%) in APPIC internships, 10 (5%) in CAPIC internships; and 169 of 193 (88%) were placed in paid internships. Since students will normally not have any other course requirements during the internship, they are free to complete internships in approved sites anywhere in the United States or Canada.

Student Disclosure of Personal Information.

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and in the provision of other clinical services. Students training to become clinical psychologists are therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants [in accordance with the American Psychological Association (APA, 2002) ethics code 7.04 (Student Disclosure of Personal Information)] that in the course of class work at Pepperdine University and clinical training in University clinics, external practicum rotations and internship, they may be required or invited to disclose personal information, which is deemed relevant to their performance in coursework and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/ or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student but may also be required to assure professional standards of practice and client welfare. If students or applicants

have any questions regarding this policy, please contact the Director of the Psy.D. Program.

Personal Psychotherapy for Clinical Training.

While not required by the program, the psychology faculty and administration recommend personal therapy for all students training to be psychotherapists since it is believed that personal therapy is a vital component of the training and growth of the psychotherapist and that it is the professional responsibility of every therapist to identify and address personal issues that may have an impact on clinical interactions with future clients.

Clinical Dissertation

An essential feature of a university-based doctoral program is a commitment to scholarship. Students complete a clinical dissertation, which provides an opportunity to investigate a clinically relevant topic and to meaningfully contribute to the profession. A number of approaches may be employed, including quantitative and qualitative empirical research, program evaluation, meta-analysis, theoretical scholarship, community-based action research projects, critical analysis of the literature, clinical application and analysis, and program or model development. Students are given extensive support throughout the dissertation development process. Work on the dissertation commences in the first year and is supported by dissertation seminar courses, research method and statistics courses, and direct supervision by tenure-track, full-time faculty. Opportunities exist to conduct research on a topic of individual choice or to participate in a faculty member's research program. A list of recent dissertation titles and a copy of the Clinical Dissertation Handbook are available from the PsyD. Program office. All dissertations must be submitted to Turnitin. The chairperson, with the student, will review the report and evaluate areas of the dissertation that require modifications or changes.

Clinical Competence Examination

The Clinical Competence Examination is one of the components used to assess the clinical competence of students preparing to apply for internship. Preparing for and taking the examination encourages the integration of all facets of doctoral education and clinical training completed during the first two years of the program. The examination is considered in evaluating a student's readiness to take on the increased professional responsibilities of the pre-doctoral internship. Accordingly, a grade of "Pass" is required to participate in the APPIC match process and to accept an internship offer. The examination is offered during the summer session of the second year and the fall semester of the third year. Students who fail the examination three times will be dismissed from the program.

Program Completion and Matriculation

The majority of students complete the Psy.D. degree is a timely fashion. Sixty-nine percent of the graduating classes of 2004–2010 completed the degree in

within 5 years [62 (48%) graduated in 4 years; 28 (21%) in 5 years; 19 (15%) in 6 years; 5 (4%) in 7 years and 16 (12%) in more than 7 years]. Attrition from the program is low; 4 students (approximately 2%) left the program from the 2004–2010 cohorts.

Continuation in the program is subject to review by the program administration in consultation with the Psychology Division Faculty Panel. Matriculation is determined based on meeting program expectations as demonstrated in a review of academic performance which includes evaluations of coursework, supervised clinical experience in practicum and internship rotations, compliance with ethical standards and legal requirements, professionalism, and interpersonal competencies and behavioral criteria consistent with the professional role of a clinical psychologist.

Students are expected to dedicate themselves fully to achieve academic excellence and to comport themselves in an ethical and professional manner. At minimum, each student is expected to attain at least a "B" in each doctoral course. A grade below "B-" in any doctoral course requires review of the student's suitability for continuing doctoral study. Although students may earn a grade below "B" in one of their courses, they must maintain an overall 3.0 grade point average. Some courses are offered on a Credit/No Credit basis. To receive credit, a student must demonstrate doctoral-level performance as determined by the instructor.

Evaluations of student performance in clinical training are obtained from individual clinical supervisors and practicum instructors and are reviewed by the director of clinical training. Students are expected to demonstrate increasing competence and professional skill which include interpersonal competencies and behavioral criteria consistent with the role of a clinical psychologist as well as compliance with ethical standards and legal mandates throughout clinical training. Progression is granted based on satisfactory performance in courses, clinical training, and in the development of the clinical dissertation.

The profession of clinical psychology requires individual psychological and interpersonal competencies in addition to intelligence, motivation, and academic preparation. Such generally accepted behavioral criteria include, but are not limited to, interpersonal attributes and skills such as the ability to work with others, the ability to listen and to communicate effectively, the ability to consider and to use feedback, and abilities in personal awareness and self-reflection. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal canons and to maintain a professional attitude and conduct in classroom, research, and clinical environments. The appearance of interpersonal-emotional behaviors or attitudes that could negatively impact academic and clinical performance may result in administrative review; recommended or mandated psychological consultation or psychotherapy; and/or intervention, probation, suspension, or dismissal from the program. While every attempt is made to remediate difficulties, failure to demonstrate professionalism or the ability to perform academic and professional responsibilities competently will lead to termination from the program. For additional information regarding

the policies and procedures concerning student evaluation, consult the Psy.D. Program Handbook.

Student Advisement

Each student is assigned a faculty advisor when entering the program. In addition to the first year academic advisor, it is recommended that students develop mentoring and advisement relationships with the faculty members. An advisory relationship provides an opportunity to discuss matters of concern with a member of the faculty and to support ongoing orientation to the program and to the profession. Consultation is advised at any time for assistance in selecting classes and for support, advice, or to review any aspect of the program. The dissertation chairperson, who is selected by the student at the end of the first year, assumes full advisement responsibilities commencing the second academic year. Upon request, a student may change advisors with the approval of the program director. Additional information is presented in the Psy.D. Program Handbook.

Student Participation in Governance

Psy.D. students have formed a student government association to facilitate an exchange of ideas and information; to increase communication among students, faculty, staff, and administration; to develop proposals for ongoing improvement in the program; and to help solve problems that students encounter. Each class elects representatives to the association and to serve on various program committees, such as the Psy.D. Steering Committee. An annual activities fee supports events sponsored by the Psy.D. SGA.

Admission Requirements

The Psy.D. program builds upon the foundation of coursework and experience obtained during undergraduate and prior graduate education. Applicants for doctoral study should possess a master's degree in psychology or a closely related field that reflects a graduate-level foundation of knowledge in the following domains: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior; psychological measurement, research methodology, and techniques of data analysis.

The Psy.D. Admissions Committee takes into consideration the breadth and depth of an applicant's foundation of general knowledge of psychology and clinical and research experience in granting admission. Scores of the Graduate Record Examination (including the Psychology Subject Test), in addition to a review of undergraduate and graduate transcripts, provide an assessment of an applicant's general knowledge. The average undergraduate grade point average for students in the 2007–2011 entering classes was 3.40 (Range: 2.22–4.00); average GRE Verbal Test Score was 556 (Range: 340–800); average GRE Quantitative Test Score was 625 (Range: 340–800); the average GRE Analytic Writing Score was 4.7 (Range: 3-6), and average Psychology Subject Test Score was 659 (Range: 470–820). The profession of clinical psychology requires

individual and interpersonal competencies in addition to academic preparation. Interpersonal attributes and skills are therefore taken into consideration in assessing an individual's qualification for admission.

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally-accredited institution.

- A Master's degree from a regionally-accredited institution.

- Official transcript in a registrar's sealed and stamped/signed envelope from the accredited institutions that awarded the baccalaureate and master's degrees to the applicant and all official transcript(s) of postbaccalaureate study.

- An autobiographical statement of three to ten typed pages that addresses factors in the applicant's past that led to an interest in psychology, current interests in psychology, reasons for applying to Pepperdine University, and professional plans ten years after graduating.

- A brief résumé of professional experience both inside and outside the field of psychology (include current professional activities).

- Two recommendations: If possible, one from a college professor familiar with the applicant's academic performance and one from a clinical supervisor familiar with the applicant's clinical skills.

- Scores from the Graduate Record Examination (General and Psychology Subject Test sections), taken within the past five years. (Note: Students admitted to the Psy.D. program are required to attain a minimum score of 600 on the Psychology Subject Test of the Graduate Record Examination or to complete PSY 700 Special Topics in Psychology: Advanced General Psychology prior to commencing the second year of doctoral studies.)

- The Clinical and Research Experience form, as provided in the application for Admission.

- Personal interviews may be required.

- Optional: It is recommended that applicants submit course descriptions of master's degree courses to assist the Psy.D. Admissions Committee in assessing the breadth and depth of the applicant's academic preparation.

After the initial screening of the applications, the remaining candidates will be invited for interviews by the Psy.D. Admissions Committee and may be required to submit an on-site writing sample at the time of the interview or at some other approved time. Special arrangements for telephone interviews may be made for applicants who reside outside the Southern California area. The committee bases its decisions on an entire mosaic of attributes and performance rather than on any single factor. Students completing their master's degree at Pepperdine University should not assume automatic admission into the doctoral program.

Course Requirements

Approximately 87 units are required to complete the Psy.D. degree. This program is designed to be completed in four years, i.e., 3 years of coursework and practicum training followed by a one-year full-time internship. Only in exceptional circumstances, and with approval, may students deviate from the required course sequence. Students may transfer/challenge a maximum of nine graduate semester units. These courses must be equivalent to psychology courses offered in the Psy.D. program. They must be taken at a regionally accredited school after the student has received the bachelor's degree and may not be extension courses. The credit earned must not have been used toward the granting of another degree. The following is a list of courses and their sequence. The University reserves the right to make modifications in the curriculum and provides notification of anticipated changes.

Course Requirements

First Year Courses

Fall

PSY 703	Social Foundations of Behavior	(2)
PSY 705	Sociocultural Foundations of Behavior	(3)
PSY 707	Interviewing & Intake Evaluation	(2)
PSY 710	Cognitive Assessment	(3)
PSY 706	Ethical, Legal & Professional Issues	(3)
PSY 770	Doctoral Practicum: Clinical Skills Intensive A	(2)

Spring

PSY 704	Cognitive Foundations of Behavior	(2)
PSY 708	Foundations of Conceptualization and Psychotherapy in Multicultural Context	(2)
PSY 711	Personality Assessment	(3)
PSY 714	Advanced Clinical Psychopathology	(3)
PSY 716	Developmental Foundations in Clinical Psychology	(3)
PSY 761	Doctoral Practicum: Clinical Skills Intensive B	(2)

Summer

PSY 715	Behavioral Foundations in Clinical Psychology: Assessment and Intervention	(3)
PSY 743	Group Interventions	(1)
PSY 762	Doctoral Practicum: Clinical Skills Intensive C	(1)
PSY 790	Clinical Dissertation Seminar I	(1)

Second Year Courses

Fall

PSY 701	Research Methods in Clinical Psychology	(2)
PSY 718	Interventions with Children and Adolescents	(3)
PSY 730, 732, 734, 736, 738	Theories and Techniques	(3)

PSY 773   Doctoral Practicum: Case Conceptualization,
               Assessment and Treatment Planning............................ (1)
PSY 791   Clinical Dissertation Seminar II..................................... (1)
PSY 795   Clinical Dissertation Supervision................................ (0.5)

Spring
PSY 702   Data Analysis in Empirical Research............................. (2)
PSY 713   Advanced Psychological Assessment............................. (3)
PSY 731, 733, 735, 737, 739   Theories and Techniques........................ (3)
PSY 774   Doctoral Practicum: Case Conceptualization, Assessment and
               Treatment Planning.. (1)
PSY 792   Clinical Dissertation Seminar III.................................. (0.5)
PSY 795   Clinical Dissertation Supervision................................ (2)

Summer
PSY 750-755   Electives.. (2)
PSY 775   Doctoral Practicum: Case Conceptualization,
               Assessment and Treatment Planning............................ (1)
PSY 795   Clinical Dissertation Supervision................................ (1)

Third Year Courses
Fall
PSY 712   Clinical Neuropsychology... (3)
PSY 730, 732, 734, 736, 738   Theories and Techniques........................ (3)
PSY 776   Doctoral Practicum: Clinical Supervision and Consultation(1.5)
PSY 795   Clinical Dissertation Supervision................................ (2)

Spring
PSY 731, 733, 735, 737, 739   Theories and Techniques........................ (3)
PSY 756   Proseminar... (1.5)
PSY 777   Doctoral Practicum: Clinical Supervision and Consultation.. (1)
PSY 795   Clinical Dissertation Supervision................................ (2)

Summer
PSY 795   Clinical Dissertation Supervision................................ (1)

Fourth Year Courses
Fall
PSY 780   Doctoral Internship... (0.5)
PSY 795   Clinical Dissertation Supervision................................ (2)

Spring
PSY 780   Doctoral Internship... (0.5)
PSY 795   Clinical Dissertation Supervision................................ (2)

Summer
PSY 795   Clinical Dissertation Supervision................................ (2)

Course Descriptions

PSY 700 Special Topics in Psychology (1–3)

As a study of specific topics in psychology, this course provides an individualized program to allow doctoral students to remediate deficiencies in prerequisites.

PSY 701 Research Methods in Clinical Psychology (2)

The purpose of this survey course is to expose students to the variety of quantitative and qualitative research methods and designs most frequently used in research relevant to the practice of clinical psychology. These include randomized clinical trials, quasi-experimental research, case control studies, descriptive survey research, psychometric studies, meta-analytic studies, case study research, phenomenological research, and evaluation research. Attention will be given to issues of cultural diversity in research, research validity and bias, the connection between research questions and appropriate methodologies, and the link between science and practice.

PSY 702 Data Analysis in Empirical Research (2)

The primary goal of this course is for students to gain familiarity with common data analytic strategies relevant to empirical research in psychology. The emphasis is on reading and understanding the analyses as they are presented in academic journals so that students are informed consumers of the literature. The relationship between research questions, hypotheses, methodology, levels of measurement, and choice of appropriate analyses is emphasized. Analyses to be covered include ANOVA models, nonparametric statistics, measures of association, multiple regression, logistic regression, factor analysis, path analysis, and various qualitative analytic strategies.

PSY 703 Social Foundations of Behavior (2)

This course presents a foundation of classic and contemporary approaches to social bases of behavior. This includes review of research methods and major studies involving the social construction of self and identity, social cognition, attitudes, interpersonal attraction, prosocial behavior, aggression, social influence and group dynamics.

PSY 704 Cognitive Foundations of Behavior (2)

This course presents a foundation of classic and contemporary approaches to cognitive bases of behavior. This includes review of research methods and major studies of human cognition, including attention, perception, learning and memory, emotion and cognition, conscious and non-conscious cognitive processes.

