PEPPERDINE

Graduate School of
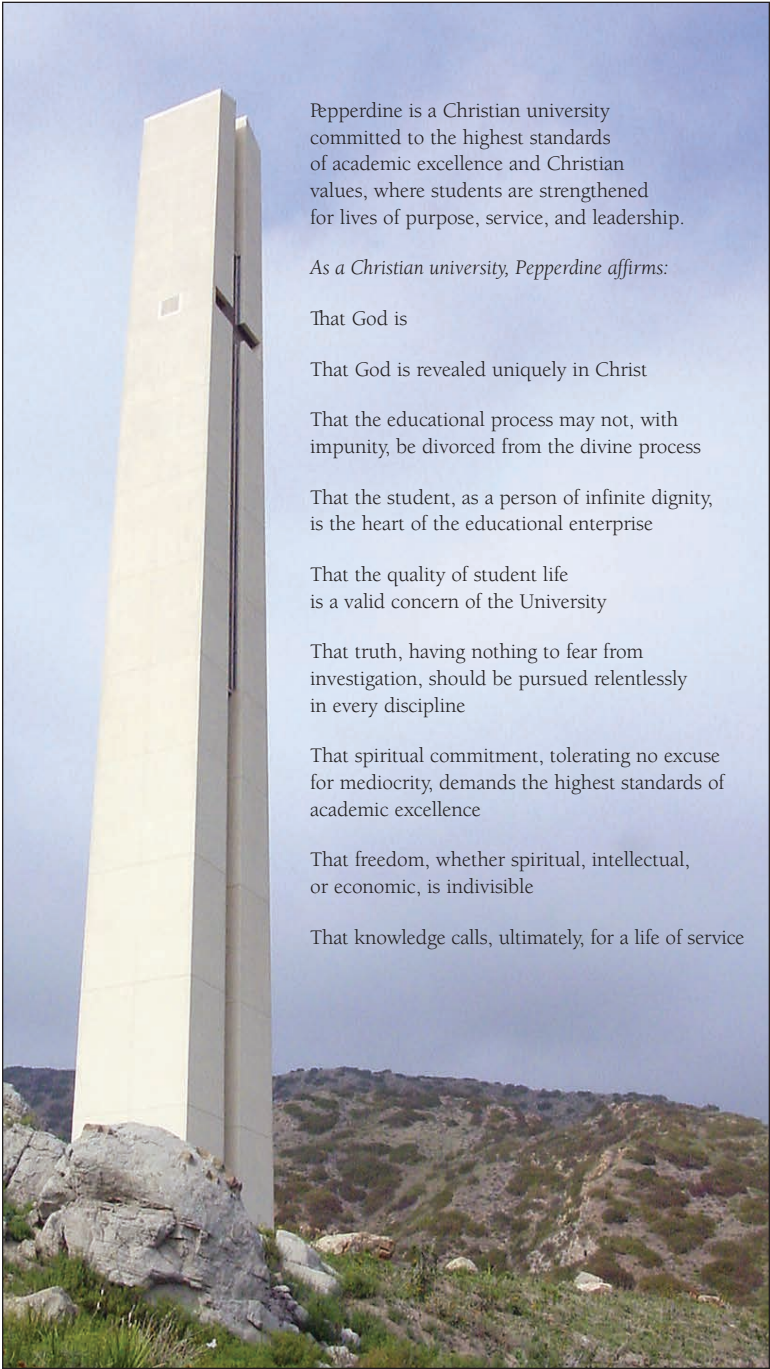### Education and Psychology

2019–2020
Academic Catalog

For More Information
Requests for further information should be addressed to

Pepperdine University
Graduate School of Education and Psychology
6100 Center Drive, 5th Floor
Los Angeles, California 90045
Telephone: (310) 568-5600
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
2019–2020 ACADEMIC CALENDAR

Fall 2019

Monday	Sept. 2	Labor Day holiday
Tuesday	Sept. 3	Fall term classes begin
Tuesday Monday	Sept. 3– Sept. 9	Add/drop period; withdrawal fee applies
Tuesday	Sept. 10	Tuition due; refund schedule applies; late registration fee applies
Monday	Sept. 30	MA/MS students: Application for degree posting due for Fall 2019 graduates
Tuesday	Oct. 15	Degree posting for doctoral students only
Friday	Oct. 25	Last day to withdraw with grade of "W"
Thursday Friday	Nov. 28– Nov. 29	Thanksgiving holiday
Friday	Dec. 13	Last day of Fall term; degree posting date
Saturday Sunday	Dec. 14– Jan. 5	Term break

Spring 2020

Monday	Jan. 6	Spring term classes begin
Monday Friday	Jan. 6– Jan. 10	Add/drop period; withdrawal fee applies
Saturday	Jan. 11	Tuition due; refund schedule applies; late registration fee applies
Monday	Jan. 20	Rev. Dr. Martin Luther King, Jr., Day holiday
Friday	Jan. 31	MA/MS students: Application for degree posting due for Spring 2020 graduates
Friday	Feb. 28	Last day to withdraw with grade of "W"
Friday	April 17	Last day of Spring term; degree posting date
Saturday Sunday	April 18– April 26	Term break

Summer 2020

Administrative dates for all programs

Saturday	May 16	Commencement ceremonies, Education and Psychology
Monday	May 25	Memorial Day holiday
Sunday	May 31	MA/MS students: Application for degree posting due for Summer 2020 graduates
Friday	July 3	Independence Day holiday observed

Class dates for Education Division programs

Monday	April 27	Summer term classes begin
Monday Friday	April 27– May 1	Add/drop period; withdrawal fee applies
Saturday	May 2	Tuition due; refund schedule applies; late registration fee applies
Friday	June 12	Last day to withdraw with grade of "W"
Friday	July 31	Last day of Summer term; degree posting date for Education Division students

Class dates for Psychology Division programs

<u>Session I</u>

Monday	April 27	Classes begin for Summer session I
Monday Friday	April 27– May 1	Add/drop period; withdrawal fee applies
Saturday	May 2	Tuition due; refund schedule applies*; late registration fee applies
Friday	May 22	Last day to withdraw with grade of "W"
Friday	June 12	Last day of Summer session I; first degree posting date for Psychology Division students

<u>Session II</u>

Monday	June 15	Classes begin for Summer session II
Monday Friday	June 15– June 19	Add/drop period; withdrawal fee applies
Saturday	June 20	Tuition due; refund schedule applies*; late registration fee applies
Friday	July 10	Last day to withdraw with grade of "W"
Friday	July 31	Last day of Summer session II; second degree posting date for Psychology Division students

*Modified tuition refund schedule applies for sessions that are less than a regular term.

Note: Graduation is official after the application for degree posting has been filed and the degree has been posted on the transcript. Degrees are posted at the end of each term. Commencement ceremonies for the Education and Psychology Divisions are conducted once per year.

GRADUATE SCHOOL OF
EDUCATION AND PSYCHOLOGY
ONLINE PSYCHOLOGY PROGRAMS
2019–2020 ACADEMIC CALENDAR

Fall 2019

Monday	Sept. 30	Fall term classes begin
Monday Sunday	Sept. 30– Oct. 6	Add/drop period; withdrawal fee applies
Monday	Oct. 7	Tuition due; refund schedule applies; late registration fee applies
Thursday	Oct. 31	MA/MS students: Application for degree posting due for Fall 2019 graduates
Friday	Nov. 8	Last day to withdraw with grade of "W"
Thursday Friday	Nov. 28– Nov. 29	Thanksgiving holiday
Sunday	Dec. 15	Last day of Fall term; degree posting date
Monday Sunday	Dec. 16– Jan. 5	Term break

Winter 2020

Monday	Jan. 6	Winter term classes begin
Monday Sunday	Jan. 6– Jan. 12	Add/drop period; withdrawal fee applies
Monday	Jan. 13	Tuition due; refund schedule applies; late registration fee applies
Monday	Jan. 20	Rev. Dr. Martin Luther King, Jr., Day holiday
Friday	Jan. 31	MA/MS students: Application for degree posting due for Winter 2020 graduates
Friday	Feb. 14	Last day to withdraw with grade of "W"
Sunday	March 22	Last day of Winter term; degree posting date
Monday Sunday	March 23– April 5	Term break

Spring 2020

Monday	April 6	Spring term classes begin
Monday Sunday	April 6– April 12	Add/drop period; withdrawal fee applies
Monday	April 13	Tuition due; refund schedule applies; late registration fee applies
Thursday	April 30	MA/MS students: Application for degree posting due for Spring 2020 graduates
Friday	May 15	Last day to withdraw with grade of "W"
Saturday	May 16	Commencement ceremony*
Monday	May 25	Memorial Day holiday
Sunday	June 21	Last day of Spring term; degree posting date
Monday Sunday	June 22– July 5	Term break

Summer 2020

Friday	July 3	Independence Day holiday observed
Monday	July 6	Summer term classes begin
Monday Sunday	July 6– July 12	Add/drop period; withdrawal fee applies
Monday	July 13	Tuition due; refund schedule applies; late registration fee applies
Friday	July 31	MA/MS students: Application for degree posting due for Summer 2020 graduates
Friday	Aug. 14	Last day to withdraw with grade of "W"
Monday	Sept. 7	Labor Day holiday
Sunday	Sept. 20	Last day of Summer term; degree posting date
Monday Sunday	Sept. 21– Sept. 27	Term break

Online psychology students completing all degree requirements by the end of the Spring term are eligible to participate in the commencement ceremony in May.

Note: 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 session. Commencement ceremonies for the Education and Psychology Divisions are conducted once per year.

From the President's Office
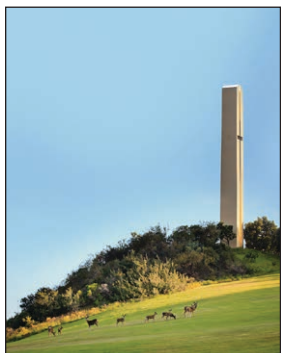
We would venture that the benefits of an excellent education are among the few constants in this century of change and challenge. Indeed, at Pepperdine University, we feel confident in asserting that the benefit of a faith-inspired education, one that affirms the importance of quality, student-centered 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 but in you. Beyond our 7,900 students in five colleges, our community embraces our many 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 helping 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, to discover your calling, and to provide you with access to distinguished faculty in an environment that is enabling, nurturing, safe, and equipped for learning.

