



Master of Science in Administration and Preliminary
Administrative Services Credential

Doctor of Education in Educational Leadership,
Administration, and Policy

INSPIRATION

for change

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology



DR. JUNE SCHMIEDER-RAMIREZ, *Professor of Education*

“The Educational Leadership Academy prepares students to become successful school leaders and advocates. We instill the knowledge, values, and commitment to service that students need for culturally proficient leadership in a wide range of academic settings. Students gain the experience and skills needed to effect change in our nation’s diverse educational communities. Graduates are prepared to create academically successful schools for future generations.”

Master of Science in Administration and Preliminary Administrative Services Credential

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

For more than 35 years, Pepperdine University has been at the forefront in training effective school leaders who are able to conceptualize and understand learning communities in diverse social, cultural, political, economic, and legal environments.

In a unique, cohort-based setting, the Educational Leadership Academy (ELA) master's degree program is dedicated to preparing school administrators for successful leadership in today's schools. ELA is committed to creating learning environments that work for all students in our diverse society. Building leadership capacity is central to the curriculum and course work. Through a strengths-based perspective and focus on continuous improvement, ELA teaches graduate students how to develop a strategic vision necessary to improve and transform their schools or workplace into positive and productive institutions. ELA is designed for working educators who seek a personally transforming and professionally empowering leadership program to become an agent of change.

Through the comprehensive leadership preparation offered in the ELA program, graduates are equipped with the cross-functional skills to work in a multitude of educational settings, which include public, private, charter, and independent schools across the nation.

Educational Leadership Academy Curriculum

The Educational Leadership Academy is a one-year program, which meets the California Tier I Preliminary Administrative Services Credential requirements. Each graduate will receive a Master of Science in Administration and will also be eligible to obtain the Preliminary Administrative Services Credential.

The ELA program curriculum is delivered through a technology-blended format consisting of 60 percent face-to-face interaction that is supported through 40 percent online instruction. Face-to-face instruction begins in August during a one-week seminar style meeting with the cohort group. Course meetings continue to convene one weekend each month throughout the one-year program, all of which take place at the West Los Angeles Graduate Campus. The program concludes in July with a second and final one-week seminar meeting during which students showcase their final leadership projects.

Online instruction is conducted synchronously and asynchronously. Synchronous interactions are generally small-group in nature and use a variety of multimedia communication tools to support meaningful collaboration and learning. Asynchronous learning activities are whole-group, small-group, and individual in design and also use a variety of communication and collaboration tools.

Educational Leadership Academy Curriculum (Continued)

The ELA master's program consists of 30 units and is organized into six meaningful interdependent strands:

- Visioning and Evaluating
- Understanding Self and Others
- Understanding Teaching and Learning
- Understanding Environments
- Understanding and Transforming Organizations
- Foundations of Inquiry and Leadership Field Experience: Participatory Action Research Leadership Project

To form a well-rounded perspective of educational leadership, the first five strands are designed to be studied in depth, with learning focused on “best practices-in-the-field.” Graduate students examine and test leadership theory and organizational transformation to challenge, strengthen, and develop their personal approaches.

The sixth strand, Foundations of Inquiry and Leadership Field Experience, involves each student in a year-long Participatory Action Research (PAR) Leadership Project. For the PAR work, each student identifies a need/opportunity for change and improvement within their work site and then designs and implements a collaborative PAR study to address the need/opportunity. PAR studies are research-based and results-oriented, integrating theory and practice. Students learn how to lead meaningful change initiatives as a result of their PAR work, while also studying and strengthening their leadership practice and the capacity of their respective organizations. For successful completion of this strand, students are guided by a Pepperdine site administrator, as well as an administrator at their school. The completed PAR Leadership Project is then presented in the form of a portfolio and media presentation at a conference event at the end of the ELA program. The PAR Leadership Project is completed in lieu of a traditional master's thesis.