PSY 705 Sociocultural Foundations of Behavior (3)

Examines the social and cultural bases of human behavior, including ethnicity, gender, sexual orientation and religion, with specific interest in the application of ethnic/cultural issues for the professional practice of clinical psychology. Topics include the foundation, acquisition, and context of cultural thought; the manner in which professional psychologists utilize and/or integrate

sociocultural factors in diagnostic assessment; and theoretical, methodological, and empirical studies which focus on specific interventions with individuals from various sociocultural groups.

PSY 706 Ethical, Legal, and Professional Issues (3)

Covers ethical principles, laws, and professional practices of psychologists. Topics include relevant court decisions, involuntary hospitalization, suicide assessment, APA standards, and policies of the California Board of Psychology.

PSY 707 Interviewing and Intake Evaluation (2)

Designed to assist students in developing the knowledge and skills needed to conduct clinical interviews. Emphasis will be placed on the skills needed to conduct intake evaluations with diverse clients and to organize and record the information gathered.

PSY 708 Foundations of Conceptualization and Psychotherapy in Multicultural Context (2)

This course introduces students to clinical theory and technique and provides a foundation to conduct psychotherapy that is conceptually grounded and responsive to client culture, context, characteristics, and preferences. Emphasis is placed on the development of clinical-applied skills, which will be employed in concurrent clinical training. Particular focus is placed on the development of skills required to establish therapeutic alliances and to initiate and sustain therapeutic processes. Students will gain exposure and practice within two general approaches to psychotherapy: (1) a relational, supportive-expressive, and insight-oriented approach (drawing primarily from a psychodynamic psychotherapy model) and (2) a collaborative, active, and goal-oriented approach (drawing primarily from cognitive and behavioral theories). Lecture, demonstration, video, role-play, and other strategies will be used to contribute to the development of culturally responsive conceptualization and psychotherapy competencies at a level of readiness for participation in practicum. This course provides didactic support in coordination with the clinical skills intensive course sequence and clinical and peer supervision.

PSY 710 Cognitive Assessment (3)

Studies the administration, scoring, interpretation, and reporting of the most commonly used clinical instruments for psychological evaluation of cognitive functioning. Development of rapport, interviewing skills, and structured history-taking are also included.

PSY 711 Personality Assessment (3)

The administration, scoring, interpretation, and reporting of the most commonly used objective and projective personality instruments are studied. An emphasis is placed on learning to administer, score, and interpret the Rorschach Inkblot Test using Exner's Comprehensive System. Prerequisite: PSY 710.

PSY 712 Clinical Neuropsychology (3)

Studies the central nervous system determinants of human behavior and organic bases of psychopathology. Psychological evaluation using current

neuropsychological instruments (e.g., Luria-Nebraska, Reitan) is covered. Prerequisite: PSY 711.

PSY 713 Advanced Psychological Assessment (3)

Focuses on battery in clinical practice, where interview and observational data are integrated with findings from measures of cognitive and personality functioning to yield appropriate diagnoses and recommendations in professional psychological reports.

PSY 714 Advanced Clinical Psychopathology (3)

Reviews the major categories of psychopathology as described in the DSM IV. Lectures and assignments focus on issues of symptomatology, etiology, prognosis, and psychosocial and psychopharmacological treatment. Research data are integrated with practical issues of multidisciplinary case management.

PSY 715 Behavioral Foundations in Clinical Psychology: Assessment and Intervention (3)

Examines the use of assessment instruments and techniques that are consistent with theoretical orientations in cognitive, behavioral, and short-term therapy models. These overall procedures provide the assessment structure for diagnosis, treatment, and the empirical validation of therapeutic interventions.

PSY 716 Developmental Foundations in Clinical Psychology (3)

A survey of psychoanalytic developmental theory including historical and theoretical overviews of psychoanalytic metapsychology and a review of observational and experimental research. Freudian theory, ego psychology, object relations, and self psychology, as well as more recent contributions from psychoanalytic developmental research and neuroscience will be presented. The course will include clinical applications to the diagnosis and treatment of borderline, narcissistic, and neurotic conditions.

PSY 718 Interventions with Children and Adolescents (3)

Provides an overview of issues involved in the treatment of children and adolescents. Students will become familiar with some of the major theoretical approaches to treating youth, multi-factorial models of child mental health problems, the components of a comprehensive child/adolescent clinical assessment, legal and ethical issues specific to this population, and treatment strategies for some of the most commonly presenting problems among children and adolescents. Emphasis is placed on the importance of incorporating contextual factors in treatment and on therapeutic interventions with some empirically established efficacy.

PSY 730 Theories and Techniques of Psychodynamic Psychotherapy: A (3)

This course prepares students to conduct psychodynamic psychotherapy drawing upon psychoanalytic clinical theory. A systematic review and critical analysis of clinical theory will be presented as well as application to psychotherapy practice. Contemporary challenges and revisions of clinical theory will be considered with particular emphasis on epistemology, intersubjectivity, findings from neuroscience, and the empirical status of psychoanalytic treatment.

PSY 731 Theories and Techniques of Psychodynamic Psychotherapy: B (3)

The first half of the course builds upon psychoanalytic clinical theory and presents a survey of approaches to time-limited psychodynamic psychotherapy. Modifications in technique and clinical orientation are examined with particular emphasis on brief intensive psychodynamic psychotherapy. The second half of the course concerns the treatment of patients within the borderline spectrum and introduces the theoretical contributions of Heinz Kohut and Otto Kernberg.

PSY 732 Theories and Techniques of Existential and Humanistic Psychotherapy: A (3)

Prepares students to conduct individual psychotherapy from an existential, humanistic perspective. Emphasis is on philosophical foundations and contrasts between European and American approaches.

PSY 733 Theories and Techniques of Existential and Humanistic Psychotherapy: B (3)

Introduces more active and directive therapist roles and techniques (e.g., reality therapy, Gestalt therapy).

PSY 734 Theories and Techniques of Cognitive-Behavioral Therapy: A (3)

Prepares students to conduct individual psychotherapy from a cognitive-behavioral perspective. Covers the theoretical underpinnings of cognitive-behavioral therapy prior to focusing on the case conceptualization and intervention techniques employed by practitioners of the model. Students will become familiar with a variety of behavioral and cognitive interventions designed to change affective states, thought patterns, and problematic behaviors. Prerequisite: PSY 715.

PSY 735 Theories and Techniques of Cognitive-Behavioral Therapy: B (3)

Emphasizes the application of the theory and therapeutic strategies covered in PSY 734 to a variety of specific disorders and clinical populations.

PSY 736 Theories and Techniques of Marital and Family Therapy: A (3)

This course prepares students to conduct psychotherapy with individuals, couples, and families from a variety of systemic approaches that utilize a depth or awareness model to change behavior. Students explore general principles of family functioning and learn specific applications of psychodynamic/object-relations, humanistic/experiential, and integrative models of couple and family therapy through the analysis of case material, case reports, and oral presentations.

PSY 737 Theories and Techniques of Marital and Family Therapy: B (3)

Students continue the study of couple and family therapy using approaches that change through action, perception, and cognitions, including strategic, structural, and cognitive-behavioral models. Collaborative therapies based on postmodern principles, such as narrative and solution-focused therapy, are also examined. Students analyze case material and make written and oral case presentations.

PSY 738 Theories and Techniques of Multicultural and Community Interventions: A (3)

Prepares students to conceptualize, plan, and implement psychological interventions from a cultural-ecological perspective. Covers core theoretical models within multicultural psychology and community-clinical psychology that are foundational to professional practice within the cultural-ecological paradigm. Students will become familiar with culture-specific interventions, culturally-responsive modifications of existing psychotherapy and assessment approaches, integrative psychotherapy approaches for culturally responsive practice, as well as religious and spiritual considerations in culturally responsive community-clinical practice. (Prerequisite: PSY 705).

PSY 739 Theories and Techniques of Multicultural and Community Interventions: B (3)

Focuses on additional intervention approaches within a cultural-ecological paradigm. These include community consultation skills, prevention program development, culturally competent supervision, and social justice applications. (Prerequisite: PSY 738).

PSY 743 Group Interventions (1)

This course provides an introduction to the theory and practice of group interventions. Various forms of group intervention will be presented, including psychoeducational, psychotherapy/counseling, skills development, self-help and process groups. Features of group process and roles of facilitators will be discussed as well as consideration of multicultural factors and ethical issues in the conduct of group interventions.

PSY 750 Special Topics in Psychopathology (1–3)

Electives are offered according to current student and faculty interest. Probable offerings include affective disorders, anxiety and stress disorders, substance abuse, eating disorders, developmental disabilities, and personality disorders.

PSY 751 Special Topics in Clinical Problems (1–3)

Probable offerings include sexual dysfunction; loss and bereavement; physical illness, disability, and pain management; gerontology for the clinician; and problems of abuse and violence.

PSY 752 Special Topics in Clinical Assessment (1–3)

Probable offerings include advanced projective testing, advanced neuropsychological assessment, and comprehensive forensic evaluations.

PSY 753 Special Topics in Therapeutic Interventions (1–3)

Probable offerings include psychodrama, hypnotherapy, and advanced techniques of family therapy.

PSY 754 Special Topics in Professional Roles and Issues (1–3)

Probable offerings include forensic psychology, the religiously committed client, and supervision and training.

PSY 755 Special Topics in Mental Health Service Delivery (1–3)

Probable offerings include inpatient treatment, aftercare and day treatment, mental health administration, and private practice and consultation.

PSY 756 Proseminar in Professional Development (1.5)

Presents issues relevant to contemporary clinical practice. The course content is developed in response to innovations in internship training and the changing nature of health service delivery. Special topics such as psychopharmacology, consultation, supervision, and management are offered.

PSY 770 Doctoral Practicum: Clinical Skills Intensive A (2)

Students are introduced to foundational and science-informed principles in applied clinical psychology. Attention is directed to an examination of the therapeutic processes encountered in clinical practicum and emphasis is placed on the integration of theory to practice, the role of personal factors in psychotherapy and multicultural competence. Clinical Skills Intensive A focuses on factors associated with the establishment of the therapeutic alliance, diagnosis, and case conceptualization. Students are engaged in a minimum of 10 hours per week of clinical activity in field placements.

PSY 771 Doctoral Practicum: Clinical Skills Intensive B (2)

Students are introduced to foundational and science-informed principles in applied clinical psychology. Attention is directed to an examination of the therapeutic processes encountered in clinical practicum. Clinical Skills Intensive B focuses on implementing treatment plans, assessing the effects of therapeutic interventions, and addressing strains within the therapeutic alliance. Students are engaged in a minimum of 10 hours per week of clinical activity in field placements.

PSY 772 Doctoral Practicum: Clinical Skills Intensive C (1)

Students are introduced to foundational and science-informed principles in applied clinical psychology. Attention is directed to an examination of the therapeutic processes encountered in clinical practicum. Clinical Skills Intensive C focuses on evaluating therapeutic processes and outcomes, self-assessment of clinical competence, and evidence-based practice. Large group sharing and didactic presentations will supplement the small group process. Students are engaged in a minimum of 10 hours per week of clinical activity in field placements.

PSY 773–775 Doctoral Practicum: Case Conceptualization, Assessment and Treatment Planning (1, 1, 1)

Students are introduced to foundational and science-informed principles in case conceptualization, assessment, and treatment planning for applied clinical psychology. Attention is directed to: 1) an examination of theoretical perspectives most appropriate for current clinical work; 2) developing premises, supporting materials and conclusions for conceptualizations; and 3) developing treatment plans consistent with the underlying conceptualization addressing both short-term and longer-term goals, and diagnostic impressions. One course objective is to examine the congruence between assessment, diagnosis, case

conceptualization and the development of treatment goals. Students are engaged in a minimum of 15 hours per week of clinical activity in field placements.

PSY 776–777 Doctoral Practicum: Clinical Supervision and Consultation (1.5, 1)

The course provides an introduction to the theory and practice of clinical supervision and ongoing skill development in clinical case presentation and consultation, including discussion of diagnosis, treatment planning, conduct of treatment, and process and evaluation of psychotherapy outcome or assessment consultation. Experiences encountered in clinical training are addressed to support the practicum experience as well as to examine contemporary supervision and consultation practice.

PSY 778 Social Bases of Behavior (0)

This on-line course presents a foundation of classic and contemporary approaches to social bases of behavior. This includes review of research methods and major studies involving the social construction of self and identity, social cognition, attitudes, interpersonal attraction, prosocial behavior, aggression, social influence and group dynamics.

PSY 779 Cognitive Bases of Behavior (0)

This on-line course presents a foundation of classic and contemporary approaches to cognitive bases of behavior. This includes review of research methods and major studies of human cognition, including attention, perception, learning and memory, emotion and cognition, conscious and non-conscious cognitive processes.

PSY 780 Doctoral Internship (0.5)

Consultation and evaluation are provided on an individualized basis.

PSY 787, 788, 789 Directed Study (1, 2, 3)

Students research specialized areas in psychology.

PSY 790 Clinical Dissertation Seminar I (1)

Designed to support students in the development of the literature review related to their area of interest to facilitate the statement of researchable questions.

PSY 791 Clinical Dissertation Seminar II (1)

A course designed to support students as they work toward completion of their literature review. Students clarify their research objective and are encouraged to network with faculty to determine who might serve as their clinical dissertation chairperson.

PSY 792 Clinical Dissertation Seminar III (0.5)

Serves as a consultation seminar for students and their clinical dissertation chairpersons on the development of an appropriate, defensible methodology for studying their research objective.

PSY 795 Clinical Dissertation Supervision (0.5, 1, or 2)

Under the direction of a chairperson, dissertation research is individualized and tailored to aid the student in completing the dissertation requirement.

Commencing in the spring semester of the second year, students enroll in dissertation supervision credits at a rate of two units per semester and one unit per summer session. While on internship or until completion of the dissertation, students enroll in two units of dissertation supervision in each academic term, including the summer session, until the dissertation is completed.

PSY 796 Dissertation Completion (1)

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of $100. Students are eligible to enroll in this course for up to two consecutive semesters. If the dissertation has not been cleared and forwarded for binding after two semesters, students will need to re-enroll in the appropriate PSY dissertation research course. Enrollment in PSY 796 constitutes less than half-time enrollment status (unless concurrently enrolled in PSY 780 Doctoral Internship), which will impact financial aid eligibility and loan deferment.

LEGAL

NOTICES

Introduction

Students and prospective students should read this catalog carefully. Along with other published bulletins and program handbooks, it describes student rights and duties with respect to the University. Enrollment constitutes an agreement by the student to abide by the rules, regulations, and policies of Pepperdine University.