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.

Dean's Message

The Graduate School of Education and Psychology affirms its reputation of quality and excellence and enhances its standing as a premier institution of higher education through the utilization of four distinctives: technology, leadership, psychology, and globalization. Infused with Christian values, these distinctives stand as the pillars to which all our academic pursuits are anchored. Consequently, our students and graduates go out into the world fully prepared to serve in a spirit of excellence.

Technology is the single most disruptive innovator of our time. The establishment of the Davidson eLearning Center and the Pat Lucas Teaching Project are ways in which our K–12 and higher education programs are keeping in step with technological advancements in education and mental health programming. The leadership distinctive runs through all our programs. It is clearly evidenced in our Organizational Leadership (EdD); Learning Technologies (EdD); Educational Leadership, Administration, and Policy (EdD); Global Leadership and Change (PhD); and Doctor of Clinical Psychology (PsyD) programs.

Graduates of our master's degree programs in marriage and family therapy, clinical psychology, and behavioral psychology, as well as our PsyD program, provide excellent mental health services to our external community. Our PsyD program has the APA's highest rating, with a 10-year approval. Data from our counseling sessions are made HIPAA compliant through cloud-based services, and our new fully online psychology programs offer a digital educational experience.

Globalization recognizes that leadership decisions can have a far-reaching impact. Our graduates are uniquely prepared to make culturally sensitive and politically savvy decisions with an eye toward global interdependence, mutual respect, and appreciation.

Quality and excellence at GSEP are evident in our students and alumni in whatever setting you find them. Our faculty and staff are representative of the most dedicated, personable, and academically gifted professionals in all of higher education. We are fully committed to strengthening lives for purpose, service, and leadership through our four distinctives.

Helen Easterling Williams, EdD
Dean and Professor of Education
Graduate School of Education and Psychology

GENERAL

INFORMATION

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 7,900 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio Business School, 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 five graduate campuses throughout California; at the campus in Washington, DC; and at international campuses in Germany, England, Italy, Argentina, Switzerland, and China.

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 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 1,800 students. With its main headquarters located at the West Los Angeles Graduate Campus, the Graduate School also offers select programs at graduate campuses in Calabasas, Encino, Irvine, and Malibu, as well as online. The Graduate School of Education and Psychology offers master's and doctoral programs in education and psychology, which are founded on the scholar-practitioner model. The education programs prepare teachers who are leaders in technological innovation and collaborative learning environments, as well as those who create vision and manage change in business, health, and other social-service professions. Students in the psychology programs are educated in current and emerging human-service fields, including clinical and behavioral psychology and marriage and family therapy. The focus is placed on the scholar-practitioner model of learning, with emphasis on discovery, scholarship, research, and clinical application. In conjunction with an excellent professional education, students are provided with personal attention in a Christian, values-centered context.

Seaver College is the University's residential college of letters, arts, and sciences, enrolling approximately 3,400 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. Seaver College offers 45 bachelor's degrees, five master's degrees, and one post-baccalaureate certificate program in diverse fields of study.

The Graziadio Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 1,800 students in its full- and part-time programs. Founded in 1969, the school is named for its benefactor, the late cofounder, chair, and chief executive officer of Imperial Bancorp, George L. Graziadio. Degrees granted by the Graziadio School include the doctor of business administration; the master of business administration (MBA) for full-time students, working professionals, and high-level executives; the master of science (MS) across a variety of business disciplines; and the undergraduate bachelor of science in management (BSM). Special programs include joint degrees with Pepperdine University's School of Law, School of Public Policy, and Seaver College as well as certificate 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 at the West Los Angeles Graduate Campus; the Drescher Graduate Campus in Malibu; and additional graduate campuses located throughout Southern California including Calabasas, Encino, and Irvine.

The School of Law provides an excellent legal education within a values-centered context. It has an enrollment of approximately 800 students. Special programs include the acclaimed Straus Institute for Dispute Resolution; the Parris Institute for Professional Formation; the Palmer Center for Entrepreneurship and the Law; the Nootbaar Institute on Law, Religion, and Ethics; and numerous clinical education offerings. The Sudreau Global Justice Program and unique Preceptor Program contribute to the law school's distinctive approach to legal education. Approved by the American Bar Association and holding membership in the Association of American Law Schools and the Order of the Coif, the School of Law attracts students from around the nation.

The School of Public Policy enrolls approximately 60 students and offers its 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 that 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 Graziadio Business School. 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. Along with current students, the institute works outside the classroom, training current municipal and civic leaders through regional seminars in skills development on issues ranging from participatory budgeting to planning.

THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY GENERAL INFORMATION

History 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 of the dignity of all in the community.

Counseling Clinics

The Graduate School of Education and Psychology maintains three on-campus counseling clinics, 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 Clinics are located 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 and licensed mental health professionals. 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 "University Phone Directory" section of this academic catalog for information on how to contact the clinic staff at the Encino, Irvine, 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 Graduate Campus offers classrooms, faculty and administrative offices, a library, academic computing facilities, a bookstore, and the Psychological and Educational Clinic.

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

West Los Angeles Graduate Campus
6100 Center Drive
Los Angeles, CA 90045
(310) 568-5717

Calabasas Graduate Campus
26750 Agoura Road
Calabasas, CA 91302
(818) 702-1000

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

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

Pepperdine University Malibu Campus and Drescher Graduate Campus
24255 Pacific Coast Highway
Malibu, CA 90263
(310) 506-4608

Campus Locations and Maps

The Graduate School of Education and Psychology is headquartered at the West Los Angeles Graduate Campus.
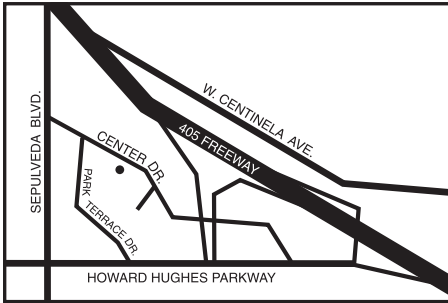
West Los Angeles Graduate Campus

6100 Center Drive
Los Angeles, CA 90045
(310) 568-5717

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

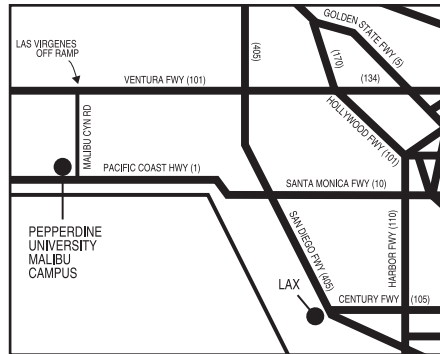The main University campus is located at Pacific Coast Highway and Malibu Canyon Road. The Graduate School of Education and Psychology is situated on the Drescher Graduate Campus overlooking the main campus.

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 on the left. Continue on Seaver Drive, which will turn into Huntsinger Circle, until it reaches 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 it reaches Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.

From Ventura and points north:
Take Pacific Coast Highway (1) 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 it reaches Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.
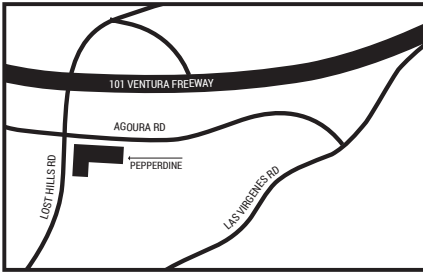
Calabasas Graduate Campus
26750 Agoura Road
Calabasas, CA 91302
(818) 702-1000

The Calabasas Graduate Campus is located between Las Virgenes Road and Lost Hills Road, with close proximity to the 101 Freeway. The campus features a two-story building with ample free parking. Card access is required for entry. A building ambassador will be available at the reception desk in the lobby to assist guests without automated access.

From the south:
Exit the Ventura Freeway (101) at Las Virgenes Road toward Malibu Canyon Road. Turn left onto Las Virgenes Road. Turn right onto Agoura Road. Pepperdine University is located on the left, immediately before the median divider begins.

From the north:
Exit the Ventura Freeway (101) at Lost Hills Road. Turn right onto Lost Hills Road. Turn left onto Agoura Road. Pepperdine University is located on the right.

Encino Graduate Campus

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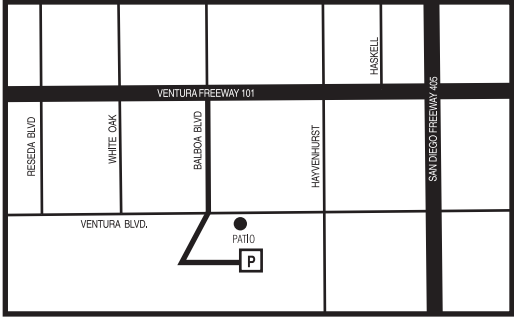
The Encino Graduate Campus in the San Fernando Valley is two miles west of the San Diego Freeway (405) and one mile south of the Ventura Freeway (101). The Encino Graduate Campus is on the southeast corner of Balboa Boulevard and Ventura Boulevard.

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

Pass through the patio to the lobby and take the elevator to the second floor.
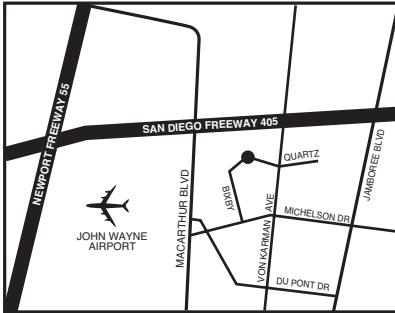
Irvine Graduate Campus
18111 Von Karman Avenue
Irvine, CA 92612
(949) 223-2500

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 campus 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 the 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 the 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.

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.

Admission Policies

Filing Deadlines

To assure proper processing of files and timely notification of decisions to the applicants, applications for admission must be received by the deadlines listed on the GSEP website. Applications received after the final deadlines may or may not be processed, depending upon the volume of applications received that term and class space availability.

Deferment

Applicants may defer their applications to another term than the one indicated in their application for up to two years.[1] The applicant must notify the GSEP Enrollment Services Office in writing for every deferment. An applicant need not submit a new application unless two years have elapsed since the original application.