Educational Leadership Academy Program Schedule

STRAND	TERM 1	TERM 2	TERM 3
Visioning and Evaluating	EDSM 651 1 unit - 1 week ELA Base Camp - Start of fall course work		EDSM 652 1 unit - 1 week ELA Summit Camp - final week of program course work and presentations
Understanding Self and Others	EDSM 647A 3 units	EDSM 647B 3 units	
Understanding Teaching and Learning	EDSM 648A 3 units	EDSM 648B 3 units	
Understanding Environments	EDSM 649A 3 units	EDSM 649B 3 units	
Understanding and Transforming Organizations			EDSM 650 4 units
Foundations of Inquiry and Leadership Field Experience	EDSM 620 2 units	EDSM 621 2 units	EDSM 622 2 units
	12 units	11 units	7 units

Course descriptions may be found online at:
gsep.pepperdine.edu/masters-educational-leadership-administration/courses

Profiles of Success

Francisco Ayala

Options for Youth Regional Supervisor
2007 Alumnus, ELA



"The Educational Leadership Academy was a transformational and empowering experience. The program offered me the opportunity to learn from and work with expert faculty and a strong cohort of seasoned administrators like myself, which has provided me with the knowledge and skill to lead change and positively impact the lives of my students."



DR. LINDA PURRINGTON, *Lecturer, Education*

“Pepperdine University takes a holistic approach to student learning and achievement. We aim to build leadership capacity on a personal, academic, and professional level offering a balanced education for lifelong success. Themes such as leading learning communities, promoting culturally proficient policies and practice, and serving as stewards of purposeful and meaningful change are woven throughout our programs. Our graduates receive the preparation and guidance to translate their visions of a better educational future into the change needed to ensure that all students have the opportunity to learn and succeed at high levels.”

Doctor of Education in Educational Leadership, Administration, and Policy (ELAP)

ELAP Curriculum

The Educational Leadership, Administration, and Policy (ELAP) doctoral program prepares educational leaders who 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 is designed for educational leaders from California, across the United States, and from international locations who serve and aspire to serve in dynamic leadership roles at school sites, district and county offices of education, college and universities, and educational businesses in the public and private sectors.

The 60:40 blended-program design engages students in dynamic face-to-face and online learning environments. Students begin their ELAP experience with a four-day face-to-face program introduction and three units of personal leadership and communication technology course work at the Drescher Graduate Campus in Malibu, California. The retreat style environment brings candidates together as a cohort community of learners that will continue together throughout the ELAP program. Students meet in face-to-face weekend sessions eight times throughout the year and three days each summer for two years. The weekend and summer sessions are held at the West Los Angeles Graduate Campus.

The ELAP curriculum is organized into purposeful strands. Course work spans two years and consists of three terms each year. As part of course work, students attend a national educational conference to learn more about educational leadership, policy, practice, resources, and career opportunities.

In the final term of course work, ELAP students participate in two culminating experiences: the Research Capstone Seminar and the Participatory Action Research (PAR) Conference Event. Upon completing course work and successfully passing the Research Capstone Seminar and PAR Conference Event, ELAP students formally enroll in dissertation study.

Doctor of Education in Educational Leadership, Administration, and Policy Program Schedule