General Notices

Provisions Subject to Change

The provisions of this catalog, including, but not limited to, rules of conduct, academic offerings and requirements, time for completion of degrees, and all financial charges, are subject to change by Pepperdine University after reasonable notice. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, and other factors. Pepperdine University limits changes during an academic year to those which the University believes are reasonable.

Applicability of Catalog Provisions

The academic offerings and policies in this catalog are applicable only to students who enroll prior to the 2012 Fall term and who attend Pepperdine University after August 18, 2011.

Campus Security and Fire Safety Information

A copy of Pepperdine University's annual Campus Security and Fire Safety Report is available on the Pepperdine University Website: www.pepperdine.edu/publicsafety/department/safety. A hard copy of this report is available upon request by contacting the Department of Public Safety at (310) 506-4700.

Right to Appeal

The University has initiated and implemented procedures for appeals by students with the intent of assuring fairness and objectivity. The procedures are not designed to incorporate all of the due process safeguards that our courts of law require. The purpose is to provide a system that will represent "fairness and the absence of arbitrariness." The University makes every effort to see that appeal procedures are clear to students and that their avenue of appeal is not burdensome. The grievance policy for nonacademic issues as well as the policy for appealing academic issues are included in this catalog.

Nondiscrimination Policy

Pepperdine University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, pregnancy, disability, or prior military service in administration of its educational policies, Admission, financial aid, employment, educational programs, or activities.

The University equal opportunity director is responsible for the coordination of nondiscrimination efforts and the monitoring of employee and student complaints alleging discrimination. The Equal Opportunity Office is located in the Charles B. Thornton Administration Center in Malibu; the phone number is (310) 506-4208. Grievances should be directed to the appropriate school or department and complainants are encouraged to exhaust those procedures before seeking relief outside the University.

The laws and regulations prohibiting the above discrimination are: (1) Titles VI and VII of the Civil Rights Acts of 1964, 29 CFR 1601–1607; (2) Equal Pay Act of 1963, 29 CFR Part 800; (3) Title IX of the Education Amendments of 1972, 45 CFR Part 86; (4) Age Discrimination in Employment Act of 1967, 29 CFR Part 850; (5) Sections 503 and 504 of the Rehabilitation Act of 1973, 45 CFR Part 84 and 41 CFR Part 741; (6) Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, 41 CFR Part 60–250; and (7) the Americans with Disabilities Act of 1990. Inquiries regarding compliance with the above laws and the regulations thereunder may be directed to the Equal Opportunity Office or the following agencies (keyed to the number in the preceding paragraph):

(1), (7) Equal Employment Opportunity Commission
P.O. Box 7033
Lawrence, KS 66044
www.eeoc.gov

(2), (4) Wage and Hour Division
915 Wilshire Blvd.
Suite 960
Los Angeles, CA 90017-3446
www.dol.gov/esa/whd

(3), (5) Office of Civil Rights
U.S. Department of Education
Customer Service Team
550 12th Street SW
Washington, DC 20202+1100
www.ed.gov/ocr

(6) U.S. Department of Labor
200 Constitution Avenue NW
Washington, DC 20210
www.dol.gov

(7) U.S. Department of Justice
950 Pennsylvania Avenue NW
Washington, DC 20210
www.doj.gov

Student Health Insurance

All international students are required to purchase insurance with U.S. coverage. Graduate and Law students are required to carry health insurance, but are not required to furnish proof of insurance. The University requires health care coverage for the purpose of limiting undue financial and academic stress related to illnesses during the academic year. A health policy will assist in meeting not only common illnesses treated at the Student Health Center or at a private physician's office, but also with the financial burden of illness and accidents involving more extensive care.

The University Insurance Committee has contracted with an insurance broker, Wells Fargo Insurance Services (WF). This group researched insurance options and presented The Aetna Life Insurance Co. as the optimal coverage for our student body. A supplemental insurance plan is also provided for students who have private insurance coverage. This plan aids in meeting deductibles and providing medical care for those with HMO or PPO plans. The University insurance policy through Aetna Life has been contracted to include the lowest premium for your benefit; however, you may purchase any policy that has comparable coverage to the University policy. Wells Fargo facilitates our group policy with Aetna Life and provides customer service to our students for all insurance matters.

All registered students are eligible for the Student Insurance Policy.

If you have any questions regarding the University's student health insurance plan, please call the University's insurance broker, Wells Fargo Insurance Services, at (800) 853-5899. You may also access student insurance information online by visiting https://wfis.wellsfargo.com/pepperdinestudents.

Computer and Network Responsible Usage Policy

Purpose

Pepperdine University provides access to computing and network resources in order to support its instruction, research, and service missions; administrative functions; and student and campus life activities. All such use shall be ethical and consistent with the University's mission. Any other uses, including uses that jeopardize the integrity of the Pepperdine network, the privacy or safety of other users, or that are otherwise illegal, are prohibited.

Applicability

This policy applies to all users of University computing and network resources, whether affiliated with Pepperdine or not, and to all uses of those resources, whether on campus or from remote locations.

Conditions for Use

Users of Pepperdine University computer and network resources must:

- Follow all applicable federal, state or local laws.
- Follow all relevant University rules, regulations, policies and procedures, including the IT use policies and procedures published for specific systems.
- Actively maintain the security of personally-owned and University-assigned computers.
- Report privacy, security or policy violations to the Information Security office.

Prohibitions

Users of Pepperdine University computer and network resources must not:

- Utilize any identity or account not specifically assigned to the user
- Hinder, monitor or intercept another user's network traffic.
- Disclose, destroy or capture personal, confidential or restricted data.
- Use resources for commercial purposes or personal financial gain.
- Use resources for unauthorized access of any system or network.

Peer-to-Peer and File Sharing Notice

Users must not engage in the unauthorized copying, distributing, altering, maintaining or transmitting of copyrighted materials, information, software, music or other media.

Security and Privacy

Users' University computer and network passwords must conform to IT's published complexity and length requirements, and must not be shared with any other person, used in non-University accounts, or otherwise disclosed. Passwords must be changed immediately if disclosed or compromised.

The University employs various measures to protect the security of its information resources. Users should be aware that their uses of University computer and network resources are not private. While the University does not routinely monitor individual usage, the normal operation and maintenance of the University's computing resources require backup, logging of activity, the monitoring of general and individual usage patterns, and other such activities that are necessary for information security and the rendition of service. In addition, the University reserves the right to review, monitor and/or capture any content residing on, or transmitted over, its computers or network at its sole discretion. The University reserves the right to limit access to its computers or network, and to remove or limit access to material residing on its computers or network.

The most current version of the Computer and Network Responsible Use Policy and any technical requirements and guidelines related to this policy are published at services.pepperdine.edu/it/policies.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, provides, generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to nonschool employees without consent of the student, subject to the exceptions provided by law. "Students" as used in this notice include former students but does not include applicants who have not attended Pepperdine University.

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 15 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and, in some instances, to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of Admission, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the University with written permission to release their records, specifying which records and to whom the release should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information may generally be granted access upon submission to the University of a signed statement or other evidence of federal income tax dependency.

The University has designated the following categories of information as "directory information," which may be released to the public without notice or consent of the student: student's name, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, enrollment status, thesis titles/topics, photograph, e-mail address, and the most recent previous public or private school attended by the student.

The student may request that certain categories of directory information not be released to the public without the student's written consent. Such requests shall be submitted in accordance with the Student Records Policy of the University.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the University Registrar, Malibu, California 90263. Copies may also be obtained online at www.pepperdine.edu/registrar/policies.

Right to File a Complaint

Any student alleging failure of the University to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 330 Independence Avenue, SW, Washington, DC 20201. Students are encouraged to utilize the internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Right to File a Complaint

Academic Complaints Originating From Students

The procedure for the resolution of student academic complaints comprises a four-step process. The first two steps comprise an informal attempt at resolution by a discussion between the disagreeing parties (Step 1) and an attempt to resolve the dispute through meeting with the program director, assistant program director, program administrator, or academic advisor of the student's academic program (Step 2). The student is encouraged to consult with the division ombudsperson throughout this process for advisement on approaching the complaint with the faculty member and clarification of the resolution process. If resolution is not achieved informally, Steps 3 and 4 comprise the formal resolution process. The formal resolution process entails the student submitting a letter of complaint and a form that verifies attempts were made at an informal resolution to the Associate Dean, the Associate Dean reviewing and perhaps requesting additional information about the complaint, meeting with the student to discuss the complaint and hearing process, and requesting information from and meeting with other relevant parties (Step 3); and a hearing by an impartial panel comprised of members of the GSEP Appeals Committee (Step 4). Attempts at informal resolution are required prior to entering the formal resolution process. It is expected that most conflicts will be resolved by the disagreeing parties (Step 1) or through the specific complaint resolution procedures established by the relevant academic program (Step 2). Only rare cases should require the involvement of the Appeals Committee acting as an impartial hearing panel (Step 4).

The four-step procedure outlined above (and described in more detail below) applies to all GSEP academic programs and to all types of academic complaints originating from students. Academic complaints include issues impacting student grades and status in the program.

Nonacademic complaints, including allegations of faculty, employee, or student unprofessional conduct, discrimination, and /or sexual harassment not

impacting student grades or status in the program, but potentially requiring disciplinary action, are made directly to the associate dean. Also, the University's equal opportunity director may be contacted. Refer to Nonacademic Student Grievance Procedure for more details.

Students seeking an exception to academic policy, contesting the application of academic policy, or seeking readmittance to a program should make their request directly to the program director, assistant program director, or program administrator.

Step 1: Discussion Between Disagreeing Parties

When experiencing a disagreement with a faculty member, including a grade dispute, students are expected to first discuss the matter directly and respectfully with the faculty member within 30 business days of the complaint arising, excluding University holidays and semester breaks. Students are also encouraged to consult with the division ombudsperson regarding attempts to resolve the matter with the faculty member. It is expected that most conflicts will be resolved between the disagreeing parties once their respective viewpoints have been carefully considered and the factual information has been reviewed. If the disagreeing parties cannot reach a resolution, the student may proceed to Step 2 and meet with the program director, assistant program director, program administrator, or academic advisor of her or his academic program, and follow the complaint resolution procedures specified by the program. Students are encouraged to keep written notes, reflections, and records about the complaint and meetings with the faculty member and division ombudsperson.

Step 2: Follow Complaint Resolution Procedures Established by the Relevant Gsep Academic Program

Each academic program within the Education and Psychology divisions at GSEP has a set of program-specific procedures for addressing student complaints. Students are responsible for familiarizing themselves with and adhering to the specific complaint resolution procedures established by their academic program. These procedures assume that attempts to resolve the dispute through a discussion between the disagreeing parties have been unsuccessful. In most cases, these procedures will involve the student meeting with her or his program director, assistant program director, program administrator, or academic advisor in order to describe the nature of the complaint and to discuss possible resolutions. The student requests a date for a meeting with her or his program director, assistant program director, program administrator, or academic advisor within 30 business days (excluding University holidays and semester breaks) of an unsuccessful attempt to resolve the issue between disagreeing parties. Students are encouraged to consult with the division ombudsperson as she or he follows the program's complaint resolution procedures. If the issue is not resolved to the student's satisfaction after the program-specific complaint resolution procedures have been followed, then the student may elect to proceed to the subsequent step. Students are encouraged to keep written notes, reflections, and records about their attempt to resolve their complaint using the program-specific procedures and consultations with the division ombudsperson.

Step 3: Involvement of the Associate Dean

If discussions with the relevant faculty member and following the complaint-related procedures established by the student's academic program do not result in a resolution to the dispute that is acceptable to the student, the student may submit a formal letter of complaint and a completed Verification of Informal Resolution Form to the associate dean of his or her division within 20 business days (excluding University holidays and semester breaks) of unsuccessfully attempting to resolve the complaint through the program-specific procedures. The associate dean may also elect to meet with and/or obtain a written response within 14 business days (excluding University holidays and semester breaks) after the request is made from faculty members, administrative staff, or other persons who may provide information deemed relevant to resolving the dispute (e.g., ombudsperson). The associate dean will review the documentation and meet with the student to discuss the nature of the complaint, the reasons why prior attempts to resolve the dispute (Steps 1 and 2) were unsuccessful, and possible resolutions. The associate dean will also describe the hearing process and verify whether the student desires to proceed with the hearing. If the student confirms she or he desires to proceed with the hearing, the associate dean refers the complaint and related documentation to the Appeals Committee.

Step 4: Referral to the Appeal Committee/Hearing by an Impartial Panel

As noted above, if the student communicates to the associate dean that she or he wishes to initiate a hearing by the GSEP Appeals Committee, the associate dean makes this referral through the chair of the Appeals Committee and communicates the fact that the referral has occurred to the dean of GSEP within 10 business days of meeting with the student, excluding University holidays and semester breaks. The associate dean is also responsible for providing the GSEP Appeals Committee thorough written and verbal information for its review, including documentation generated from prior steps in the student appeals process. The chair of the GSEP Appeals Committee is responsible for calling the panel together and for scheduling the hearing as soon as it is reasonable and practical (excluding University holidays and semester breaks) of receiving the information/documentation from the associate dean. The parties involved will be notified of the time and place of the hearing at least 10 business days prior to its occurrence. The purpose of the hearing is twofold: (1) to determine if the appeals procedures were followed appropriately and (2) to render a judgment as to whether the initial decision made by the faculty member is upheld or opposed. Within 10 business days of the conclusion of the review process (excluding University holidays and semester breaks), the GSEP Appeals Committee will communicate in writing to the dean its decision as to whether the appeals process for responding to student-generated academic complaints was adhered to in an appropriate manner and whether the initial decision made by the faculty member is upheld or opposed by the hearing panel. The final authority for determining the disposition of the complaint rests with the dean.

The disagreeing parties may return to Step 1 at any time during the process. Furthermore, the decision to move forward with a hearing can be retracted by the Student at any point prior to the hearing date.

Academic Complaints Originating From Faculty

The following four-step process applies to allegations of inappropriate academic conduct by students originating from faculty members.

Step 1: Discussion Between Student and Faculty Member

Faculty members alleging plagiarism, cheating, or other inappropriate academic conduct are expected to present the evidence directly to the student, along with the anticipated consequences, as soon as it is reasonable and practical. Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one's own. When paraphrasing or quoting an author directly, one must credit the source appropriately. Plagiarism is not tolerated at the Graduate School of Education and Psychology.

Faculty members may assign a grade of "F" on the assignment for plagiarism or cheating, which may result in a grade of "F" for the course and dismissal from the program. If the student agrees that she or he has engaged in the alleged behavior and accepts the consequence assigned by the faculty member, the matter is resolved. If, however, the student disputes the occurrence of the behavior or does not accept the consequence, the matter proceeds to Step 2. The faculty member may wish to consult with the division ombudsperson as she or he works attempts to work towards resolution with the student. Faculty members should document all communications with students regarding matters of academic conduct.