Admission to Pepperdine University is valid only for the term indicated on the letter of admission. Admitted students may defer their admission to another term for up to two years.[1] The admitted student must notify the GSEP Enrollment Services Office in writing, and admission to the deferred term is not guaranteed. Deferred admission files may be re-evaluated with the applicant pool for that term.

Students admitted to any online program in psychology may defer their admission to another term for up to one year from the time of the admit term to begin their academic program.

For students who defer admission, the catalog that is in effect at the time when the student enrolls will be enforced.

Deferments after registration are handled by the Student Services Office.

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[1] *For the purposes of this policy, applicants have two years from the time of their admit term to begin their academic program.*

Readmission

Students who have been absent for two terms or less should contact their academic advisor or program administrator in the Student Services Office and follow the instructions to begin classes again.

Students who have been continuously absent for more than two but fewer than six terms must file a petition for readmission with an academic advisor or program administrator in the Student Services Office. If readmitted, students in this category are required to comply with current program and graduation requirements.

Students who have been absent for six terms or more are required to file a new application with the GSEP Enrollment Services Office, pay the regular application fee, and be considered for readmission based upon current admission standards. These readmission applicants will be notified promptly after a decision has been made.

All students who are readmitted are responsible for clearing all their accounts, including financial 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 Enrollment Services Office and pay the regular application fee.

Tuition Deposits

Admission to all programs requires a tuition deposit to hold the student's place in the program. Tuition deposits are nonrefundable but will be applied toward the student's tuition charges once he or she is registered in classes. The deposit can be kept on the student's account for up to two years if the student requests to defer enrollment. If the student chooses to permanently withdraw from the program or is withdrawn by the University, the tuition deposit is forfeited.

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 to GSEP 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
  - 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
- Complete a bachelor's degree from a US university or college.
- 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 (ELS) Language Centers' Master Level 112 class and submit an official transcript showing that a grade of "B" or better was attained in the course.

The Enrollment Services Office may require the TOEFL exam of any applicant whose native language is not English as it deems necessary. In addition to other listed requirements, all international applicants are required to submit a detailed foreign transcript evaluation report from any National Association of Credential Evaluation Services (NACES) partner foreign transcript evaluation service, such as the International Education Research Foundation at **ierf.org** or the World Education Services, Inc., at **wes.org**. *Please note: In addition to the evaluation report, official transcripts must be submitted.*

A detailed foreign transcript evaluation report will contain the following:

- Foreign transcripts translated into English.
- Grade point average calculated on a 4.0 scale.
- A determination of US degree equivalency.

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 **pepperdine.edu/admission/international-students**.

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.

Application Procedures

The Application for Admission contains complete instructions and all appropriate forms for properly completing the application for admission process. In an effort to process applications in a timely manner, the Enrollment Services Office accepts only electronic applications and application materials. The electronic application can be identified on the Graduate School of Education and Psychology website as "Application for Admission." The Enrollment Services Office will inform the applicant on 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 academic 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 Enrollment Services Office. Completed files are processed and evaluated by the enrollment services committee. Applicants to most programs are notified of the admission decision by 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, 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. Applicants must send all application materials electronically to **gsep-admissions@pepperdine.edu**. The testing codes are as follows: GRE—4326 and GMAT—37B-ICT-28.

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 6 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 of "B" or higher in all classes taken are subject to dismissal from the 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. Enrollment in nondegree coursework does not count toward minimum eligibility requirements for financial aid.

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 if an official transcript with a posted degree is not on file with the Enrollment Services Office. 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 be admitted to regular status by the published deadline.

Transfer of Graduate Credit

Upon approval, students at the master's level may transfer as many as 6 semester units of previous graduate-level coursework to meet the requirements for the program, provided the transfer credit meets all equivalency requirements. Education and psychology doctoral students may transfer up to 9 semester units of doctoral-level courses. 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.

Students who are in enrolled status in the EdD program or alumni of the program who graduated within the last seven years may transfer up to 39 units of courses taken in the EdD program to the PhD in Global Leadership and Change program. The final decision of transfer is recommended in conjunction with a committee appointed by the program director of the EdD/PhD program which includes committee members and the senior director of student success or designee. The EdD/PhD committee will make the final recommendation to the Enrollment Services Office based upon analysis of official transcripts, syllabi, and other relevant material submitted by the candidate.

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. Applicants will be notified in writing concerning the decision on the transfer courses. Students are expected to complete all coursework at Pepperdine University. In order for special circumstances and exceptions of transfer courses to be considered, the student must receive approval in advance from the associate dean by division.

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 2019. 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 $1,270

   Doctor of Education courses $1,605

   Doctor of Philosophy in Global Leadership and Change[1] $1,905

Program Fees

   Academic-related travel fee[2]:

     EDD 754B and EGLC 754B .... $1,500–$5,000

   Academic travel cancellation fee[3] .... variable

Psychology Programs

Tuition, per unit

   Master's-level courses at graduate campuses $1,270

   Master's-level courses at Malibu campus $1,585

   Master's-level online courses $1,585

   Doctoral-level courses $1,605

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[1] *The PhD in Global Leadership and Change program includes courses charged $1,605 per unit at the EdD level and $1,905 per unit at the PhD level.*

[2] *Academic-related travel fees: EDD 754B, EGLC 754B, and PSY 673A are courses that include an international trip as part of the course requirements. Students will incur travel costs. Exact amount varies year to year based on the destination, airline, hotel, class size, etc. Past trips have cost anywhere from $1,500 to $5,000 per person.*

[3] *Academic travel cancellation fee: 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 to $800, 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.*

Program Fees

   Academic-related travel fee[2]: PSY 673A............................. $1,500–$5,000
   Academic travel cancellation fee[3] .... variable
   PsyD Student Government Association activity fee, annually $40

General Fees

   Encino Graduate Campus facilities fee, per term................................. $65
   Irvine Graduate Campus facilities fee, per term $65
   Late registration fee $150
   Withdrawal fee[4] $150
   Dissertation Completion registration fee, per course[5] $100
   Auditing fee, per course (not required of enrolled students)............... $100
   Transcripts, per copy.. $5
   Late company reimbursement payment fee[6] (nonrefundable)................ $50
   Finance charge[7] (per day)..027%
   Two-payment option service charge[8] (per term) $25
   Three-payment option service charge[9] (per term)............................... $50
   Returned check charge... $25

[4] The withdrawal fee is applicable only toward full-term withdrawals prior to the end of the add/ drop period. For terms with multiple sessions, the withdrawal fee will not be applied if students withdraw from one session and remain enrolled in another session beyond the add/drop period within the same term.

[5] For students enrolled in ED 792 or PSY 801: 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 801 and pay this fee in lieu of the tuition for ED 791, EDEL 791, EDOL 791, PGLC 791, PSY 798, PSY 799, or PSY 800. These courses constitute less than half-time enrollment status, which will impact financial aid eligibility and loan deferment. For more information, please see the course descriptions for ED 792 and PSY 801 in this academic catalog.

[6] Liquidated damages pursuant to Cal. Civ. Code §1671-b, charged when the company reimbursement payment deadline is missed.

[7] A .027 percent 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.

[8] 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.

[9] 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 or her student account. All tuition, fees, and room and board charges (when applicable) are due by the first day after the add/drop period of the term or session unless the student is eligible for and has chosen one of the installment payment options listed in the following section. Students who 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 or 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 received by the Student Accounts Office by the due date.

In compliance with the Family Educational Rights and Privacy Act (FERPA), 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 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 US bank in US 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 using the "Make a Payment" link.

Paper checks should be made payable to Pepperdine University and must include the student's name and university-issued identification number. These checks can be dropped off at the Student Accounts Office at the West Los Angeles Graduate Campus or at OneStop 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 by 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 academic advisor or program administrator in the Student Services Office. 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 or session. 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 and the student is enrolled in an eligible program, 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. Programs, sessions, or courses that do not follow the full-term schedule may not be eligible for payment plan options. For questions regarding eligibility, please contact the Student Accounts Office.

Finance charges will be applicable to each installment payment that is not received by the University by the due date and will accrue daily until the past due balance is paid in full. 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 prior to future registrations and advance registrations.

If an installment payment option has been requested but the student would like to change or cancel the option, a written request from the student's Pepperdine email account must be received by the Student Accounts Office by the last day of the add/drop period. No changes to the installment payment options will be made after the last day of the add/drop period.

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 schedule. All other charges are due on or before the due date listed on the student's WaveNet online account. A nonrefundable 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.
Second installment due: 30 days from first installment payment due date.

Spring Term
First installment due: on first day after the add/drop period.
Second installment due: 30 days from first installment payment due date.

Summer Term
First installment due: on first day after the add/drop period.
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 WaveNet online account. A nonrefundable service charge per term will be added to the student account and due with the first payment. The three-payment option is not available for the online psychology master's programs.

Three-Payment Option Payment Due Dates
Fall Term
First installment due: on first day after the add/drop period.
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.
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.
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 Student Accounts Office on or before the due date to avoid a $50 late payment fee and finance charges at .027 percent 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 Student Accounts Office by the first day of the term. The Company Reimbursement Agreement form may be

obtained by contacting the Student Accounts Office or downloading it from the internet at **community.pepperdine.edu/gsep/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 his or her place of employment; experiences a change in company policy; withdraws from a term; or the form only covers a specific year, term, 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 percent 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 term that assure ultimate payment of all charges.

Company Reimbursement Payment Option Payment Due Dates

Fall	Spring	Summer
January 15	May 15	September 15

Students enrolled in the online psychology master's programs may have different company reimbursement due dates as a result of the four-term academic structure. Please contact the Student Accounts Office for the due dates.

Penalties on Delinquent Balances

The online student account serves as the official student "bill." The account will be updated automatically with every charge or 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 appropriate arrangements for payment to be received by the due date. Finance charges accrue daily at a rate of 0.027 percent per day on past due balances. To avoid finance charges, 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 or session. 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 in the term between the initial registration and 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 10 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. If the student's financial aid is adjusted and the student account has a balance owed, the student is responsible for the remaining balance. For more information regarding financial aid adjustments due to a withdrawal or leave of absence, please refer to "Changes in Financial Aid Due to a Leave of Absence or Withdrawal" in this section of the academic catalog or visit the website at **gsep.pepperdine.edu/admission/financial-aid**.