LATTE® EDEL 729A Communication and Information Technology (2) EDEL 740A Personal Leadership (1)		
Fall: Sept., Oc.t., Nov.	Spring: Jan., Feb., Mar.	Summer: May, June, July
YEAR-1 CURRICULUM		
EDEL 774A Foundations of Inquiry (1)	EDEL 774B Foundations of Inquiry (2)	EDEL 775A Interacting with the Environment for Inquiry (1)
EDEL 729B Communication and Information Technology (2)	EDEL 730A Research and Evaluation (1)	EDEL 730B Research and Evaluation (3)
EDEL 740B Personal Leadership (1)	EDEL 700 Leadership of Human Endeavor in the Institutional Setting (4)	EDEL 754 Legal/Economic/Socio-Political Theory Applied to Organizations (4)
EDEL 741 Creating Accountability Cultures in Organizations (3)		
EDEL 785 Contemporary Topics: Diversity (1)		
8 units	7 units	8 units
YEAR-2 CURRICULUM		
EDEL 775B Interacting with the Environment for Inquiry (1)	EDEL 776A Evaluating/Presenting Outcomes of Inquiry (2)	EDEL 776B Evaluating/Presenting Outcomes of Inquiry (1)
EDEL 734A Data Analysis and Interpretation (2)	EDEL 734B Data Analysis and Interpretation (2)	EDEL 785 Contemporary Topics: Writing for Publications (1)
EDEL 785 Contemporary Topics: School and District Operations and Finance (1)	EDEL 714 Management of Human Resources (3)	EDEL 762 Transforming Organizations in a Global Community (3)
EDEL 724 Ethics and Society (3)		EDEL 787 Comprehensive Examination Seminar (3)
7 units	7 units	8 units
YEAR-3 AND YEAR-4 CURRICULUM		
EDEL 791 Dissertation Research (2 units per term until completion)		

Course descriptions may be found online at:
gsep.pepperdine.edu/doctorate-educational-leadership-administration-policy/courses

Dr. Kanika D. White
Principal, Lincoln-Drew Elementary School, LAUSD
Compton Unified School District
2008 Alumnus, ELAP

“The ELAP program has had a tremendous impact on my life and work as a practitioner. I’ve learned invaluable problem-solving models that have enhanced my skill set and made my positive influence as an educational leader even more impactful.”



Financial Aid

Scholarships, grants, loans, assistantships, and payment plans are available for qualified students. More than 80 percent of students qualify for federal loans, and more than 40 percent are eligible for Pepperdine-funded assistance.

Class Availability

The ELA and ELAP graduate programs are designed with a blended-program model ideal for the working professional. Graduate students in the master's program (ELA) will attend courses through a combination of online interaction and classroom meetings held at the West Los Angeles Graduate Campus as specified in the program schedule.

Students pursuing their doctoral degrees (ELAP) will attend graduate courses at a combination of the following locations:

- West Los Angeles Graduate Campus
- Drescher Graduate Campus (Malibu)
- Online

Current information and all forms necessary to apply for financial aid are available online at: gsep.pepperdine.edu/financial-aid

Program Benefits

The ELA and ELAP graduate programs are dedicated to preparing educational leaders who are capable of and committed to the personal, professional, and organizational transformation necessary to create and lead schools for a diverse community of learners. The educational leadership programs provide students and graduates with several benefits:

- The ability for students to continue full-time work while engaged in master's or doctoral study
- Technology-blended program model (60:40), which delivers course work through 60 percent face-to-face interaction and 40 online instruction
- Nationally recognized faculty of scholar-practitioners with extensive educational leadership experience
- Faculty mentors who are dedicated to student career success
- Relevant curriculum and engaging learning experiences
- Collaborative and dynamic face-to-face and online learning environments
- Emphasis on the development of ethical and culturally proficient personal leadership
- The development of inquiry/practitioner research knowledge and skills to lead program improvement
- Cohort model designed for peer support and professional relationship development
- Career Services Center dedicated exclusively to the field of education support
- Extensive alumni network

To find out more about the ELA and ELAP programs including admission requirements and deadlines, please call, e-mail, or visit us at:

ELA: (866) 503-5467 • ms-education-admin@pepperdine.edu
gsep.pepperdine.edu/masters-educational-leadership-administration

ELAP: (866) 503-5467 • educational-leadership@pepperdine.edu
gsep.pepperdine.edu/doctorate-educational-leadership-administration-policy

GSEP Mission

The Graduate School of Education and Psychology of Pepperdine University (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.

To this end, GSEP is dedicated to exemplifying and providing inspiration for change.

Pepperdine University is accredited through the Western Association of Schools and Colleges (WASC).