Step 2: Referral to Student's Academic Program Director

If the student either disputes the occurrence of the behavior or does not accept the consequence, the matter is referred in writing by the faculty member to the student's academic program director, assistant program director, program administrator, or academic advisor within 20 business days, excluding University holidays and semester breaks, of the unsuccessful attempt to resolve the issue directly with the student.

Under the direction of the program director, assistant program director, program administrator, or academic advisor, complaint-related procedures established by the student's academic program will be followed in an attempt to resolve the dispute. If this step does not result in a resolution, then the matter proceeds to Step 3.

Step 3: Referral to Associate Dean

In the event a resolution is not reached at the program level, the faculty member will prepare a referral letter to her or his divisional associate dean within 14 business days (excluding University holidays and semester breaks), including all relevant documentation. Once the matter has been thus referred, the divisional associate dean will determine the nature of any subsequent involvement of the faculty member involved in the dispute, as determined by the circumstances of the specific case. The associate dean will meet with the student regarding the dispute. If this step does not result in a resolution, then the matter proceeds to Step 4.

Step 4: Referral to the Appeal Committee/Hearing by an Impartial Panel

If the associate dean is unable to mediate the disagreement between student and faculty member, the associate dean initiates a hearing by the Appeals Committee by making a referral to the chair of the Appeals Committee and communicates the fact that the referral has occurred to the dean of GSEP as soon as it is reasonable and practical, excluding University holidays and semester breaks. The associate dean is also responsible for providing the GSEP Appeals Committee thorough written and verbal information for its review, including documentation generated from prior steps in the appeals process. The chair of the GSEP Appeals Committee is responsible for calling the panel together and for scheduling the hearing as soon as it is reasonable and practical (excluding University holidays and semester breaks) of receiving the information/documentation from the associate dean. The parties involved will be notified of the time and place of the hearing at least 10 business days prior to its occurrence. The purpose of the hearing is twofold: (1) to determine if the appeals procedures were followed appropriately and (2) to render a judgment as to whether the initial decision made by the faculty member is upheld or opposed. Within 10 business days of the conclusion of the review process (excluding University holidays and semester breaks), the GSEP Appeals Committee will communicate in writing to the dean its decision as to whether the appeals process for responding to faculty-generated academic complaints was adhered to in an appropriate manner and whether the initial decision made by the faculty member is upheld or opposed by the hearing panel. The final authority for determining the disposition of the complaint rests with the dean.

Nonacademic Student Grievance Procedure

The purpose of this nonacademic student grievance procedure is to provide for the resolution of student grievances, including allegations of sexual harassment, discrimination, and the denial of reasonable accommodations to persons with disabilities (including whether the student is a qualified individual with a disability, the adequacy of the student's documentation regarding the student's disability, and decisions regarding the student's academic adjustment or auxiliary aid). This policy is not applicable to situations where another policy with a right of appeal applies, including, but not limited to, the discipline of a student by the administration.

This procedure is designed to allow students to address complaints in a prompt, fair, consistent, and objective manner. Any act of reprisal by a University employee or by one acting on behalf of the University, including the intimidation of a grievant, respondent, or witness during the pendency of an investigation, will result in prompt disciplinary action.

This procedure shall not be used to bring frivolous or malicious complaints. If a complaint has been made in bad faith, disciplinary action will be taken against the person bringing the complaint.

Before initiating a formal grievance, a student should discuss the matter in dispute with the person against whom the student has a grievance and seek a mutual resolution of concerns. The student may be encouraged to return to this informal level of resolution at any time during this procedure. It is the University's belief that most grievances can and will be resolved at this level. If an informal resolution does not result, the student must submit a complaint to the grievance officer1 to initiate a formal grievance. Initially the student's concerns may be communicated orally; however, they must be in writing before any review or other action takes place. This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint must specify the University or Graduate School of Education and Psychology policy, procedure, or norm violated and specifically set forth all relevant factual details.

The grievance officer shall read the complaint, all relevant records or other factual information, and all University policies and procedures as may be necessary to determine whether the complaint's allegations warrant implementing the remainder of the procedures outlined below. If, for example, the allegations in the complaint, even if true, would not constitute a violation of a University policy, procedure, or norm, then the grievance officer should inform the student in writing that the student's allegations are not subject to the grievance process.

If the grievance officer determines that the allegations in the complaint do warrant further investigation and consideration, then the grievance officer shall forward a copy of the complaint to the person against whom the complaint is made ("respondent") and, if discrimination is alleged, the University equal opportunity officer. This shall be done as soon as possible, but in no event later than 21 calendar days after the grievance officer receives the written complaint.

The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the grievance officer. Necessary extensions may be granted at the discretion of the grievance officer. The grievance officer has the discretion to initiate a reasonable investigation into the matter. The scope of any investigation shall be in the sole discretion of the grievance officer. The investigation may include, but is not limited to, meeting with the parties, talking with witnesses, and reviewing any supporting documents. In matters involving allegations of the denial of reasonable accommodations, the grievance officer should consider whether he/she has the necessary training or expertise to make a determination regarding the student's disability and/or the requested accommodation(s); or shall seek consultation with the University Disability Services Office as necessary or appropriate.

A student may elect to withdraw a complaint at any time; however, the University reserves the right to investigate all complaints where necessary to protect the interests of the University community.

If the grievance officer desires, he/she may appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter.

Within a reasonable time, the grievance officer shall make a decision based on the written complaint, response, and any other information the grievance officer determines is relevant. The grievance officer will provide written notice to all parties that a decision has been reached, and where discrimination is alleged, to the University equal opportunity officer.

Any party may submit a written request for appeal to the dean of the Graduate School of Education and Psychology ("reviewing officer") within 14 calendar days from the date of the decision. The request for appeal must specifically set forth all grounds for appeal. The nonappealing party must be given the opportunity to respond in writing to the request for appeal. The reviewing officer shall be limited to addressing only the following questions:

1. Did the grievance officer consider all the important and appropriate facts in the investigation of this matter?

2. Did the student prove by a "preponderance of the evidence" (i.e., more likely than not) that the person against whom the student has a grievance in fact violated a University policy, procedure, or norm or otherwise engaged in any unlawful or illegal activity?

3. Was the process carried out in a fair manner?

4. Was the decision one which a reasonable person might have made?

5. Was the grievance officer biased?

Within a reasonable time, the reviewing officer shall make a final decision based on the written complaint, the written response, the grievance officer's written decision, the written request for appeal, and any written response to the request for appeal. The decision of the reviewing officer shall be final. All parties, and where discrimination is alleged, the University equal opportunity officer, shall receive a copy of the reviewing officer's decision. All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the grievance officer for at least one year from the date that the final decision was issued.

[1]*The associate dean of the relevant division shall serve as the grievance officer concerning complaints about a faculty member or other employee. The associate dean shall serve as the grievance officer concerning complaints about another student. The dean of the subject school shall serve as the grievance officer concerning complaints about an associate dean, and, in this instance, the provost will serve as the reviewing officer if the matter involves a request to appeal the grievance officer's decision.*

Substance Abuse Policy

In keeping with the mission of the University and its commitment to provide an alcohol- and drug-free work environment, the University has formulated the following policy, which applies to all students, regarding alcohol and drugs.

Definitions

Substance refers to any drug (including alcohol) that has known mind- or function-altering effects on a human subject, specifically including psychoactive

substances and including, but not limited to, substances controlled or prohibited by state and/or federal law. Alcohol consists of beer, wine, and all forms of distilled liquor, in addition to any beverage, mixture, or preparation containing ethyl alcohol.

Prohibitions

The University prohibits the illegal use, possession, transport, manufacture, distribution, promotion, or sale of drugs, drug paraphernalia, or look-alike (simulated) drugs, and the unauthorized use or possession of alcohol, while on any facility controlled by the University or as part of any University-sponsored activity. Students may not be on University-controlled property or engage in any University activity while under the influence of any drug, alcohol, or other substance which will in any way affect their alertness, coordination, response, safety, or the safety of others.

Health Risks

The University is very concerned about harm to students using or abusing drugs and alcohol. All drugs are toxic or poisonous if abused. Health risks of drug abuse include, but are not limited to, sleep disorders, confusion, hallucinations, paranoia, deep depression, impotence, liver and kidney damage, cardiac irregularities, hepatitis, and neurological damage. Abuse of either alcohol or drugs during pregnancy increases the risk of birth defects, spontaneous abortion, and stillbirths. Alcohol is a depressant. It depresses the central nervous system and can cause serious, irreversible physical damage. Excessive drinking damages the liver, resulting in cirrhosis. Chronic alcohol abuse also causes hypertension, cardiac irregularities, ulcers, pancreatitis, kidney disease, and cancer of the esophagus, liver, bladder, or lungs.

Student Assistance

Any individuals within the University community who have developed an alcohol or drug dependency and who identify themselves to faculty or administrators will be afforded every reasonable consideration so long as they continue to make appropriate efforts to achieve and maintain sobriety. Such individuals have the right to expect that such disclosures will be held in confidence and not relayed to another who does not have a legitimate need to know. Facilities of the University are made available to alcohol and drug recovery self-help groups that serve the University community and the general public for the conduct of their meetings. Confidential counseling and treatment are available to students through the Psychological and Educational Clinic at the West Los Angeles Graduate Campus, the Community Counseling Center at the Orange County Center, or by referral to appropriate agencies off campus.

Legal Sanctions

Local, state, and federal laws establish severe penalties for unlawful possession of illicit drugs and alcohol. These sanctions, upon conviction, may include a small fine and probation, imprisonment for up to one year, a $1,000

fine, or both of the latter. It is especially important to note that recent federal laws have increased the penalties for illegally distributing drugs to include life imprisonment and fines in excess of $1 million.

Disciplinary Action

Any student found supplying alcohol or drugs on campus or unlawfully supplying alcohol or drugs to another member of the community or the public at large is subject to immediate suspension leading to dismissal. A student found in two or more incidents to be under the influence of drugs or alcohol may, at the discretion of University officials, be suspended for up to one year, or in cases where no improvement is evident, dismissed from the University. Any student who encourages another to consume alcoholic beverages or any other substance as a means to induce that individual to engage in behavior that would otherwise be against that person's will is subject to dismissal from the University. Students found to be under the influence of alcohol or drugs are detained until safe transport to their destination can be arranged.

Smoking Policy

Research demonstrates that tobacco smoke is a health hazard to both smokers and nonsmokers. According to the Surgeon General, cigarette smoking is the leading preventable cause of illness and premature death in the United States. Nonsmokers who are regularly exposed to second-hand smoke are also at increased risk of illness. In the interest of creating a safe and healthy environment, Pepperdine University has adopted the following policy.

Malibu Campus

This policy applies to all University facilities on the Malibu campus. All persons using the facilities of the University are subject to this policy.

1. Smoking is prohibited inside any area of any University-maintained building, including faculty/staff offices and student residential facilities. Except as otherwise designated, this includes hallways, breezeways, patios, balconies, doorways, elevators, and loading docks.

2. Except as otherwise designated, smoking is prohibited outdoors:
   - Near any undeveloped, brush area.
   - Within 20 feet of the entrance to any campus building or ventilation system.
   - On the following lower campus plazas: Joslyn Plaza, Adamson Plaza, and the plaza located in front of the Payson Library main entrance.
   - At spectator sports or other outdoor campus events.

3. Smoking is prohibited in any vehicle owned, leased, or operated by the University.

4. The sale, distribution, or advertisement of tobacco products is prohibited on campus.

Graduate Campuses

At the University's graduate campuses, the building management of each property has its own policy and requirements concerning tenant and occupant smoking practice. All graduate campus properties currently have a similar policy regarding no smoking inside any of the buildings: Smoking is permitted only outside of the buildings and at specific locations in open areas.

International Programs

The University's international programs facilities follow guidelines that are comparable to those followed at the Malibu campus.

Cessation

Smoking-cessation programs are available to faculty, staff, and students through the University's Wellness Program. For more information, please call (310) 506-7592.

Compliance

All members of the University community share in the responsibility of adhering to and enforcing this policy. The success of this policy depends upon the thoughtfulness, consideration, and cooperation of both smokers and nonsmokers.

Sexual Harassment Policy

Pepperdine University reaffirms the principle that its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the University community. Sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship; or to subject a person to unwanted sexual attention; or to punish a refusal to comply; or to create a sexually intimidating, hostile, or offensive working, living, or educational environment. This definition is interpreted and applied in a manner consistent with accepted standards of mature behavior, academic freedom, and the mission of the University.

Complaints about sexual harassment are responded to promptly. The right to confidentiality of all members of the University community is respected in both informal and formal procedures, insofar as possible. This policy explicitly prohibits retaliation against individuals for bringing complaints of sexual harassment. Formal procedures are not initiated without a written, signed complaint. An individual found to be guilty of sexual harassment is subject to disciplinary action for violations of this policy, consistent with existing procedures. The policy for filing a sexual harassment grievance can be obtained from the Dean's Office.

Conduct

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of its approved activities.
- An inability to maintain standards of behavior and decorum reasonably expected of a graduate class and/or otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

Dismissal—separation of the student from the University on a permanent basis.

Suspension—separation of the student from the University for a specified length of time.

Probation—status of the student indicating that the relationship with the University is tenuous and that the student's records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student's privileges may accompany probation.

Prohibited Items on University Premises

Possession and/or use of all types of weapons is prohibited on University premises, including but not limited to, firearms, ammunition, air and spear guns, knives, martial arts weapons, bows and arrows, swords, paint/pellet guns, toys that replicate or could be mistaken for real guns, explosives of any type, and dangerous chemicals. All individuals in possession of self-defense items, including pepper spray, must comply with applicable California state law regarding training and permit to use.

Code of Ethics

Introduction

Pepperdine University is a Christian University committed to the highest standards of academic excellence and Christian values. Members of the Pepperdine University community—faculty, staff, students, administrators, members of the Board of Regents, members of the University's advisory boards, and volunteers—are responsible for maintaining the standards of the institution and of the various communities in which they live. We value integrity, honesty, and fairness and strive to integrate these values into our daily practices.

Our ethical expectations are found in Holy Scripture, the University Mission Statement, the founding vision of George Pepperdine, and the University Affirmation Statement. Holy Scripture provides the ultimate source for our ethical standards, including the two great commands taught by Jesus: the duty to love God and love one's neighbor as one's self (Matthew 22: 37-40).