Federal Student Loans

If a student plans to use 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, an 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

Tuition Refund Policy

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 GSEP Student Services Office or 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 GSEP Student Services Office or the Office of Student Information and Services in Malibu 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 or session, if all classes are dropped after the initial registration through the last day of the add/drop period for the term or session, 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[10]
Through the second week[11] of the term*..75%
Through the third week[11] of the term* 50%
Through the fourth week[11] of the term*..25%
After the fourth week[11] of the term*...0%

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.

Does not apply to the online psychology master's programs or to GSEP courses that do not span the entire 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. Please see below for the refund schedules that apply during the psychology Summer sessions I and II and the online psychology programs.

Psychology Summer Session I

April 27, 2020–May 1, 2020......................100% less $150 withdrawal fee[10]
May 2, 2020–May 5, 2020..75%
May 6, 2020–May 8, 2020..50%
May 9, 2020–May 12, 2020 ....25%
May 13, 2020–June 12, 2020 ....0%

Psychology Summer Session II

June 15, 2020–June 19, 2020 ....100% less $150 withdrawal fee[10]
June 20, 2020–June 23, 2020...75%
June 24, 2020–June 26, 2020...50%
June 27, 2020–June 30, 2020 ....25%
July 1, 2020–July 31, 2020..0%

Online Psychology Programs Refund Schedule

Through the add/drop period......................100% less $150 withdrawal fee[10]
Through the second week of the term...75%
Through the third week of the term...50%
Through the fourth week of the term..25%
After the fourth week of the term..0%

The states of Oregon and Maryland have different refund schedules. Please contact the Student Accounts Office for additional information.

Refunds

Credit balances resulting from financial aid will be processed automatically after the add/drop period 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 may sign up online for direct deposit with their bank information. Students who do

[10] *The $150 withdrawal fee will be applied if all courses in the term are dropped during this time period.*

[11] *A week is a regular calendar week within a term calendar.*

not sign up for direct deposit will be issued a check that will be mailed to the local address the student provided online through WaveNet.

To receive a refund for any 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 the student's Pepperdine email account or in person through the Student Accounts Office.

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 10-day waiting period before the funds may be returned.

If the student receives a refund and the financial aid is adjusted after, causing a balance owed on the student's account, the student is responsible for repaying the University the difference (paying any balance owed on the account). Any balance owed caused by the financial aid adjustment will begin to accrue finance charges immediately, and holds will be placed on the account until the balance is paid in full.

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.

Students applying for financial aid should be aware that financial aid awards are not applied to their charges until the start of the term. Students who need help determining the amount to pay should contact the Student Accounts Office for assistance.

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 federal loans or need-based grants and scholarships, students must submit a Free Application for Federal Student Aid (FAFSA) to the United States Department of Education. The FAFSA can be completed online at **fafsa.gov**. Forms and information can be obtained by contacting the Financial Aid Office at (310) 568-5775 or **gsep.pepperdine.edu/admission/financial-aid**.

Financial aid applications must be submitted by returning students by May 1 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.

Enrollment Requirements

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.
- Half-time status: enrollment in 3 units per term.
- Enrollment in a dissertation course or PsyD doctoral internship constitutes full-time status (loans only).
- Enrollment in a dissertation completion course (ED 792 or PSY 801) does not count toward minimum eligibility requirements for financial aid.
- Enrollment in a comprehensive examination course constitutes full-time status (loans only).
- Enrollment in clinical practicum and fieldwork courses constitutes half-time status.
- Enrollment in nondegree coursework does not count toward minimum eligibility requirements for financial aid.

Satisfactory Academic Progress Requirements

The student must maintain Satisfactory Academic Progress (SAP) at Pepperdine University in order to remain eligible for financial aid (see individual program descriptions for details). A student is eligible to receive federal aid for as long as he or she maintains continuous enrollment at a minimum of a half-time student (i.e., 3 units each term) and meets the qualitative and quantitative requirements listed below. In addition, a student may receive aid only for courses that count toward his or her degree. Once all degree requirements have been met, the student cannot receive further aid for that degree/program.

- Qualitative Requirement: A student must maintain a cumulative grade point average (GPA) of 3.0 or above.
- Quantitative Requirements: The maximum time frame in which a student may complete a program is seven years for master's degrees and eight years for doctoral degrees. Additionally, a student must demonstrate progress toward his or her degree by completing at least 67 percent of the total attempted units every term.

Note: Units for the following grades are not counted toward a student's GPA calculation but are counted as attempted credits when calculating pace:

- "I" (Incomplete)
- "F" (Failure)
- "W" (Withdrawal)
- "R" (Repeated classes)
- "UW" (Unofficial Withdrawal, including start-overs)

A student who does not meet SAP requirements will be placed on a warning status for the subsequent term during which he or she is still eligible for aid. If after the subsequent term the student continues to not meet all SAP requirements, he or she will be considered ineligible for financial aid. All aid due after the term in which eligibility is lost will be cancelled.

If a student has been disqualified from receiving financial aid, he or she has the right to appeal by filing a petition. Petitions can be approved only if poor progress was caused by illness, a death in the immediate family, or serious hardship. The petition must be submitted in writing, with supporting documentation, and will be reviewed by the Financial Aid Office. Filing a petition does not ensure approval of that petition. Petitions may be granted on condition or denied. The student is required to seek academic advisement as part of the petition process. The Financial Aid Office will notify the student of the decision in writing. A student whose SAP petition has been approved is placed on SAP probationary status. The student must comply with the terms and conditions that are set forth in the approved petition.

When a cumulative GPA of 3.0 has been achieved and the required number of units has been completed, the student may reapply for financial aid for the subsequent award period. Reinstatement of financial aid eligibility is not retroactive.

Student Loans

Those who qualify for federally based aid may borrow money for school through the Federal Direct Loan program. Graduate students may borrow up to $20,500 each academic year in Federal Direct Unsubsidized Stafford Loan funding (students in the PsyD program may borrow up to $33,000 each academic year). Students must be enrolled at least half-time in order to be eligible to receive federal loan funding. The total amount of loan funding that a student is awarded and accepts will be divided evenly among the number of terms of enrollment throughout the academic year. Direct loan funds, minus the origination fee, are disbursed through the school at the beginning of each term. Interest accrues while the student is enrolled in school[12]. If enrolled in an eligible program at least half-time, borrowers may defer payment of the principal and pay the interest only or they may defer payment and have the interest charges added to the principal balance

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[12] *Federal interest rates and loan origination fees are subject to change. Please see* **gsep.pepperdine.edu/admission/financial-aid/loans** *for the most current rates.*

(capitalized). Loan repayment begins six months after the student ceases to be enrolled at least half-time.

Students in need of additional funding for tuition and/or living expenses may apply for a Federal Direct Graduate PLUS Loan or a private educational loan. The Federal Direct Graduate PLUS Loan, minus the loan fee, is disbursed through the school at the beginning of each term. Interest accrues while the student is enrolled in school.[12] This loan requires credit approval from the Department of Education and is generally available to students who do not have adverse credit. Private educational loans offered by financial institutions are available to students with good credit or with a creditworthy cosigner. Many private lenders offer loans with both variable and fixed interest rates.

All loans must be coordinated with other aid and may not exceed the student's total cost of attendance. For additional information regarding Unsubsidized Stafford Loans, Graduate PLUS Loans, and private educational loans, please visit the website at **gsep.pepperdine.edu/financial-aid/ assistance**.

Graduate School of Education and Psychology Colleagues Grants

The Graduate School of Education and Psychology offers annual assistance to students in the Doctor of Psychology and Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format programs. Qualified students are generally awarded funds not to exceed 25 percent of tuition costs. All grants are awarded on the basis of financial need. For additional information, please visit the website at **gsep.pepperdine.edu/admission/financial-aid/assistance/grants**.

Pepperdine Scholarships

The Graduate School of Education and Psychology offers an extensive list of scholarships provided by the University and through the generosity of donors. Awards are made based on a variety of criteria, including academic merit, financial need, specific academic programs, and the promotion of cultural diversity at the school. The scholarship amounts, criteria, requirements, and application deadlines are posted on the GSEP scholarship web page at **gsep.pepperdine.edu/admission/financial-aid/scholarships**.

Pepperdine Scholarship Policies
- **100 percent online** (Psychology@Pepperdine) students are not eligible.
- **Full-time Status:** The student must be enrolled full-time (6 units or more) in order to receive the scholarship. If the student does not enroll at full-time status (fewer than 6 units), he or she forfeits eligibility. The scholarship is not put on hold for any additional term. Please note: Any adjustments to awarded amounts will be at the University's discretion.
- **Tuition-Specific and Non-Renewable:** These scholarships are tuition-specific and are awarded only once. These scholarships cannot be

refunded for cash value.

Exception: The Endowed GSEP Fellows Fund, GSEP Endowed Faith/
Missions Fellowship, GSEP Diversity Scholarship, Evelyn B. Blake
Scholarship, and City Year University Partnerships Program are eligible
for renewal.

- **Satisfactory Academic Progress (SAP) Requirement:** A student
must maintain a cumulative grade point average (GPA) of 3.0 or above
and cannot exceed the maximum time frame in which a student may
complete a program. Additionally, the student must demonstrate
progress toward his or her degree by completing at least 67 percent of
the total attempted units every term. A student who does not meet SAP
requirements will be placed on a warning status for the subsequent
term, during which he or she is still eligible for the scholarship. If
after the subsequent term the student continues to not meet all SAP
requirements, he or she will be considered ineligible for the scholarship.

- **Withdrawals and Leaves of Absence:** If a student withdraws from the
program or the term, the scholarship will be revoked. If a student takes
a leave of absence, the scholarship will be revoked.

- **Applicable Terms:** The scholarship will be divided equally between the
student's terms of enrollment for the applicable academic year.
Exception: If a student is admitted in the Summer term and receives a
scholarship, the scholarship will be divided into four terms beginning in
the Summer term and ending in the next academic year's Summer term.

  These scholarships can be combined with other scholarships except
for federal and institutional military scholarships/benefits and athletic
scholarships. Students receiving third-party scholarships will require
further approvals.