In this spirit, we commit ourselves to the highest standards of ethical conduct. We act with integrity; we treat others with respect and dignity; we carefully steward the University's resources; we avoid conflicts of interest or commitment; we maintain confidentiality; and we comply with legal and professional obligations. We are individually accountable for our own actions, and we are collectively accountable for upholding these standards of behavior and complying with all applicable laws, policies, standards, and regulations. While human and therefore fallible, we constantly strive to meet our ethical expectations. Moreover, because the Pepperdine community is composed of many distinct constituencies, we understand that, beyond the general ethical principles outlined in this document, we may be subject to additional rules of conduct specific to our respective roles within the community.

Acting with Integrity

We seek to be people who are honorable, forthright, and upright at all times. Our commitment to integrity demands more than mere satisfaction of legal and ethical obligations, although we comply with the law and conform to the highest standards of ethical conduct. Our commitment to integrity means that we actively discern what is right from what is wrong; that what we do flows directly from who we are; that we seek consistency between our inner self and

our outward conduct. We value people; we speak the truth; we have the courage of our convictions; and we keep our commitments. We do not condone any form of dishonesty—such as fraud, theft, cheating, or plagiarism—as described more specifically in student, faculty, and staff handbooks and policies.

Treating Others With Respect And Dignity

Members of the community are committed to principles of equality and fairness. We follow the profound truth found in the Golden Rule, "In everything do to others as you would have them do to you" (Matthew 7:12).

We do not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Consistent with our affiliation with the Churches of Christ and our faith heritage, we do seek to hire and promote persons who support the goals and mission of the University, including, but not limited to, those who are members of the Churches of Christ.

We respect the inherent worth of each member of the community. We do not engage in any forms of harassment of others. Those in positions of authority, including administrators, supervisors, faculty members, and student leaders exercise their authority fairly and appropriately.

Other expectations about how we treat others with respect and dignity can be found in University policies and in each school's faculty and student handbooks.

Stewarding The University's Resources

We are good stewards of the University resources entrusted to us and we prepare accurate and clear reports about those resources. University resources are reserved for business purposes on behalf of the University. We exercise reasonable judgment in the use of University resources, acting with care and prudence. We do not use University resources for personal gain.

We prepare correct and clear financial records and research reports. All entries in University books and accounts accurately reflect each transaction. In reporting on the University's resources, we do not hide, conceal, or mislead; and we promptly report such misconduct when it is discovered.

Avoiding Conflicts Of Interest And Commitment

We do not have direct or indirect interests or commitments, financial or otherwise, which conflict with the proper discharge of our duties to the University. The primary professional allegiance of all full-time employees lies with Pepperdine University and the advancement of its mission. We do not solicit or accept any gift, service, or favor that might reasonably influence the discharge of our duties or that we know or should know is being offered with the intent to influence our official conduct. We do not accept other employment or engage in business or professional activities outside of the University when such work might reasonably cause real or apparent conflicts of interest or conflicts of commitment. We do not transact business in our official capacity with any business entity of which we are an officer, agent, or member, or in which we own a substantial interest without the explicit prior knowledge and

approval of the appropriate senior University officer. We disclose potential conflicts of interest to the appropriate supervisor or officer as soon as possible after we realize that a conflict may have arisen. Additional information is located in the University conflicts of interest policy.

Maintaining Confidentiality

We observe and respect the confidentiality rights of all other members of the community, and this duty continues even after we are no longer affiliated with the University. This right of confidentiality applies to all academic, financial, health-related, personnel, or other non-public information protected either by law or by University policy. However, the right does not preclude the consensual release of information or the disclosure of information within the University when there is a legitimate need for its disclosure. E-mail or other uses of the University's computers or computer network are for business purposes and are not presumed confidential. Additional information is located in the University's Computer and Network Responsible Usage Policy.

Complying With Legal And Professional Obligations

We comply with all state and federal laws and conform to the highest standards of professional conduct. We transact University business in compliance with all applicable laws, regulations, and University policies and procedures. We do not misrepresent our status or authority in our dealings with others. To the extent that we belong to professions that are governed by standards specific to the profession (such as attorneys, psychologists, or certified public accountants), we adhere to such professional standards. We conduct ourselves in accordance with professional principles for scholarly work, including upholding academic codes of conduct and professional standards for research.

Reporting Violations Of The Code

In order to maintain the integrity of the community, we report observed or suspected violations of this code of ethics with a spirit of fairness, honesty, and respect for the rights of others. Those who report alleged misconduct and those against whom allegations are reported are afforded all rights provided by University policies, as well as all applicable state and federal laws. Those who are found to have violated this code will be subject to appropriate disciplinary action, up to and including expulsion, termination of employment, or termination of relationship. Information about reporting violations of this code may be found in the University policy "How to Report a Violation of the Code of Ethics."

Conclusion

We are governed by an ethos of care and respect, virtues that transcend the provisions of this code. We are called to something greater and nobler than mere compliance with the law or a written code of ethics. We are called "to live a life worthy of the calling [we] have received . . . , bearing with one another in love" (Ephesians 4:1-2). We are called to "dedicate ourselves anew to the great

cause of beautiful Christian living" (George Pepperdine's Dedicatory Address). We are called, ultimately, to lives of service (University Affirmation Statement). As the University motto instructs us: "Freely ye received, freely give."

Information for Veterans

Veterans, armed services personnel, and qualified dependents who desire counseling regarding Veterans Administration (VA) benefits should contact the Office of Student Information and Services in Malibu. All VA forms and VA counseling are handled by the Office of Student Information and Services. Students intending to use VA benefits should be aware of the following policies:

• It is the students' responsibility to notify the Office of Student Information and Services immediately when they increase or decrease their unit load, withdraw, or take a leave of absence. It is also the students' responsibility to inform this office every term as to the number of units in which they are enrolled.

• It is the students' responsibility to pay their own tuition. The VA considers its payments a reimbursement, not a subsidy. Students are expected to pay their own tuition and to be reimbursed by the VA. It usually takes six to eight weeks from the time a student's papers are processed by the Office of Student Information and Services until payment is received.

• All students using VA benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veteran's benefits is considered attainment of less than a "B" or 3.0 grade point average for graduate students for two consecutive terms. Students who withdraw from the University lose their benefits at the beginning of the term of withdrawal. If a student is dismissed for academic reasons, benefits are terminated at the date of dismissal. Students who have had their benefits terminated in this manner must be counseled by the Veterans Administration before their benefits will be restored. Benefits are adjusted for students who fail to complete all courses attempted in a term.

• Benefits of students who drop a course (or courses) in the middle of the term are adjusted accordingly, effective as of the date of the drop or withdrawal, except in extenuating circumstances. In cases where students do not return for the next term, benefits are terminated on the ending date of the previous term.

ADMINISTRATION AND FACULTY

Board of Regents

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Phillips and Company

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B. Joseph Rokus ('76)
Chairman
Packaging Plus

Bui Simon ('96)
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International

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Managing Director
Sterling Ranch

Rosa Mercado Spivey
Physician
Medical Director, LAUSD

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Stewart Brothers Drilling Company

Augustus Tagliaferri (MBA '74)
Chairman and President
Financial Structures, Inc.

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Senior Vice President/
General Counsel and Corporate
Secretary (Retired)
Southwest Gas Corporation

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Senior Vice President (Retired)
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Edward V. Yang (MBA '88)
Chairman and President
U.S. and Europe Business Group
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Lodwrick M. Cook	**Charles B. Runnels**
Robert R. Dockson	**Richard M. Scaife**
Hari N. Harilela	**William R. Waugh**
Jerry E. Hudson	**J. McDonald Williams**
Robert G. Jackson	**Helen M. Young ('39)**
Jerve M. Jones	**Nonvoting Regents*

University Board

University Administration

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Provost.. *Darryl L. Tippens*
Executive Vice President .... *Gary A. Hanson*
Senior Vice President for Advancement and Public Affairs........ *S. Keith Hinkle*
Senior Vice President for Investment .... *Jeff Pippin*

Graduate School of Education and Psychology Administration and Staff

Dean.. *Margaret J. Weber**
Associate Dean, Education.. *Eric Hamilton**
Associate Dean, Psychology .... *Robert A. deMayo**

Administration

Director, Budget and Planning....................................... *Spencer Hardman*
Executive Assistant to the Dean .... *Adele Cadres*
Communications Facilitator... *John Baker*
Administrative Coordinator .... *Melissa Nelson*
Fiscal Services Analyst... *Joanne Lee*
Manager, Events.. *Vanessa Jahn*

Education Programs

Assistant to Associate Dean.. *Annie Bergin*
Administrative Assistant... *Unique Banks*
Assistant Program Director, K-12 Programs............................ *Kristin Bailey*
Assistant Program Director, Leadership and Technology.............*Christie Dailo*

Master of Arts in Education and Teaching Credentials Program

Academic Lead... *Martine Jago**
Administrative Lead .... *Margot Condon**
Director, Student Teaching .... *J. L. Fortson**
Assistant Director, Student Teaching, IGC........................... *Margot Condon**
Assistant Director, Student Teaching, Encino, Westlake
      and Malibu... *David Stevens**
Director, Assessment and Accreditation..................................... *Lori Selby*
Credential Administrator.. *Summer O'Neal*

Master of Arts in Learning Technologies (Online) Program

Codirector.. *Margaret Riel**
Codirector... *Paul Sparks**

* Indicates individuals who are also members of the faculty.

Master of Science in Administration and Preliminary Administrative Credential Programs

Academic Lead..*Robert Barner**

Master of Arts in Social Entrepreneurship and Change

Academic Lead... *Margaret J. Weber**

Doctor of Education and Professional Administrative Credential Programs

Academic Lead, Educational Leadership, Administration
and Policy.. *Linda Purrington**
Academic Lead, Learning Technologies .... *Linda Polin**
Academic Lead, Organization Change...................................... *Kay Davis**
Academic Lead, Organizational Leadership .... *June Schmieder-Ramirez**

Psychology Programs

Assistant to Associate Dean.................................... *Camille Croswell-Andres*
Administrative Assistant...*Unique Banks*

Master of Arts in Psychology Program

Director...*Robert A. deMayo**

Master of Arts in Clinical Psychology Program

Director.. *Duncan Wigg**

Doctor of Psychology Program

Director...*Edward P. Shafranske**
Director, Clinical Training .... *Shelly Harrell**
Program Administrator .... *Cheryl Saunders*
Psy.D. Clinical Training and Professional
Development Administrator... *Jay Carson*

Master of Arts in Clinical Psychology Program, Malibu

Director.. *Stephanie Woo**
Program Administrator/Office Manager ....*Andrea Venkat*

Internal and External Relations

Assistant Dean .... *Marian Guirguis*

* Indicates individuals who are also members of the faculty.

Alumni and Advancement

Senior Advancement Officer .... *Sarah Davis*
Director, Alumni Relations... *Claudette LaCour*
Associate Director, The Pepperdine Fund........................... *Wes Patterson*
Administrative Assistant, GSEP Advancement................................. *Open*
Administrative Assistant, Alumni Relations .... *Jermaine Pearson*

Career Services

Assistant Director .... *Yas Djadali*
Manager, Career Services (Psychology).................................. *Sadaf Mayet*

Professional Development–Psychology

Psy.D. Clinical Training, and
   Professional Development Administrator............................... *Jay Carson*
Manager, M.A., Clinical Training
   and Professional Development .... *Kathleen Wenger*
M.A. Clinical Training and Development Coordinator .... *Rebecca Reed*
Coordinator, Clinical Training and Professional Development . *Alice Richardson*

Marketing, Media, and Public Information

Director, Marketing.. *Jennifer Scharnikow*
Marketing Manager, Education and Psychology..................... *Cyndi Mukherji*
Public Relations Manager .... *John Byrd*

Recruitment and Admissions

Director... *Open*
Recruiter, Education.. *Melissa Mansfield*
Recruiter, Psychology .... *Nicole Goodkind*
Admissions Manager, Education .... *Michelle Awadalla*
Admission Manager, Education.. *Jennifer Agatep*
Admissions Manager, Psychology....................................... *Deanna Lazaro*
Admissions Specialist .... *Casey Schrey*

Student Services

Assistant Dean, Student Services..................................... *Robin Bailey-Chen*
Academic Advisor, K-12 Programs .... *April Uhlig*
Academic Advisor, Leadership and Technology.................... *Brenden Wysocki*
Academic Advisor, Psychology .... *Tinnie Taylor*
Manager, IRB and Dissertation Support .... *Jean Kang*
Manager, Writing Support .... *Regina Meister*
Assistant Director, Financial Aid .... *Open*
Financial Aid Assistant.. *Tara Pueblo*
Student Accounts Coordinator .... *Mekesha Bonds*
Manager, Records and Enrollment .... *Michelle Harris*

* Indicates individuals who are also members of the faculty.

Technology

Director, Technology .... *John Kim*
Web Application Developer .... *Daniel Weber*
Senior Instructional Technology Analyst... *Open*
Program Manager .... *Ramy Rizkallah*
Senior Lead Systems & Data Administrator.......................... *Osvaldo Gomez*

Community Counseling Centers

Clinic Director, Irvine.. *Duncan Wigg**
Clinic Director, Encino .... *Anat Cohen**

Psychological and Educational Clinic, West Los Angeles Graduate Campus

Director... *Aaron Aviera**

Boone Center for the Family

Executive Director .... *Open*
Project Director.. *Open*
Relationship IQ Project Director .... *Hannah Parmelee*
Associate Director.. *Anne Lee*

Office of Graduate Campuses Staff

Client Services

Director .... *Thomas Hoover*
Manager, Drescher .... *Erik Rush*
Manager, Irvine .... *Rene Mendez*
Manager, West Los Angeles .... *Prakash Sharma*
Manager, Encino .... *Omar Cayasso*
Manager, Westlake Village .... *Lotte Cherin*
Senior Client Tech Analyst, Irvine .... *John Buckingham*
Senior Client Tech Analyst, West Los Angeles .... *Martin Vazquez*
Senior Client Tech Analyst .... *Jose Juan Hernandez*
Senior Tech Analyst, Malibu .... *Anthony Cortez*
Senior Tech Analyst .... *Open*

Graduate Campuses

Managing Director, Educational Facilities .... *David Page*
Senior Director, West Los Angeles .... *Harold Taylor*
Assistant Director/Budget Analyst .... *Pamela Ortega*
Lead Coordinator, West Los Angeles .... *Willis Huffman*
Campus Coordinator, West Los Angeles .... *Marco Huerta*
Saturday Coordinator, West Los Angeles .... *John Ortega*
Sunday Coordinator, West Los Angeles .... *Mark Walker*
Co-Directors, Irvine .... *Harold Taylor and Pamela Ortega*
Lead Coordinator, Irvine .... *Jane Tado*
Administrative Assistant, Irvine .... *Jennifer Rivera*
Evening Coordinator, Encino .... *Ebony Taylor*
Director, Encino .... *Allen LaVinger*
Lead Coordinator, Encino .... *Toni Johnson*
Director, Westlake Village .... *Leslie Haggard*
Lead Campus Coordinator, Westlake Village .... *Elyse Bleuel*
Saturday Campus Coordinator, Westlake Village .... *Paula K. Haydter*
Evening Campus Coordinator, Westlake Village .... *Diana Bernstein*

Libraries

Information Services Librarian, WLA .... *Maria Brahme and Lizette Gabriel*
Public Services Supervisor, WLA .... *Michael Bell*
Library Assistant, WLA .... *Hermito San Jose*
Information Services Librarian, Irvine .... *Toby Berger*
Information Services Librarian, Irvine .... *Janet Beal*
Acting Head of Campus Libraries, Drescher .... *Open*
Evening Circulation Supervisor, Drescher .... *Scott Ireland*
Library Assistant, Irvine .... *Dillon Condon*
Library Assistant, Irvine .... *David White*
Reference Assistant, Encino .... *Hector Rodriguez*
Library Assistant, Encino .... *Kathryn Stewart*

Graduate School of Education and Psychology Administration and Faculty

Margaret J. Weber, Ph.D.
Dean and Professor of Education

B.S., M.S., Eastern Illinois University;
Ph.D., University of Missouri.