- **The Financial Aid Office** awards the scholarship in coordination with
all other financial aid. If the awarding of the scholarship produces an
over-award, federal student loans will be reduced first; the scholarship is
disbursed to the student's account at the start of the term.

- **Acceptance:** Students are required to acknowledge the Offer of
Financial Aid on the student portal, indicating their acceptance of the
scholarship.

Pepperdine Scholarships for New Students

A new student, for GSEP Pepperdine scholarship purposes, is defined as a
student in a new program in his or her first term at Pepperdine University's
Graduate School of Education and Psychology. Note: Transfers from a GSEP
Doctor of Education (EdD) program to the GSEP Doctor of Philosophy in Global
Leadership and Change (PhD) program are not considered new students.

The following scholarships are for new students:

- City Year University Partnerships Program
- Education for Life Scholarship
- Give-a-Gift-of-Education Scholarship

- GSEP Diversity Scholarship
- Kick Start Scholarship
- Merit Scholarship

In addition to the above policies, the following policies apply to Pepperdine scholarships for new students:

- Students who request a deferral will be allowed to defer these scholarships only once, for the next available term within the deferral limit, after which this scholarship will be revoked. City Year University Partnerships Program recipients are eligible for a one-year deferral should they decide to serve with City Year before starting their program.

- These scholarships (excluding GSEP Diversity Scholarship and the Merit Scholarship) can be combined with other new student scholarships with the exception of the Colleagues Grant.

  - The Merit Scholarship cannot be combined with any other new student scholarships with the exception of the Give-a-Gift-of-Education Scholarship. The Merit Scholarship for the Doctor of Philosophy in Global Leadership and Change program cannot be combined with any other new student scholarships.

  - The GSEP Diversity Scholarship cannot be combined with the other scholarships listed above.

- Please note that the Merit Scholarship is not available for the MA in Clinical Psychology with an emphasis in Marriage and Family Therapy: Daytime Format or the Doctor of Psychology in Clinical Psychology programs.

Pepperdine Scholarships for Continuing Students

For GSEP Pepperdine scholarship purposes, continuing students are defined as students presently enrolled at Pepperdine University's Graduate School of Education and Psychology in their second term or more in the same academic program. Exceptions apply to students transferring from a GSEP Doctor of Education (EdD) program to the Doctor of Philosophy in Global Leadership and Change (PhD) program.

The following scholarships are for continuing students:

- Benjamin M. Bendat Endowed Scholarship
- Chester H. McCall Endowed Scholarship
- Chiang Kai-Shek Scholarship
- Danhakl Family Foundation Fellowship
- Diana Hiatt-Michael Endowed Scholarship
- E. V. Pullias Endowed Scholarship
- Glen and Gloria Holden Scholarship
- Harry and Izelle Shafer Scholarship
- J. McDonald and Judy Williams GSEP Scholarship
- John and Rebecca Barton Scholarship
- Linda M. Gage AWP Endowed Scholarship
- Marco Garcia Memorial Fellowship

- Mattie Chissell Memorial Scholarship
- Michael Y. F. Chau Scholarship
- Olaf H. Tegner Endowed Scholarship
- Pepperdine Black Alumni Council Scholarship
- Randy Clark Endowed Scholarship
- Sally Edwards Endowed Scholarship
- Urban Fellows Grant

Pepperdine Scholarships for New and Continuing Students

The following scholarships are for new and continuing students:

- Evelyn B. Blake Scholarship
- GSEP Endowed Board of Visitors Scholarship
- L. A. Sheriff's Department University Partnership
- The Endowed GSEP Fellows Fund
- The GSEP Endowed Faith/Missions Fellowship

Assistantships[13]

Full-time students (enrolled in at least 6 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 19 3/4 per week. The positions start at $14.75 per hour.

Graduate Assistantship—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 **community.pepperdine.edu/gsep/student-services/student-employment** or may call GSEP Student Employment at (310) 568-2373.

Research Assistantship—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.[14]

Teaching Assistantship—Students assist faculty members with tutoring students, arranging for guest speakers, and other instructional activities. Interested students should contact faculty members directly.[14]

Changes in Financial Aid Due to a Leave of Absence or Withdrawal

Federal Funds

Financial aid programs created by the federal government are called Title IV funds and include the Stafford Loan and Graduate PLUS Loan.

Title IV funds are awarded with the understanding that the student will attend school for the entire period for which the assistance was offered. However, should students need to take a leave of absence or withdraw, they

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[13] See **community.pepperdine.edu/gsep/student-services/student-employment** *for more information.*

[14] See the "GSEP Administration and Faculty" section of this academic catalog for faculty research and teaching interests.

may no longer be eligible for the full amount of Title IV funds awarded to them. Federal law requires that the Financial Aid Office determine at what point Title IV funds will cease to be made available once the students' enrollment has ended, and any unearned funds will be returned to the federal financial aid program. There is no relationship between this process and how GSEP determines what students will be charged when they take a leave of absence or withdraw.

Pepperdine Grants and Scholarships

Eligibility for Pepperdine funding is dependent on full-time enrollment in regular coursework. If students withdraw or take a leave of absence prior to completing 60 percent of the term, their Pepperdine funding will be cancelled.

What to Do Should Students Decide to Take a Leave of Absence or Withdraw

A student who decides to withdraw from all classes for the term or withdraw permanently from the University must notify the education or psychology academic advisor or program administrator in writing using the Pepperdine email account. The withdrawal date will be determined as the earliest date that GSEP is aware the student stopped attending all classes.

How Students' Financial Aid is Adjusted

The federal government provides financial aid offices with a schedule that is used to determine how much of the Title IV funds students have earned if they take a leave of absence or withdraw.

The Financial Aid Office will determine what amount will be returned to the federal program based on the date the student notifies his or her academic advisor or program administrator that he or she wishes to withdraw, thus beginning the withdrawal process. If students have completed 60 percent or less of a given term, the Financial Aid Office uses the schedule provided by the federal government to determine the refund. If students have completed more than 60 percent of a term, they are considered to have earned 100 percent of their Title IV funds for that term.

For example, if students take a leave of absence after completing 40 percent of a term, they are then eligible to keep 40 percent of their federal funds, and the remaining 60 percent of the federal funds will be returned. The federal government requires that refunds be returned in the following order:

Unsubsidized Federal Stafford Loans
Federal Graduate PLUS Loans
TEACH Grant

For more information, please contact the Financial Aid Office at (310) 568-5775 or **gsepfaid@pepperdine.edu**.
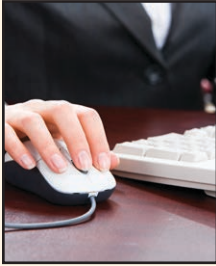
STUDENT

SERVICES

Counseling Services

Academic and Program Counseling Services

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 academic advisors or program administrators 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 an advisement appointment whenever they have questions regarding their academic program. In addition, students may obtain valuable information from program handbooks and resources on the GSEP website.

Academic Program Advisement

Each student is assigned an education or psychology academic advisor or program administrator to assist with completing degree requirements. Students are encouraged to maintain close contact with their academic advisor or program administrator to ensure successful completion of their enrolled program.

Only those courses completed according to the requirements listed in the academic catalog may count toward the degree. One of the most important academic tools, in addition to personal contact with the academic advisor or program administrator, is the academic catalog. All requirements outlined in the academic catalog for each program must be completed in order to earn the degree. It is the responsibility of each student to become thoroughly familiar with the academic catalog in order to be sure that all degree requirements are met.

Alcohol and Drug Counseling Services

Confidential counseling and treatment are available to students who have problems related to alcohol or drugs. Details about the Substance Abuse Policy can be found at **pepperdine.edu/studentcodeofconduct**.

Community Counseling Clinics

Pepperdine University's Graduate School of Education and Psychology maintains three on-campus counseling clinics at the West Los Angeles, Encino, and Irvine Graduate Campuses. Each clinic provides comprehensive psychological services to the general community. Psychological services offered include individual, couples, and family psychotherapy; psychological assessment for clinic therapy clients; and assistance and support in examining vocational issues. Services are provided by Pepperdine doctoral- and master's-level student therapists under the supervision of licensed psychologists and licensed mental health professionals. The clinic staff is

committed to providing high-quality, individualized counseling within a supportive and accepting environment.

General Services

Accommodations 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 accommodations should contact the Office of Student Accessibility before their academic program begins. Upon verification of the student's disability, the Office of Student Accessibility 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 guidelines, students will be required to submit complete documentation before accommodations may be granted.

Students who are registered with the Office of Student Accessibility will receive accommodation letters that they may provide to faculty to verify their accommodations. Registered students must request accommodations each term through the submission of a completed Service Request form. Students are expected to be in close communication with professors and the Office of Student Accessibility regarding the implementation of accommodations.

Inquiries should be addressed to the Office of Student Accessibility at (310) 506-6500. Please visit the website at **pepperdine.edu/student-accessibility** for further information regarding documentation guidelines, office forms, and resources for students.

Athletic Events and Facilities

Individuals possessing valid Pepperdine identification cards will have free admission to all home athletic events. Pepperdine's National Collegiate Athletic Association (NCAA) Division I athletic programs boast a rich history with 9 NCAA national championships, 290 All-Americans, 48 Olympians, and almost 200 conference titles. Students with valid Pepperdine identification cards are eligible to receive entry and exit giveaways, subject to availability.

Additionally, individuals possessing valid Pepperdine identification cards have access to use athletic facilities during specified times. Facilities include tennis courts, a basketball court, a swimming pool, and a running track. 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 GSEP Career Services team operates from an innovative model of career education and holistic career counseling for today's rapidly changing workforce. Services include helping individuals clarify their purpose and build lifelong employability skills in order to strengthen their personal brand and prepare for career advancement. Students and alumni have access to career counseling as well as virtual self-marketing consultations for resume/curriculum vitae (CV) and cover letter customization assistance, interview preparation and practice, and industry-specific employment search strategies. Career Services hosts relevant career development programs, providing career exploration and networking opportunities with alumni and industry leaders as well as prospective employers. Grounded in a postmodern theory called career construction, Career Services helps students and alumni construct their career narratives through life design counseling as well as provides them with the tools and strategies to become competitive in today's job market. GSEP uses Handshake as its official career portal—a modern career management platform that provides students and alumni with access to over 300,000 employers globally as well as career resources and events. For more information, contact Career Services at **gsep.careerservices@ pepperdine.edu** or (310) 568-5666.

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 at the following locations:

Calabasas	(818) 702-1000
Encino	(818) 501-1614
Irvine	(949) 223-2510
Malibu (Drescher Graduate Campus)	(310) 506-4029
West Los Angeles	(310) 568-5688

Degree Audit Report

The Degree Audit Report (DAR) is a personalized record of the student's degree plan and an analysis of the academic progress of the student based on the academic catalog requirements for a degree. Enrolled courses, completed courses, course substitutions, transfer credits, and waived courses are

reflected in the report. The DAR is available to students and faculty members through WaveNet and serves as an essential advising tool and degree tracker.

Dissertation Support

Dissertation support is provided to students to assist with the dissertation process and the Graduate and Professional Schools Institutional Review Board (IRB). The Graduate School of Education and Psychology requires the use of American Psychological Association (APA) format for dissertation manuscripts. All dissertations must go through the APA format clearance process prior to publication and degree posting. For more information, please visit **community.pepperdine.edu/gsep/dissertation**.

Email Communication

Every Pepperdine University student is provided with a Pepperdine email account upon enrollment, ending with "@pepperdine.edu." The University and school administration depend upon these email accounts to disperse critical announcements and important news. Students will be held responsible for all information sent to this account by the faculty or administration, and sending an email to this account will at all times serve as official notification regardless of whether the student reads a specific email or otherwise maintains the account. Not having read a specific email or not reporting technical problems with an account will not be considered a justifiable reason for nullifying this notice provision. Students are required 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, approximately 5:30 PM to 8:30 PM. 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.

Health Insurance

The university requires that all students have a US-based health insurance plan. To meet this requirement, each academic year all GSEP students registered on the Malibu campus, both domestic and international, including those studying abroad, are required to provide either proof of a US-based health insurance plan through the online waiver system OR enroll in the Student Health Insurance Plan (SHIP). It is highly recommended that all Malibu-attending students purchase a health insurance plan that includes local care close to Malibu. If students choose not to enroll in SHIP, it is mandatory they provide proof of a US-based health insurance plan each academic year through the online waiver system.

Nondegree and exchange students are not required to provide proof of health insurance coverage and are not eligible to purchase SHIP. Students registered on other campuses are required to carry health insurance but are not required to provide proof. These students are not eligible for SHIP and may find information on the state exchange at **healthcare.gov** if seeking coverage.

F-1 international students on other campuses are eligible to purchase SHIP by calling USI Insurance Services at (800) 853-5899 and paying for enrollment by credit card over the phone.

Students graduating in April who were enrolled in SHIP during that Spring semester and students graduating in December who were enrolled in SHIP during that Fall semester will have the option to enroll in an additional term of SHIP by calling USI Insurance Services directly at (800) 853-5899 and making payment by credit card by the enrollment deadline. For more information and to view the SHIP brochure, visit **community.pepperdine. edu/healthcenter/insurance**.

For additional questions about SHIP, contact USI Insurance Services at (800) 853-5899.

To access the online waiver system, visit **studentinsurance.usi.com/Pep/ pepperdine**.

Housing Assistance

Pepperdine provides online resources to students seeking 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 students on the GSEP website at **gsep.pepperdine.edu/student-resources/services/housing**.

Information Technology

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

Information Technology staff members are available to provide technology assistance. Students may visit **community.pepperdine.edu/it** and select "Student" for self-help guides and support information. In addition, students may contact the Pepperdine IT Service Desk for 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." Details are included in the "Regulations and Legal Notices" section of this academic catalog and are published on the Information

Technology website at **community.pepperdine.edu/it/security/policies/ usagepolicy.htm**. Information about all Information Technology services is available at **community.pepperdine.edu/it**.

International Student Services

The Office of International Student Services (OISS) is located on the Malibu campus. The Form I-20, Certificate of Eligibility for Nonimmigrant Student Status, is issued by the OISS to admitted students who intend to study in the United States while in F-1 student visa status. Communication will be sent from the OISS to students who have submitted their intent to enroll form and deposit with instructions on how to request the Form I-20 and apply for an F-1 student visa or maintain their current F-1 status. Within one week of their arrival on the campus, F-1 students must log into the OISS portal and submit documents specified in the Mandatory Arrival Report form in order to be considered lawfully present in the United States.

International students who intend to enroll at Pepperdine University while maintaining a nonimmigrant visa status other than the F-1 visa status must provide documentary evidence of their visa status. The OISS hosts and partners with resources across the University to offer programs and activities to assist students in achieving success in their academic and social transitions. The OISS also provides information and advising on government regulations, employment, tax requirements, and other matters necessary for compliance and maintenance of lawful visa status in the United States. Health and accident insurance coverage is mandatory for all international students. For more information, call (310) 506-4246.

Library Services

Students, faculty, staff, and alumni of the Graduate School of Education and Psychology are served by five libraries: Encino, Irvine, West Los Angeles, and two on the Malibu campus. In addition to the print collection, the library system also provides access to an extensive number of government documents, electronic books and 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. Payson Library, located on the Malibu campus, is the largest physical library facility. It houses the Government Information Center and the Special Collections Department. Payson Library is a US 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. Specialized lending services are available to accommodate students enrolled in distance programs. In

addition, Pepperdine librarians provide virtual and 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. Reference assistance is additionally available via chat, email, and texting. These services and more are described on the Pepperdine Libraries' website at **library.pepperdine.edu**.

Library resources are described and may be accessed through the Pepperdine Libraries' website or WaveNet at **wavenet.pepperdine.edu**. Access to the electronic databases and interlibrary loan requires authentication as a current faculty or staff 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.

Parking

West Los Angeles Graduate Campus students may purchase a cardkey parking pass per term, which allows unlimited parking from 8 AM to 11 PM, Monday through Friday, and 7:30 AM to 6 PM, Saturday.

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

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

The Calabasas Graduate Campus and Drescher Graduate Campus in Malibu offer free parking.

Pepperdine Community

Community.pepperdine.edu is an internal site designated to provide information to current students, staff, faculty, and alumni. It includes instructions to guide students through WaveNet and important information to keep users updated at the Graduate School of Education and Psychology.

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.

Records and Enrollment

Records and Enrollment maintains accurate student records and assists students with registration for classes. Students are highly encouraged to meet with an academic advisor or program administrator upon entering their program and meet regularly to discuss class scheduling each term. Registration information is emailed to students each term, informing them of their assigned "enrollment appointment" for the upcoming term and reminding them to clear all registration holds before registration begins.

Student Health Center

The Student Health Center (SHC) is committed to providing high-quality, low-cost health care to the diverse community of students. Its primary focus is to keep the students healthy by providing preventative care, providing timely treatment of disease, and making appropriate referrals when necessary. It emphasizes health education and aims to provide care in a confidential, respectful, and safe environment. The SHC staff encourages honest, open communication and dedicates themselves to perpetuating the wellness of the whole being—mind, body, and spirit.

The SHC functions similarly 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, immunizations, labs, in-house testing, nutrition, and massage therapy. In addition, the SHC offers specialized clinics such as flu vaccination, travel medicine, allergy, and STI testing. All information reported at the health center is confidential and protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), which protects the disclosure of health information.

The SHC strives to keep costs at a minimum, and insurance companies often reimburse a portion of these costs. Students may make payments at the SHC with cash, personal check, or charge their student account. At the conclusion of their appointment, they receive a super bill to submit to their insurance company for reimbursement.

Students seeking a referral to an off-campus medical provider are encouraged to contact their insurance company for referral information to receive the most benefit from their coverage. Students enrolled in the Student Health Insurance Plan (SHIP) must first be seen at the SHC to be referred to an outside specialist.

All registered students have access to the off-site Pep-RN Nurse Advice Line 24 hours a day, seven days a week by calling (800) 413-0848. Staffed with registered nurses, the nurse line can help students determine if they need to seek medical care, understand their medications or medical procedures, or learn ways to stay healthy.

Students can make appointments at the Student Health Center by calling (310) 506-4316, option 3. The SHC encourages appointments and works walk-ins into the schedule whenever possible, with priority given to

scheduled appointments and emergencies. Hours of operation are Monday through Friday, 8 AM to 5 PM. For more information, visit **community. pepperdine.edu/healthcenter**.

Tech Central

Tech Central is Pepperdine University's student tech support center, offering hands-on technology support for all students. Tech Central is located on the Malibu campus. Students may contact Tech Central at (310) 506-4811 or by email at **TechCentral@pepperdine.edu**. For more details about services, hours of operation, and self-help information, please visit **community.pepperdine.edu/it** and select "Student."

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, bookstore, 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 ensure 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. For more information, call (310) 506-4562 or email **corniche@pepperdine.edu**.

University Card Services

Students are able to use their student identification cards for the purchase of photocopies and printing on campus or for food and beverages from dining locations on the Malibu campus. There is no charge for a student's first identification card. The fee to replace lost or stolen identification cards is $15.

One Card Web Deposit at Pepperdine University is an online service designed to provide students with the convenience of adding money to their campus identification cards anywhere and anytime. Students or guests can add money to campus card accounts online with a credit or check card. Deposits made online are secure and accounts are updated immediately. The website allows card holders to view their account balance or transaction history and report a lost or stolen card. Students may log on to the One Card Web Deposit site at **webdeposit.pepperdine.edu**.

Use of Data for Evaluation Purposes

The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide information

to help improve the quality of the educational experience provided to students. They are also required by accrediting bodies, such as the Western Association of Schools and Colleges (WASC), to make decisions as to whether GSEP can maintain its accredited status. The data in the archive may include (1) information provided on the Application for Admission; (2) surveys that are administered at different stages of matriculation; (3) coursework such as papers, examinations, and exercises; and (4) other relevant academic data and records such as grade point averages. The data entered into the archive are de-identified, 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 "Veterans Information" in the "Regulations and Legal Notices" section of this academic catalog.

WaveNet

Wavenet.pepperdine.edu is the link to Pepperdine's student system portal. Through the use of WaveNet, students can access email, enroll in classes, view their grades, email their academic advisor or program administrator, request enrollment verification and transcripts, access the courses site, and much more.