Dr. Weber assumed the deanship in August 2001, serving formerly as associate dean at Oklahoma State University's College of Human Environmental Sciences. Dr. Weber focuses her scholarly work on leadership and is exploring the concept of transcendent leadership. In educating students for lives of service, purpose, and leadership, there is a major calling that supports and speaks to our core being. How do each of us translate this special calling of our being to leading and inspiring others to make a difference in the world? Her beliefs of service and social justice are core components to her leadership. Dr. Weber is the author of several articles on socialization of graduate students, scholarship and faculty productivity. She serves on the Board of the Union Rescue Mission.

Eric Hamilton, Ph.D.
Associate Dean, Education and Professor of Education with joint appointment in Mathematics

B.A., M.A.T., University of Chicago;
Ph.D., Northwestern University.

Dr. Hamilton currently serves as the leader of the international Distributed Learning and Collaboration series of research symposia in Asia, Europe, and Africa, supported by the National Science Foundation (NSF), Microsoft Research, and numerous overseas government agencies and universities. Dr. Hamilton came to GSEP from the US Air Force Academy, where he was a Research Professor and on the mathematics faculty; he also served as the Director of the Academy's Center for Research on Learning and Teaching. He was a member of the Senior Executive Service of the U.S. government as a division director for research, evaluation, and communication at NSF. He also served as a program officer overseeing urban and statewide systemic reform efforts in mathematics and science education.

Robert A. deMayo, Ph.D., ABPP
Associate Dean, Psychology
and Professor of Psychology

B.A., University of California, Santa Cruz;
M.A., Ph.D., University of California, Los Angeles;
Ph.D., University of California, Los Angeles.

In 2006, Dr. deMayo received the Award for Distinguished Contribution to Psychology as a Profession from the California Psychological Association. He is a past president of the Los Angeles Society of Clinical Psychologists. Dr. deMayo has extensive experience in teaching and supervision, and in 1982 was awarded the Shepherd Ivory Franz Distinguished Teaching Award from the UCLA Psychology Department. Dr. deMayo has research interests in the areas of mood disorders, professional practice issues, and health psychology. He is a licensed psychologist and remains active in clinical practice. He is also program director for the Master of Arts in Psychology program.

Joy Keiko Asamen, Ph.D.
Professor of Psychology

B.A., University of California, Los Angeles;
M.A., California State University, Northridge;
Ph.D., University of California, Los Angeles.

Dr. Asamen received her doctorate in educational psychology, specializing in counseling psychology. She came to Pepperdine University after five years in psychiatric research at the Veterans Administration Medical Center in Brentwood and the UCLA Neuropsychiatric Institute. Her teaching interests include research methods and data analysis. She is a licensed psychologist in California.

Aaron Aviera, Ph.D.
Clinical Faculty
Clinic Director, Pepperdine Psychological and
Educational Clinic, West Los Angeles
Clinical Director, Union Rescue Mission –
Pepperdine Psychology Clinic

B.A., University of California, Los Angeles;
M.A., Ph.D., University of California, Los Angeles.

Dr. Aviera is a clinical psychologist who has been with Pepperdine University since 1997. Prior to coming to Pepperdine University, Dr. Aviera worked at Metropolitan State Hospital with hospitalized persistently mentally ill Latino clients. Areas of interest and study include clinical supervision, developing culturally sensitive interventions for Latino clients, working with disenfranchised individuals, the substance abusing mentally ill, crisis intervention, and the use of Mindfulness and Meditation for personal growth, Dr. Aviera conducts psychotherapy with a wide range of clients in both English and Spanish, and provides crisis intervention and Critical Incident Stress Debriefing to injured and traumatized workers.

Robert R. Barner, Ph.D.
Visiting Faculty of Education

Ph. D., University of California, Los Angeles;
M.A. Loyola Marymount University;
B.S., University of Redlands

Barner recently retired from serving as assistant superintendent of educational programs for the Los Angeles County Office of Education. He also retired from the Los Angeles Unified School District (LAUSD) as assistant superintendent of intervention programs. He has remained active with the LAUSD serving as a mentor for scores of aspiring administrators. He is a two-time National Science Foundation Grant recipient, has written numerous articles on Educational Leadership, and has authored a book on *Formative Evaluation in Mathematics Towards Understanding Student Failure in Large Urban School Districts.* He is a two-time recipient of the adjunct professor of the year award, and has received numerous other awards for his contributions to education.

Thema Bryant-Davis, Ph.D.
Associate Professor of Psychology

B.A., M.A., Ph.D. Duke University, Durham, NC.

Dr. Thema Bryant-Davis teaches Individual and Family Development, Trauma in Diverse Populations, Expressive Arts Therapy, Intimate Partner Violence, and Professional Practice and Mental Health Systems. In 2007 the American Psychological Association (APA) awarded her the Emerging Leader of Women in Psychology Award for her scholarship and clinical work on violence against women. In addition, she was awarded the Sarah Allen Research on the Status of Black Women Award. For three years, Dr. Bryant-Davis was selected as an APA representative to the United Nations and in 2010 serves as the Global and International Issues Chairperson for the Society for the Psychology of Women. She was also recently appointed to serve on the APA Committee on Women in Psychology. Her research expertise is in the cultural context of trauma, particularly child abuse, partner abuse, sexual assault, and the societal trauma of racism.

Vance Caesar, Ph.D.
Visiting Faculty of Education

B.S., The Citadel;
M.B.A., Florida Atlantic University;
Ph.D., Walden University.

Dr. Caesar is owner of The Vance Caesar Group, which is known as one of the nation's premiere leadership coaching and training firms. He has also served as the operating head of publicly owned daily newspapers and his own media group. Dr. Caesar has led groups of executives in developmental situations, been an individual and organizational consultant, and taught leadership and entrepreneurship to industry groups and M.B.A. candidates. He is published in magazines, newspapers, and Websites. He has also been elected to many profit and not-for-profit boards and is the founder of the Professional Coaches and Mentors Association.

Carrie Castañeda-Sound, Ph.D.
Assistant Professor of Psychology

B.A., University of California, Santa Barbara;
M.S., Ph.D., University of Utah

Dr. Castañeda-Sound received her doctorate in counseling psychology, with an emphasis in therapy with children and families. She came to Pepperdine University after five years as a faculty member at Our Lady of the Lake University in San Antonio, Texas. Her teaching interests include multicultural counseling, Latino psychology, and qualitative research methods. Her research interests include the impact of immigration issues on families, ethnic and racial identity development of Latino children and adolescents, and the training needs of Spanish-speaking therapists.

Kathy L. Church, Ed.D.
Professor of Education

B.S., M.A., Ed.D., Ball State University.

Dr. Church has published and presented at national and international conferences. She continues her work in social cognition and social emotional development of children stemming from her post-doctoral work and her work as a consulting psychologist. She has experience as a grant writer, project director and has supervised student teachers and doctoral students. She has worked with professional development schools for over a decade and continues that work at Pepperdine where she teams with educators and student teachers serving the children at the Environmental Academy for Research Technology of eartH Sciences (EARTHS) Magnet School. Her present research is in teaching and learning particularly in the area of literacy, teacher identity, and professional development schools. Her teaching experience includes child and adolescent development, learning, educational psychology, research in education, study strategies, capstone seminar, exceptional children, teacher identity and vocation, literacy instruction, assessment, language acquisition and language arts methods.

Anat Cohen, Ph.D.
Clinical Faculty and Clinic Director, San Fernando
Valley Community Counseling Center

B.A., Bar-Ilan University, Israel;
M.A., Ph.D., California School of Professional Psychology.

   As a visiting faculty member and director of the
Pepperdine Community Counseling Center at the
Encino Graduate Campus, Dr. Cohen is concerned
with issues related to leadership and organization
within the clinical setting, with focus on supervision
and training. Prior to joining the faculty at Pepperdine,
Dr. Cohen was the assistant director of training at the
Verdugo Mental Health Center. She has also served
as a clinical faculty member for the California School
of Professional Psychology. Her teaching experience
is in the field of research and statistics, including
serving as a dissertation consultant.

Anthony M. Collatos, Ph.D.
Associate Professor of Education

B.A., Loyola Marymount University;
Ph.D., University of California, Los Angeles.

   Dr. Collatos' research interests include college
access pathways, urban education, critical sociology,
learning communities, and urban family/teacher
education partnerships. He is a research associate
with UCLA's Institute for Democracy, Education, and
Access and the University of California All Campus
Consortium on Racial Diversity (UC/ACCORD).
His research involves the Futures Project, an eight-
year longitudinal study that examined alternative
pathways for first-generation urban youth to more
effectively navigate the K-16 educational pipeline.
Dr. Collatos is also the Director of the Urban Parent/
Teacher Education Collaborative and the Youth
and Empowerment Research Seminar Program. He
has published several articles and book chapters
and regularly presents his research to educators,
community groups, and at national and international
conferences. He currently teaches courses in social
and cultural foundations, multi-cultural education,
and action research. Before becoming a university
teacher educator, Dr. Collatos taught as a secondary
social studies instructor, coached, and worked as a
college access advisor for low-income youth.

Margot Condon, Ed.D.
Lecturer of Education

B.A., California State University, Northridge;
M.S., Ed.D., Pepperdine University.

Dr. Condon is the Administrative Director of the MAETC program. She is also Director of student teaching for Pepperdine in Orange County. She has been a master teacher in both the Los Angeles and San Diego school districts and was the director of the Performing Arts Academy at the University of California, at Irvine. Her teaching interests focus on creating a positive environment in the classroom and the organization/management of instruction. She was awarded Pepperdine's Luckman Distinguished Teaching Fellows award and the 2011 Howard White award for Teaching Excellence. She is currently also writing children's books.

Spring Cooke, Ed.D.
Assistant Professor of Education
Visiting Faculty of Education

B.S., M.A.; Pepperdine University;
Ed.D., University of Southern California, Los Angeles.

Dr. Cooke studied Urban Education and Teacher Education in Multicultural Societies at the University of Southern California. While there, she conducted research on the school-wide instructional strategies of high-achieving, high-poverty, urban schools with large concentrations of students of color. Dr. Cooke is currently co-authoring an examination of similar research. At Pepperdine's GSEP, she directs the University Intern Program and teaches the following courses: Math and Science Teaching Methods, Cultural Diversity, Identity and Vocation, and Student Teaching. Dr. Cooke is a member of the Diversity Council and the Urban Initiative.

Louis John Cozolino, Ph.D.
Professor of Psychology

B.A., State University of New York, Stony Brook;
M.T.S., Harvard University;
Ph.D., University of California, Los Angeles.

Dr. Cozolino has diverse clinical and research interests and holds degrees in philosophy, theology, and clinical psychology. He has conducted empirical research in schizophrenia, child abuse, and the long-term impact of stress. His current theoretical interests are in the synthesis of neuroscience and psychotherapy. He is the author of *The Neuroscience of Psychotherapy, The Making of a Therapist, The Neuroscience of Human Relationships,* and *The Health Aging Brain* as well as numerous articles and book chapters on a variety of topics. He also maintains a clinical and consulting practice in Los Angeles.
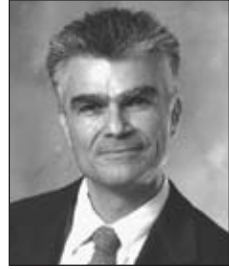
Kay Davis, Ed.D.
Lecturer of Education

B.S.N., California State University, Long Beach;
M.S.N., University of California, Los Angeles;
Ed.D., Pepperdine University.

Dr. Davis began her teaching career at Pepperdine as an adjunct faculty member in 1988. Currently, she serves as director for the doctoral program in Organization Change. Her teaching areas include research methods and information literacy. Dr. Davis continues her involvement in industry and maintains a consulting practice that provides educational and administrative services to a variety of national and international organizations.

Cynthia A. Dollins, Ed.D.
Lecturer of Education

B.A., M.A., California State Polytechnic University,
Pomona;
M.S., California State University, Fullerton;
Ed.D., Pepperdine University.

Dr. Dollins teaches K-12 reading, writing, and literature methods courses, as well as curriculum development. Her research interests include early literacy development, literature and composition instruction for children and adolescents, metacognition related to the decision-making process of teachers and students, the parallel processes of reading and writing, as well as K-12 curriculum development. Her book, *The ABCs of Literacy: Preparing Our Children for Lifelong Learning,* balances theory and practice to show parents and early childhood educators the value of reading aloud to teach key pre-literacy skills. She provides workshops to parents and teachers around the topics of literature and composition. Dr. Dollins is involved with community outreach to support families with literacy development. She has previously been a teacher and a principal.

Kathleen A. Eldridge, Ph.D.
Associate Professor of Psychology

B.A., University of California, Santa Barbara;
M.A., Ph.D., University of California, Los Angeles.

Dr. Eldridge is a licensed clinical psychologist specializing in psychotherapy research and couple/marital and family therapy. She teaches courses in marriage and family therapy, research methods, and statistics. Dr. Eldridge has published research on couple therapy and relationship communication, and presented the results of this research at national and international conferences. She collaborates with investigators at UCLA on a clinical trial of marital therapy. Dr. Eldridge also collaborates with psychology faculty colleagues in implementing the Pepperdine Applied Research Center, a project to develop research in the training clinics at Pepperdine University. She currently has a private practice and has worked in clinical settings with diverse populations comprised of children, adolescents, college students, adults, couples, and families.