Writing Support

Writing support is available to all GSEP students seeking guidance and tutoring on class projects, papers, and dissertations. Support is provided through face-to-face and virtual consultations, webinars, in-class presentations, written feedback, and a variety of resources. For more information, visit the writing support web page at **community.pepperdine. edu/gsep/writing-support**.

Alumni-Student Relations

The Pepperdine Alumni Association membership is over 120,000, connecting alumni, students, parents, faculty, and staff from all the Pepperdine schools: George Pepperdine College/Seaver College, Graduate School of Education and Psychology, Pepperdine Graziadio Business School, School of Law, and School of Public Policy. The association helps Pepperdine provide valuable benefits and engagement programs to its alumni. Membership is free. For more information about the benefits and programs, visit the alumni website at **pepperdine.edu/alumni** or call (310) 506-6190.

Alumni are encouraged to become active members of the association. There are many ways to help one's alma mater and school: volunteer, mentor, refer potential students, wear Waves gear, attend social/professional events, and make a small annual gift. Every gift counts—alumni giving is an important metric in national rankings.

Alumni and students also have access to an exclusive online Pepperdine community called PeppConnect, which provides opportunities to connect with other Pepperdine students and alumni. On PeppConnect alumni can join the GSEP group to post or apply for career opportunities and also find out about upcoming events. PeppConnect is available online at **connect.pepperdine.edu**.

In addition to the Pepperdine Alumni Association, the Graduate School of Education and Psychology Office of Alumni Relations focuses on the specialized needs and professional interests of its 26,000 alumni working in the fields of education and psychology. The mission of GSEP's Office of Alumni Relations is to add to the value of a Pepperdine professional degree and to strengthen the University by connecting, supporting, and celebrating GSEP's alumni, students, faculty, and staff. A current list of all alumni benefits can be viewed online at **gsep.pepperdine.edu/alumni**.

GSEP's Alumni Relations Office communicates monthly with alumni via an electronic newsletter, sharing details of events and opportunities to network and socialize. Most importantly, the GSEP Alumni Relations Office serves as a resource so that alumni remain connected to the communities of practice they joined while completing their graduate-level academic programs. Throughout the year, GSEP sponsors events to foster connections between alumni, faculty, and students. For current information about GSEP events, visit **gsep.pepperdine.edu/events/calendar**.

The success of GSEP's alumni is a source of pride that GSEP shares by publishing class notes via the website, social media, annual reports, or other University publications. The GSEP Alumni Relations Office encourages alumni to inform the office of important developments such as career promotions, publication of books or articles, educational achievements, changes of address, or name changes. Professional updates from graduates and current students help GSEP identify prospective panelists, mentors, and candidates for leadership roles. After graduation, alumni may update their personal information at **pepperdine.edu/alumni/connect/update.htm**, by contacting the GSEP Alumni Relations Office at (310) 568-5649, or by emailing **gsepalum@pepperdine.edu**.

The Colleagues

The Colleagues is 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, make available networking and professional growth opportunities for alumni and students of GSEP, and enhance the value of all degree programs through strategic development projects. Colleagues members include alumni, students, friends, and Pepperdine faculty and staff. For more information about the Colleagues, call (310) 568-5649 or visit **gsep.pepperdine.edu/alumni/colleagues**.

Student and Alumni Scholarly Activities

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

Education

Africana Students of Psychology and Education Association

The Africana Students of Psychology and Education Association (ASPEA) of Pepperdine University is an academic and professional organization of African American psychology and education students dedicated to improving opportunities in the areas of mental health and education. The purpose of the association is to support, guide, and direct African American students in academic, professional, and social endeavors.

California Association for Bilingual Education

The 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.

Psychology

Africana Students of Psychology and Education Association

The Africana Students of Psychology and Education Association (ASPEA) of Pepperdine University is an academic and professional organization of African American psychology and education students dedicated to improving opportunities in the areas of mental health and education. The purpose of the association is to support, guide, and direct African American students in academic, professional, and social endeavors.

Christian Association for Psychological Studies

The Pepperdine chapter of the Christian Association for Psychological Studies meets for fellowship, service, and learning about the integration of faith and the practice of clinical psychology and marriage and family therapy. It brings together current GSEP master's and doctoral students and alumni as well as faculty and staff members from all of the campuses to help build community and support the mission of Pepperdine University.

Latino Student Psychological Association

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

Master of Arts in Psychology Outreach

The Master of Arts in Psychology (MAP) Outreach is a student organization at the Irvine Graduate Campus dedicated to fostering identity development among Master of Arts students at Pepperdine University. MAP Outreach was developed to create a unique culture for Master of Arts students by facilitating events for students to utilize one another as resources and support systems while in school. Workshops are focused on specific topics relating to master's students and include personal, professional, and educational development. MAP Outreach is a student-driven club that was created by master's students for master's students.

Multicultural Research and Training Lab

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

Pepperdine Student Association for Behavior Analysis

The mission of the Pepperdine Student Association for Behavior Analysis (PSABA) is to produce awareness of the growing field of applied behavior analysis (ABA) within the collegiate and surrounding communities. It aims to increase knowledge of the field of ABA by advising students interested in pursuing careers in ABA and participating in social networking and charitable causes within the community.

Psi Chi

Pepperdine has had an active chapter of the Psi Chi 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 9 units with a cumulative grade point average of 3.7 or higher.

PsyD Student Government Association

The PsyD Student Government Association facilitates the ongoing collaborative effort of students, faculty, and staff to continually improve the Graduate School of Education and Psychology PsyD program and keep it on the forefront of the evolving field of psychology. An annual activities fee supports events sponsored by the PsyD Student Government Association.

Research and Practice Team

The Research and Practice Team 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

Social Justice Collaborative

The Social Justice Collaborative at GSEP's Irvine Graduate Campus was developed to provide a space for students to engage in critical dialogue around sociopolitical and cultural issues impacting families and communities. The Social Justice Collaborative supports graduate-level psychology and marriage and family therapy students and trainees in fostering sociopolitical and cultural awareness and responding to issues of oppression and inequity. The Social Justice Collaborative aims to initiate

student involvement in activities that promote social responsibility; encourage students to interact in a stimulating forum; and foster the sharing of experiences, curiosities, and critiques related to multicultural issues, social inequalities, and working in diverse, underserved communities.

Spanish Language Enhancement Association for Therapists

The Spanish Language Enhancement Association for Therapists is a student-led language enhancement group.

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 academic 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 the clinical dissertation or doctoral internship are considered full-time (with the exception of ED 792 and PSY 801, the dissertation completion courses). Students enrolled only in clinical practicum and fieldwork courses are considered half-time. The recommended course load is 9 to 12 units per term, although students employed full-time are urged to enroll in 6 to 9 units per term.

Academic Credit

For all Pepperdine programs, including, but not limited to, the undergraduate, master's, juris doctorate, and doctoral levels, for each credit hour (unit) granted, students must have successfully met the academic requirements with an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in Paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The above policy is applicable to all courses offered, regardless of the mode of delivery and/or session length (e.g., full-term length, weekend mode, abbreviated term, face-to-face, hybrid, online, etc.).

Academic Dismissal

Students who are unable to meet academic program standards may be reviewed for academic dismissal from GSEP.

In addition to academic dismissals for low grades and failure to meet minimum grade point average requirements, students may be dismissed from their academic program for violating any of the University's regulations outlined in the "Regulations and Legal Notices" section of this academic catalog and outlined in the Student Code of Conduct policies at **www.pepperdine.edu/student-life/student-code-of-conduct**.

Upon academic dismissal from the University, the student will receive a letter from the Associate Dean's Office of his or her respective program. Students who wish to appeal an academic dismissal must follow the "Academic Dispute Resolution" procedures outlined in the "Regulations and Legal Notices" section of this academic catalog.

Academic Probation

At the end of each grading period, cumulative grade point averages for students are reviewed. A student who is unable to maintain a cumulative grade point average of 3.0 or greater will be placed on academic probation and will have one term in which to raise his or her cumulative grade point average to the minimum requirement of 3.0. Once the student on academic probation has reached the minimum cumulative grade point average of 3.0 or greater, he or she will be removed from academic probation. If a student is unable to raise the cumulative grade point average in the subsequent term, his or her academic progress is subject to review and may be recommended for dismissal or program continuation. In addition, any student earning a grade of "D" or "F" in a course must retake the course, earning a grade of "C-" or better before being allowed to graduate.

Students using financial aid are subject to review of Satisfactory Academic Progress (SAP). The SAP policy is noted in "Satisfactory Academic Progress Requirements" in the "Financial Information" section of this academic catalog. If students have not met the SAP requirements, eligibility of financial aid may be suspended.

Academic Program Requirements

Students may not enroll in coursework not required for the degree program which they applied to without prior departmental approval. Coursework is reserved only for students admitted to the degree program. Additionally, students may not receive federal financial aid for coursework not required for the degree program they are currently admitted to and enrolled in.

Academic Program Standards
Master's 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. In order for a student to successfully complete his or her degree, he or she must meet the academic program standards. Students must earn 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 cumulative grade point average of 3.0 or greater will be placed on academic probation and will have one term in which to raise his or her cumulative grade point average. If a student is unable to raise the cumulative grade point average in the subsequent term, he or she may be recommended for dismissal or program continuation. Successful completion of degree-required coursework requires a grade of "C-" or better. Any student earning a grade of

"D" or "F" in a course must retake the course, earning a grade of "C-" or better in order to have his or her degree awarded. Additionally, any student who receives a grade of "B-" or below requires an academic review by the program director and/or associate dean and will receive an academic warning letter.

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 preapproved remedial program, limiting the number of courses in which the student may enroll, or recommending dismissal of the student to the associate dean if the student's cumulative grade point average is less than 3.0.

While students may receive a grade below "B" in a doctoral course, they must at the same time maintain an overall 3.0 cumulative 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 or her doctoral studies.

EdD or PhD students who receive two grades lower than a "B-" or two No Credit ("NC") grades, regardless of grade point average, will be dismissed from the program and will not be able to take additional courses to increase the grade point average.

Each dissertation student and dissertation chair is 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.

Add/Drop Policy

Students are allotted a one-week grace period at the start of each term or session to adjust their class schedule. Students may choose to add or drop courses during the designated add/drop period only. Consult the "Academic Calendar" section of this academic catalog for exact dates. Adding or dropping classes may affect tuition charges and financial aid. Consult the "Financial Policies" in the "Financial Information" section of this academic catalog for details.