Drew Erhardt, Ph.D.
Professor of Psychology

B.A., University of Virginia;
M.A., Ph.D., University of California, Los Angeles.

Dr. Erhardt earned his doctorate in clinical psychology from UCLA and completed a postdoctoral fellowship at the UCLA Neuro-Psychiatric Institute and Hospital. Prior to teaching at Pepperdine, he served on the faculty at Duke University. Dr. Erhardt is a licensed psychologist whose research and clinical work focus on the diagnosis and treatment of attention-deficit hyperactivity disorder and other psychological disorders originating in childhood. His teaching interests include child and adult psychopathology, cognitive-behavioral therapy, and clinical interventions with children and adolescents.

J.L. Fortson, Ed.D.
Lecturer of Education and Director,
Student Teaching

B.A., University of West Florida;
M.Ed., Loyola Marymount University;
Ed.D., University of San Francisco.

Dr. Fortson has extensive experience working with students at the K–12 level as well as the master's and doctoral levels. Her research and writing interests include the pedagogy of instruction, urban curriculum development, multicultural education, and educational legislation and litigation. As an educational leader she specializes in the creation of innovative educational programs to meet the needs of all students and their institutions. Dr. Fortson remains an active member of the Committee on Accreditation's Board of Institutional Reviewers for the California Commission on Teacher Credentialing.

David W. Foy, Ph.D.
Professor of Psychology

B.S., Mississippi College;
M.A., Ph.D., University of Southern Mississippi.

Dr. Foy came to Pepperdine after serving as a professor of psychology at Fuller Theological Seminary. His clinical and research activities involve using a multiple trauma perspective in the study of traumatic victimization and identifying etiologic factors in the development of post-traumatic stress disorder. Combat veterans, battered women, adult and child survivors of childhood sexual abuse, and adolescent survivors of gang-related violence are populations that have been studied in his research lab. He serves as senior research consultant for the V.A. National Center for the Study of Post-traumatic Stress Disorder in Menlo Park and Honolulu.

Miguel E. Gallardo, Psy.D.
Associate Professor of Psychology

B.S., Texas Christian University;
Psy.D., California School of Professional Psychology,
Los Angeles.

Dr. Gallardo is a licensed clinical psychologist and maintains an independent/consultation practice where he conducts therapy with adolescents and adults. His areas of scholarship and research interest includes Chicano/Latino Mental Health and multicultural issues. He has written and presented in the areas of Chicano/Latino Mental Health, evidence-based practices, integrative healthcare, multicultural organizational development and culture and disability. Additionally, he also conducts continuing education workshops in the area of culturally responsive therapy with diverse communities throughout the state and country.

Reyna García Ramos, Ph.D.
Professor of Education

B.A., University of California, Los Angeles;
Ph.D., University of California, Santa Barbara.

Dr. Reyna Garcia Ramos' work has focused on addressing the widening academic gap of English learners in California's public school system. She has worked to establish university-school partnerships that allow future teachers extensive learning experiences with English learner youth. Garcia Ramos teaches courses in language and second language development, cultural diversity, and educational psychology. Before becoming a university teacher educator, Garcia Ramos worked in bilingual classrooms in the Los Angeles and Goleta Unified School Districts. She was a community educator and organizer and helped design culturally relevant curricula for Spanish-speaking immigrants in the Inland Valley Empire and supervised instructors to deliver ESL, literacy and civics instruction. Garcia Ramos was the Director of Legislative Affairs for the California Association for Bilingual Education from 2006 to 2008.

Susan R. Hall, J.D., Ph.D.
Associate Professor of Psychology

B.A., Georgetown University;
M.A., J.D., Ph.D. University of Arizona.

Dr. Hall conducted her internship and postdoctoral fellowship in Child Clinical Psychology at the Yale University School of Medicine, Child Study Center. Her scholarship examines the clinical and forensic needs and strengths of children and youth exposed to violence and maltreatment and attempts to bridge the gap between research and clinical practice and between psychology and spirituality/religion. She is faculty advisor of the Research and Practice Team and a co-faculty advisor of the Pepperdine chapter of the Christian Association for Psychological Studies. Dr. Hall's teaching interests include individual and family development, assessment and treatment of children and adolescents, behavioral and cognitive-behavioral therapy, forensic psychology, and clinical practicum.

Jeanmarie Hamilton Boone, Ph.D.
Assistant Professor of Education

B.A., Pitzer College;
M.A., California State University at Long Beach;
Ph.D., Claremont Graduate University.

Dr. Jeanmarie Hamilton Boone has extensive experience teaching language arts, where she quickly developed a specific talent in promoting English literacy with English learners at the high school level. She served several years as English Language Development Coordinator assisting veteran and new teachers more effectively instruct English learners in various content areas. Dr Hamilton Boone's research interests include issues related to English language learners, boys' education, urban education issues, testing and accountability. She has presented her research at various conferences including The Hawaii International Conference on Education, the National Dropout Prevention Center Conference and the California Association of Bilingual Educators (CABE) Conference. Dr. Hamilton Boone currently teaches Second Language Development: Theories and Foundations, and Second Language Development: Methods and Practice, Foundations of Curriculum and Instruction for Culturally Diverse Settings, and Cultural Diversity.

Nancy Harding, Ph.D.
Associate Professor of Education

B.A., Temple University;
M.A., Ph.D., University of California, Los Angeles.

Dr. Harding earned her Ph.D. in psychological studies in education from the University of California, Los Angeles. Dr. Harding's primary interests are teacher preparation and support. Her research addresses the cultural connections between home and school, parental values, and cultural diversity in education. She taught in rural and urban schools in Pennsylvania, North Carolina, and Texas before settling in Los Angeles.

Pamela H. Harmell, Ph.D.
Lecturer of Psychology

B.A., University of California, Los Angeles;
M.A., Ph.D., California School of Professional Psychology.

Dr. Harmell has been in private practice as a clinical psychologist since 1989. She has completed one year of law school and is the 2004-5 chair of the California Psychological Association Ethics Committee. Dr. Harmell regularly publishes columns in the *Los Angeles Psychologist* and lectures and consults statewide on legal and ethical considerations in clinical practice. In 1999, the California governor appointed Dr. Harmell to the California Board of Psychology, where she served as a member until 2003.

Shelly Prillerman Harrell, Ph.D.
Professor of Psychology

B.A., Harvard University;
Ph.D., M.A., University of California, Los Angeles.

Dr. Harrell is a licensed clinical psychologist whose scholarship has been in the areas of multicultural-community psychology and racism-related stress. Her current research focuses on the development of strengths-based interventions with culturally-diverse and underserved populations. Dr. Harrell serves as Director of Clinical Training for the Psy.D. program and teaches the research and dissertation course sequences as well as Theories and Techniques of Cultural-Ecological and Community-Clinical Interventions. Dr. Harrell's private practice specializes in coaching for optimal performance and well-being, and psychotherapy with individuals and couples. She is on the editorial board of the *American Journal of Community Psychology* and has served an editorial consultant for *the Journal of Black Psychology*. She has been a diversity consultant and trainer for nearly twenty years and served as a senior consultant at the Museum of Tolerance. Harrell has received awards from the Society for Community Research and Action, the Society for the Psychological Study of Ethnic Minority Issues, and the Los Angeles County Psychological Association.

Joanne Hedgespeth, Ph.D.
Professor of Psychology

B.A., Covenant College;
M.A., Ph.D., Rosemead School of Psychology.

Dr. Hedgespeth is a licensed clinical psychologist and serves as a Contributing Editor for the *Journal of Psychology and Theology*. Prior to teaching at Pepperdine, she served for five years as a clinical psychologist in the United States Air Force. Hedgespeth completed a postdoctoral fellowship in child clinical psychology at the Reiss-Davis Child Study Center while serving in the Air Force. She also completed psychoanalytic training at the Psychoanalytic Center of California (PCC) obtaining a certificate in psychoanalysis and is a member of PCC and a fellow of the International Psychoanalytic Association.

Susan Himelstein, Ph.D.
Lecturer of Psychology

B.S., Miami University;
M.A., Ph.D., University of California, Los Angeles.

Dr. Himelstein is a licensed psychologist and holds the Pupil Personnel Services Credential. She has worked as an elementary school counselor and school psychologist. Previous clinical affiliations include the Reiss-Davis Child Study Center, the Marion Davies Children's Center in the UCLA Department of Pediatrics, and the UCLA Neuropsychiatric Hospital. Dr. Himelstein began teaching cognitive and personality assessment courses at Pepperdine as an adjunct professor in 1989. She also maintains a private practice specializing in psycho-diagnostic assessment of learning, emotional, and behavioral disorders as well as psycho-therapy with children, adolescents, and adults.

Judy Ho, Ph. D.
Assistant Professor of Psychology

B. A., B. S., University of California, Berkeley;
M.S., Ph. D., University of California San Diego /
San Diego State University Joint Doctoral Program in
Clinical Psychology

Dr. Ho is a board licensed clinical psychologist. She spent three years post-doctorate conducting psychiatric research at the UCLA Neuropsychiatric Institute and working with community mental health providers to improve the delivery of evidence-based care to high-need populations in Los Angeles and New Orleans. Dr. Ho served for two years on the Board of Directors and in the Executive Committee for the National Postdoctoral Association, and on the Postdoctorate Leadership Committee for the American Academy of Medical Colleges GREAT group. Dr. Ho's clinical specialties including child and family interventions, culturally responsive treatments for ethnic minority individuals, and treatments for depression and anxiety disorders, eating disorders, externalizing disorders, and borderline personality disorder.

Robert Hohenstein, Ph.D.
Clinical Faculty of Psychology

B.A., M.S., California State University, Fullerton;
Ph.D., American Commonwealth University.

Dr. Hohenstein has been affiliated with Pepperdine since 1993. He has taught theories of personality, theories of counseling and psychotherapy, family systems, group therapy, clinical management of psychopathology, and clinical practicum. In addition, as director of student counseling programs in more than 20 schools in Los Angeles and Orange Counties, Dr. Hohenstein supervises interns in Pepperdine's graduate programs in psychology. He holds licenses as a Psychologist and Marriage and Family Therapist, and a credential in Pupil Personnel Services K-12. He maintains a private practice specializing in clinical psychology. Dr. Hohenstein has more than 25 years of experience in clinical, educational, and organizational settings.

Barbara Ingram, Ph.D.
Professor of Psychology

A.B., Cornell University;
M.Ed., Boston College;
M.A., Ph.D., University of Southern California.

   Dr. Ingram has been on the psychology faculty for more than 25 years. Prior to receiving her Ph.D. in clinical psychology and her license as a psychologist, she served in the National Teachers Corps, earning her M.Ed. in urban education. She teaches courses in individual and group therapy in the master's program and emphasizes the development of self-awareness and therapeutic skills through experiential activities. She has recently completed a book that teaches clinical case formulation skills to students who are entering a field placement for the first time. She has published articles in the areas of behavior therapy, managed care, and Judaism. Her current research involves the application of grounded theory methodology to the exploration of clinical problems.

Martine A. Jago, Ph.D.
Associate Professor of Education

B.A., M.A., University of Oxford;
P.G.C.E., University of Cambridge;
Ph.D., University of Kent.

   Dr. Jago was awarded a three-year research scholarship for her doctoral study, which explored the impact of policy on practice in terms of social change and curriculum innovation, and a two-year grant from the European Union for the training and mobility of young researchers. As a Research Fellow, she participated in an a study of early literacy education in England, France, Australia, and Singapore, and developed language awareness education projects with colleagues from the University of Cambridge and teachers in Germany and The Netherlands. She has been a high school teacher of foreign languages in Germany and California, a vice principal in England, and an Assistant Professor in education at Canterbury Christ Church University and the University of Alaska. In 2001, she was appointed a Fellow of the Royal Society for Arts, Manufactures, and Commerce in London for her contribution to language education. Dr. Jago is the Academic Chair of the Teacher Education Programs.

Carolyn Keatinge, Ph.D.
Lecturer of Psychology

B.A., Mod. Trinity College Dublin;
M.A., Trinity College Dublin;
M.A., Ph.D., University of Illinois at Chicago.

Dr. Keatinge is a licensed psychologist whose primary interests are in teaching and psychological assessment. She has worked extensively in the field of forensic psychology and has collaborated for many years with non-profits providing services for the chronically ill. She has served on the Orange County panel of expert witnesses and been a psychology examiner for the California Board of Psychology. She has published papers on schizophrenia, community mental health and a psychological assessment textbook. She is currently completing an integrated psychopathology textbook. Her research interests are in psychological assessment, forensic psychology, and programs providing access to educational opportunities for under serviced adolescents.

Doug Leigh, **Ph.D.**
Associate Professor of Education

B.A., M.S., Ph.D., Florida State University.

Dr. Dough Leigh earned his Ph.D. in instructional systems from Florida State University, where he served as a technical director of projects with various local, state, and federal agencies. His current research, publication, and lecture interests concern cause analysis, organizational trust, leadership visions, and alternative dispute resolution. He is coeditor of *The Handbook of Selecting and Implementing Performance Interventions* (Wiley, 2010) and coauthor of Assessment Book: *Applied Strategic Thinking and Performance Improvement Through Self-Assessments* (HRD Press, 2008), *Strategic Planning for Success: Aligning People, Performance and Payoffs* (Jossey-Bass, 2003) and *Useful Educational Results: Defining, Prioritizing, and Accomplishing* (Proactive Publishing, 2001). Leigh is an associate director of Roger Kaufman & Associates, two time chair of the American Evaluation Association's Needs Assessment Topic Interest Group, and past editor-in-chief the International Society for Performance Improvement's (ISPI) monthly professional journal, Performance Improvement. A lifetime member of ISPI, he has most recently served as chair of its Research Committee.

David A. Levy, Ph.D.
Professor of Psychology

B.A., University of California, Los Angeles;
M.A., Pepperdine University;
M.A., Ph.D., University of California, Los Angeles.

Dr. Levy has extensive experience as a teacher, therapist, and researcher. He earned his doctorate in social psychology and has served as a visiting professor of psychology at Leningrad State University. He holds licenses both in psychology and in marriage and family therapy and is actively involved in clinical practice and supervision. Dr. Levy's numerous theoretical and empirical research studies have been published in scientific journals and presented at professional conferences. His areas of research and teaching include social cognition, interpersonal influence, media psychology, and the improvement of critical thinking skills.

Dennis W. Lowe, Ph.D.
Professor of Psychology and
Young Family Life Chair

B.A., M.A., Pepperdine University;
Ph.D., Florida State University.

Dr. Lowe is a licensed psychologist and a marriage and family therapist. He teaches in the areas of psychopathology and marriage and family therapy. His specialties include couple relationships as well as the intersection between mental illness and family life. Of particular interest are projects that provide new skills designed to strengthen family relationships or efforts to reduce the stigma of mental illness. Dr. Lowe was the founding director of the Center for the Family and currently holds the M. Norvel and Helen Young Chair in Family Life at Pepperdine. He has been a recipient of the Distinguished Teaching Fellow Award.

Farzin Madjidi, Ed.D.
Professor of Education

B.S., M.S., California State University Northridge;
M.B.A., Ed.D., Pepperdine University.

Dr. Farzin Madjidi teaches in the doctor of education in organizational leadership program at GSEP. His areas of expertise include building leadership capacity in medium and large size companies, governance of not-for-profit organizations, personal leadership and training emerging leaders. He has served as a leadership consultant and trainer to major companies such as AT&T, British Petroleum, Federal Express, Universal Music Group, Kaiser-Permanente, Hyundai Motors, and the City of Los Angeles. Madjidi received Pepperdine University's Howard A. White award for excellence in teaching in 2005. In 2009, Madjidi received the California Diversity Council's prestigious DiversityFirst award, one of the highest honors that can be obtained in the field, for his pioneering work cultivating diversity in the classroom and leading student groups on international trips.

Tomás Martinez, Ph.D.
Professor of Psychology, Seaver College

B.A., California State University, Long Beach; M.A.,
Ph.D., University of Michigan.

Dr. Martinez is a full-time faculty member of Seaver College who has a joint appointment at GSEP. He is a Community/Clinical Psychologist who specializes in mental health systems research, cross-cultural psychology, and family violence. At Pepperdine, he teaches cross-cultural psychology and clinical practicum. Dr. Martinez's research interests include the fields of child and spousal abuse, cross-cultural mental health treatment, and high-risk youth and family intervention, specializing in the Latino community. He is a consulting psychologist to a mental health agency in the San Fernando Valley.

John F. McManus, Ph.D.
Professor of Education

A.B., Holy Cross College;
M.A., Clark University;
Ph.D., University of Connecticut.

Dr. McManus is a cofounder of the Ed.D. program in Learning Technologies and served four years as program director. A coauthor of several texts on computer applications, he has served as director of computer services for Pepperdine University and as associate dean of education and interim dean at the Graduate School of Education and Psychology. He teaches courses in technology management, research, and statistics.

Cary L. Mitchell, Ph.D.
Professor of Psychology

B.A., Pepperdine University;
M.A., Ph.D., University of Kentucky.

Dr. Mitchell's graduate degrees are in clinical psychology. His teaching and research interests include psychological assessment, professional issues, values in psychotherapy, and homelessness. From 1995 to 2002, he served as the associate dean of the Psychology Division. He has been principal investigator on several grants that have been used to create a mental health training clinic at the Union Rescue Mission in Los Angeles. A licensed psychologist, Dr. Mitchell consults in the area of pre-employment psychological evaluation.

Linda G. Polin, Ph.D.
Professor of Education and Davidson Endowed
Professor

B.A., University of California, Santa Barbara;
M.A., Ph.D., University of California, Los Angeles.

Dr. Polin received her doctorate in educational psychology, specializing in learning and instruction. She leads the master's and doctoral courses in learning, technology, design, and, occasionally, research methods. Dr. Polin consults with school districts and software developers, has written columns on technology for teacher journals, and has developed school software packages. Her current interests focus on knowledge creation and knowledge sharing in online or distributed learning communities.

Linda K. Purrington, Ed.D.
Lecturer of Education

B.A., M.A., California State University, Fullerton;
Ed.D., Pepperdine University.

Dr. Purrington serves as the Academic Chair for the Ed.D. program in Educational Leadership Administration and Policy and the M.S. program in Administration. She teaches courses in personal leadership, organizational leadership, cultural proficiency, leading learning, and Practitioner Action Research. As a past director for Pepperdine's Master of Arts in Education and Teacher Credential Program, Dr. Purrington taught Second Language Theory and Methods, Literacy Methods, and Math Methods. Dr. Purrington's research interests relate to student and adult learning within and across diverse and distributed learning communities, building leadership capacity in K-12 and higher education settings, culturally proficient leadership and teaching practices, and leading educational organization change efforts. Dr. Purrington worked for 21 years in K-12 education as a district office coordinator for state and federal programs, a grant writer, an elementary principal, an elementary assistant principal, and a bilingual-cross cultural specialist classroom teacher.

Kent Rhodes, Ed.D.
Visiting Professor of Education

B.A., Lubbock Christian University;
M.A., Texas Tech University; Ed.D., Pepperdine University.

Dr. Rhodes teaches courses in organizational behavior and ethics. He maintains a consulting practice, coaching executive teams through merger and acquisition integration strategies. Rhodes founded and served as chief executive officer of OnCourse Network, Inc., an Internet distance education company. He holds membership in the American Management Association and the Industrial/Organizational Psychology Division with the American Psychological Association, Academy of Management, and the United States Ombudsman Association. Rhodes' research interests include how concepts of mercy and justice are enacted within values-based organizations, ethical leadership, interaction of systems and culture on individual values and faith formation, and mergers and acquisitions integrations as ethical strategies.

Margaret Riel, Ph.D.
Visiting Faculty of Education

B.A., University of California, San Diego;
M.A., University of Chicago;
Ph.D., University of California, Irvine.

Dr. Riel is co-chair of the Master of Arts in Learning Technologies program. She teaches and researches technology designs for collaborative learning environments. Dr. Riel was awarded the United States Distance Learning Association's Gold Award for excellence in online teaching. Her design of Learning Circles is used by many organizations and schools. She is a frequent speaker at national and international conferences and serves as an advisor for research grants. She has authored research reports, journal articles, book chapters, and curriculum manuals. She is chair for the American Educational Research Association "Action Research Special Interest Group," a Faculty Associate for the George Lucas Education Foundation, a member of the design team of PBS Peer Connect project, and Director of Center for Collaborative Action Research.

Daryl Rowe, Ph.D.
Professor of Psychology

B.A., Hampton Institute;
M.A., Ph.D., Ohio State University.

Dr. Rowe has held faculty positions at the Union Institute in Cincinnati, Ohio; California State University, Long Beach; and the University of California, Irvine. His research and teaching interests include both cross cultural and culturally-specific mental health issues. In addition to alcohol and other substance abuse prevention and treatment theories and techniques of counseling, psychotherapy, and clinical supervision, he conducts research, consults, trains, and publishes on psychological issues affecting African Americans. He holds a national position in the Association of Black Psychologists and sits on the board of several community agencies. Dr. Rowe is a licensed psychologist with a private practice emphasizing couples and marital therapy in the Los Angeles area.

June Schmieder-Ramirez, Ph.D.
Professor of Education

B.A., San Jose State University;
M.B.A., St. Mary's College;
M.A., Ph.D., Stanford University.

Dr. Schmieder-Ramirez has extensive experience in education and business consulting, including serving as school business manager, associate superintendent for business services, and superintendent of schools. In addition, she has taught at California State University in Fullerton and California State University in San Bernardino. She is also co-author of several texts on law, finance, and personnel. She teaches courses in legal and socio-political theory. Her research interests include cyber-law and e-commerce. She founded the "Hermanas Escuelas"program which provides computers to indigenous Mexican youth as well as students in Los Angeles and Riverside County. Dr. Schmieder-Ramirez is the Academic Lead for the doctoral program in Organizational Leadership.

Edward P. Shafranske, Ph.D., ABPP
Professor of Psychology and Muriel Lipsey Endowed Chair for Counseling and Clinical Psychology

B.A., Immaculate Heart College;
M.A., Ph.D., United States International University;
Ph.D., Southern California Psychoanalytic Institute.

Dr. Shafranske is a psychologist/psychoanalyst with experience in private practice, community mental health, and university/school settings. His primary interests are in clinical and applied psychoanalysis, clinical supervision and training, and the psychology of religion. He is a fellow of APA, board certified in psychoanalytic psychology, a member of the American and International Psychoanalytic Associations, and incoming chair of the CPA Division of Education and Training. His co-authored or co-edited books include: *Religion and the Clinical Practice of Psychology, Spiritually Oriented Psychotherapy, Clinical Supervision: A Competency-based Approach,* and *Casebook for Clinical Supervision.* He was awarded Pepperdine's Howard A. White Award for Teaching Excellence in 2006 and in 2007 received the Distinguished Contribution to Psychology as a Profession Award by the California Psychological Association. Dr. Shafranske is the Program Director for the Psy.D. program.

Paul R. Sparks, Ph.D.
Associate Professor of Education

B.S., Brigham Young University;
M.S., California State University, Los Angeles;
Ph.D., University of Southern California.

Dr. Sparks is the co-chair of the Online Master of Arts in Learning Technologies (OMLT) program. He leads courses in human-computer interaction, consulting, constructivist leadership, mentoring, and action research. Previously, Dr. Sparks was CLO at a national Internet company, where he developed their corporate university, and he led national learning technology efforts for Rockwell International. Dr. Sparks is interested the role of relationships in learning and currently researches virtual learning environments including Serious Games, Virtual Worlds, and Online Communities. His avocations include mountain biking, watercolor painting, poetry, world travel and a bit of paragliding.

Ronald D. Stephens, Ed.D.
Professor of Education and School Safety Professor

B.S., M.B.A., Pepperdine University;
Ed.D., University of Southern California.

Dr. Stephens serves as chair in School Safety for the Graduate School of Education and Psychology. For the past 16 years, he has served as executive director for the National School Safety Center. He is a consultant and frequent speaker to education organizations and school districts worldwide. His past experience includes service as a teacher, school administrator, and school board member. Dr. Stephens has taught courses in business management and organization and educational administration. He is the executive editor of *School Safety,* America's leading school crime prevention news journal.

Yuying Tsong, Ph.D.
Clinical Faculty/Research Methodologist

B.S., National Taiwan University, Taipei, Taiwan, R. O. C.;
M.Ed., Rutgers University, the State University of New Jersey;
M.S.Ed., Ph.D., University of Southern California.

Dr. Tsong's research and clinical interests are Asian American psychology (e.g., mental health, intergenerational conflicts, acculturative stress, ethnic identity, etc.), eating disorders/body image concerns, and multicultural competent counseling, supervision, and training. Her most recent publications include book chapters in *Asian American Psychology: Current Perspectives*, and *Feminist Reflections on Growth and Transformation: Asian American Women in Therapy;* articles in the *Cultural Diversity & Ethnic Minority Psychology and Women & Therapy* journals. Dr. Tsong has served as a research and dissertation consultant for students and faculty in education and psychology since 2001, and has been involved in higher education administration and curriculum planning and assessment since 2004. Her past clinical experiences included working as a staff psychologist at the University of California, Irvine Counseling Center.

Amy R. Tuttle, Ph.D., LMFT
Assistant Professor of Psychology

Ph.D., Loma Linda University; M.S., California State University, Fresno; B.A., California State University, Fresno

Dr. Tuttle is a licensed marriage and family therapist and an AAMFT Approved Supervisor. She is a faculty advisor to the Social Justice Collaborative at the Irvine Graduate Campus. Dr. Tuttle's clinical and research interests include multicultural issues, postmodern and contemporary family therapy and theories, intergenerational and relational processes of healing and trauma, issues of social justice and responsibility, and intervention with disadvantaged, multi-stressed populations. Dr. Tuttle maintains a clinical practice serving disadvantaged youth and families and she is a consultant to a family-focused, delinquency prevention program. Dr. Tuttle co-authored *Theory Based Treatment Planning for Marriage and Family Therapists* and a chapter in *Couples, Gender, and Power: Creating Change in Intimate Relationships*.

Duncan Wigg, Ph.D.
Clinical Faculty and Clinic Director,
Irvine Community Counseling Center

B.A., California State University, Sonoma
M.A., Ph.D., California School of Professional Psychology

Dr. Wigg has been affiliated with GSEP, Psychology Division since 1987. In addition to his duties as director of Community Counseling Center at the Irvine Graduate Campus he is also director of the Masters Program in Clinical Psychology, Evening Format Program. As both a licensed clinical psychologist and a licensed marriage and family therapist, Dr. Wigg's professional interests focus on the training and supervision of students in preparation for careers as clinical practitioners. He is particularly interested in contemporary clinical and theoretical issues in family therapy to include solution-focused and narrative therapies.

Stephanie M. Woo, Ph.D.
Associate Professor of Psychology

B.A., M.A., Ph.D., University of California, Los Angeles.

   After earning her doctoral degree in clinical psychology from UCLA, Dr. Woo completed a postdoctoral fellowship at the UCLA Neuropsychiatric Institute in psychological assessment. Dr. Woo teaches courses on psychopathology, psychological assessment, and behavioral interventions. Her research interests include cognitive behavioral interventions (CBT), training paraprofessionals, psychological assessment, and family environmental factors that can affect the course of schizophrenia and bipolar disorder. Dr. Woo recently co-authored a comprehensive textbook on the diagnosis and treatment of mental disorders across the lifespan. She serves as a consultant to the RAND Corporation on studies examining CBT treatment for depression in individuals who have co-occurring substance use disorders. Dr. Woo is currently the director of the daytime format M.A. in Clinical Psychology with an Emphasis in Marriage and Family Therapy program (Malibu campus).

Faculty Emeriti

Arthur L. Adams, Ed.D............................Emeritus Professor of Education
B.F.A., M.S., University of Southern California;
Ed.D., Brigham Young University.

John Chandler, Ed.D..............................Emeritus Professor of Education
B.A., University of San Francisco;
M.A., San Jose State University;
Ed.D., Stanford University.

O. Jennings Davis, Ed.D......... Emeritus Professor of Education and Psychology
B.S., David Lipscomb University;
M.A., Ohio State University;
M.A., Pepperdine University;
Ed.D., Teachers College, Columbia University.

David N. Elkins, Ph.D............................ Emeritus Professor of Psychology
B.A., Harding University;
M.S., University of Bridgeport;
Ph.D., U.S. International University.

Cara L. Garcia, Ph.D............................... Emerita Professor of Education
B.S., Central Michigan University;
M.A., California State University, Los Angeles;
Ph.D., University of Arizona.

Robert Gelhart, Ed.D............................ Emeritus Professor of Psychology
B.A., M.Ed., Central Washington State University;
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PEPPERDINE UNIVERSITY

Drescher Graduate Campus
Graduate School of Education and Psychology
Graziadio School of Business and Management
School of Public Policy

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3. Charles B. Thornton Administrative Center
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6. Amphitheatre
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8. Tyler Campus Center
   Beaman Plaza
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9. Mullin Town Square
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MALIBU CAMPUS

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