Classes which have reached enrollment capacity require the instructor's written approval in order to add the course. Students must submit a written enrollment request and the instructor's written approval to the education or psychology academic advisor or program administrator prior to the end of the add/drop period in order to be added to the course.

Attendance

Attendance (including virtual attendance) at every class and laboratory meeting is expected of each student. (Virtual attendance is defined as students who virtually participate in online coursework through either synchronous or asynchronous means.) Exceptions to this attendance policy are made by the instructor only, who is responsible for maintaining attendance records. An excused absence does not relieve students from responsibility for any part of the coursework required during the period of absence. Students who fail to attend the first in-class or virtual meeting are subject to an administrative drop by the instructor. Students are not permitted to attend or participate in any class in which they are not officially enrolled after the end of the add/drop period for that term. Violation of this policy is subject to academic review and may result in academic dismissal.

Commencement Ceremony

The Graduate School of Education and Psychology conducts one annual commencement ceremony in mid-May at the University's Malibu campus. Graduating students may bring an unlimited number of guests, and tickets are not required. Attendance at the commencement ceremony is expected of all graduating students. Eligibility to participate in the annual commencement ceremony is as follows:

Master's Level
- Students enrolled in education or on-campus psychology programs must complete all degree requirements by the end of the Summer (August) term.
- Students enrolled in the online psychology programs must complete all degree requirements by the end of the Spring (June) term.

Doctoral Level
- Students enrolled in an education or psychology doctoral program must complete their final oral defense by their respective division's deadline.

Course Auditing

Students may audit certain courses 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. Persons who only audit courses for a term are considered visitors during that particular term. Graduates of the University or non-Pepperdine students seeking to audit courses at GSEP must apply for admission as a nondegree-seeking student. For more information about applying as a nondegree student, please refer to the "Admission Information" section in this academic catalog.

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 academic advisor or program administrator, 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 Office. Students cannot challenge for credit any course previously audited. Students in all MA in Psychology (MAP) and MA in Clinical Psychology (MACLP) programs are not eligible to take course challenge exams.

Master's-level students (excluding those in MAP and MACLP programs) who wish to challenge a course and have not already transferred the maximum number of semester units (6) may challenge as many as 6 semester units. Students in the education doctoral programs may transfer as many as 9 semester units of doctoral-level courses and may petition to do so only during the admission process. Transfer petitions will not be reviewed after a student has begun the doctoral program. No challenge petitions will be accepted for any course in the education doctoral programs. Students who are pursuing a doctorate in psychology may challenge and/or transfer as many as 9 semester units.

Course Numbering System

Courses numbered 600–699 are available to all GSEP students. Courses numbered 700–899 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 this academic catalog.

Credit/No Credit ("CR"/"NC") Grades

A limited number of courses provide the grade of "CR" (Credit) in the event of acceptable work or "NC" (No Credit) in the event of unacceptable work. In such courses 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.

Credit Transfers

Policies for transfer of graduate work are detailed in "Transfer of Graduate Credit" in the "Admission Information" section of this academic 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 or program administrator 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 Student Accounts Office.

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 approximately 12 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 form online. Submission of the application is required for degree posting. Deadline dates to file for graduation are listed in the "Academic Calendar" section in this academic catalog.

Incomplete ("I") and In Progress ("IP") Grades

A grade of "I" (Incomplete), indicating incomplete work, may be assigned by the instructor to a student who has attended class and is currently receiving a passing grade but who, due to an emergency late in the term, fails to complete the final examination or project. The final examination or project must be completed by the end of the subsequent term, at which time the instructor will change the "I" to a final earned grade. A time period of less than one term to complete the coursework may be assigned at the instructor's request. It is the student's responsibility to discuss with the instructor stipulations for receiving a grade of "I" and ensuring a final earned grade is recorded on the transcript. An incomplete grade not changed by an instructor after one term will be defaulted to a failing grade of "F" or no credit of "NC" depending on the grade basis for the course. If a student cannot complete the coursework by the end of the subsequent term because of illness or other extenuating circumstances, the student may request in writing an extension of one additional term to complete the coursework. This request must be signed by the instructor and the associate dean and be filed before the end of the term in which the grade is due to default to a failing grade of "F" or "NC" depending on the grade basis for the course.

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 student may not continue with his or her program while five or more grades of "I" currently exist on his or her transcript. The student's progress toward completing the "I" grades will be reviewed by the program director and/or the associate dean.

A grade of "IP" (In Progress) is assigned at the end of the term only in courses that, by academic catalog definition, are allowed more than one term for completion (e.g., student teaching, clinical practicum, and internship). In order for a student to receive a passing grade, all coursework must be completed as discussed with the instructor. The instructor will then change the "IP" grade to a final earned grade. It is the student's responsibility to discuss with the instructor stipulations for receiving a grade of "IP" and ensuring a final earned grade is recorded on the transcript.

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 prior to registration through written notification to the academic advisor or program administrator in the Student Services Office. Leave of absence requests will be considered only before a student registers for the term; otherwise, it is considered a withdrawal. International students in F-1 visa status must obtain clearance from the Office of International Student Services before taking a leave of absence or withdrawing from classes.

Doctoral students who need to take a leave of absence must submit a formal petition to their doctoral concentration committee. Readmission after a leave of absence is subject to approval by the doctoral concentration committee.

Medical or Mental Health Withdrawal Policy

Students are encouraged to request a voluntary medical or mental health withdrawal when they believe their physical or mental health problems are preventing successful engagement in and completion of academic coursework, when safety is in question, or when the demands of university life are interfering with the ability to recover from or adjust to a significant physical or mental health challenge.

Students interested in pursuing a voluntary medical or mental health withdrawal may wish to discuss this option with their academic advisor or program administrator . After the voluntary medical or mental health withdrawal is approved, the person is no longer considered a student for that term. The process is as follows:

1. The student requests the medical or mental health withdrawal in person from his or her academic advisor or by official email from his or her Pepperdine email account.

2. The student must provide documentation from a licensed professional in support of the need for the withdrawal.

3. The senior director of student success (or designee) will verify the integrity of the documentation.

4. The associate dean by division or dean will review and approve or deny the request.

5. Once approved, if withdrawal takes place after the add/drop period or is retroactive, all courses from the term of withdrawal will be assigned a grade of "W." If the withdrawal occurs during the add/drop period, courses are dropped and the student receives a 100 percent refund.

6. The academic advisor or program administrator will send out a notice of the withdrawal to instructors and also email the Student Accounts Office and Financial Aid Office asking them to review the student's account for a possible credit.

   A student with an approved medical or mental health leave who has withdrawn from the entire term (all classes) and has a student account with no balance owed may be eligible for a tuition credit to be applied in a future term using the following criteria:

   A. The credit is valid only for that student and may be used only for enrollment at the Graduate School of Education and Psychology.

   B. The credit will be calculated (total tuition paid by student less grants, scholarships, and a prior GSEP Letter of Credit applied) for the term in which the student withdrew, after all tuition and financial aid adjustments have been completed. Adjustments are made based on the date of withdrawal.

   C. The credit is valid for one year beginning the term the student re-enrolls. If it is not used within that time frame, the credit expires and is no longer valid.

   D. The credit will be applied to the next term the student is enrolled in the courses from which he or she withdrew. Should the original withdrawn courses no longer be offered, the credit may be applied to equivalent courses upon approval from the associate dean by division or the dean of GSEP.

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 Deferral Policy

Students who have made a deposit may choose to defer the start of their academic program to a future term by notifying the education or psychology academic advisor or program administrator in writing up until the last day of the add/drop period for the given term. Students may defer the start of their program for up to six terms, or two years, from the term in which they were first admitted. Deferred students are subject to the current program requirements of the term to which they defer. Deferred students who do not begin their academic program for six terms from the term to which they were first admitted will be discontinued and will be required to complete a new application for future consideration by the Enrollment Services Office.

Admitted students should review the "Admission Policies" in the "Admission Information" section of this academic catalog for additional information. See "Tuition Deposits" in the "Admission Information" section of this academic catalog for details regarding tuition deposits.

Program Plan Change

A student can request to change his or her program plan through written notification to the academic advisor or program administrator. A program plan change will require approval from the program director or associate dean. A change in a program plan stipulates that the student will be required to comply with the current academic catalog requirements at the time of change. Program plan change requests must be submitted and approved by the end of the add/drop period to be effective for the current term; otherwise, the program plan change is applicable to the subsequent term of request.

Students enrolled in any of the on-ground master's programs in psychology are eligible to request a program plan change to transfer into the corresponding online program in psychology only if the student has completed no more than one academic term at the time of the request. All program plan change requests should be submitted to the director of the Psychology@Pepperdine programs for consideration.

Program Time Limits

All requirements for the master's degree must be completed within seven calendar years from the admit term in which the student begins graduate work at GSEP. Doctoral students are allotted a maximum of eight calendar years from the admit term until the time all degree requirements are complete.

Students may petition for a program extension by submitting a written request to their academic advisor or program administrator. Requests for program extensions will be evaluated on a case-by-case basis by the dissertation chair (if applicable), program director and/or doctoral committee, and associate dean by division. If approved, program extensions will be granted on a term-by-term basis. Approval of a program extension does not guarantee an extension of financial aid eligibility.

Readmission

Students who have been absent for two terms or less should contact their academic advisor or program administrator in the Student Services Office and follow the instructions to begin classes again.[1]

Students who have been continuously absent for more than two but fewer than six terms must file a petition for readmission with an academic advisor or program administrator in the Student Services Office. If readmitted, students in this category are required to comply with current program and graduation requirements.

Students who have been absent for six terms or more are required to file a new application with the GSEP Enrollment Services Office, pay the regular application fee, and be considered for readmission based upon current admission standards. These readmission applicants will be notified promptly after a decision has been made.

All students who are readmitted are responsible for clearing all their accounts, including financial 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 Enrollment Services Office and pay the regular application fee.

Registration

An official registration period is scheduled before the beginning of each term. Each student in the non-cohort programs is expected to register for classes through the online student system, WaveNet. Eligible cohort students will be automatically enrolled during the official registration period each term. 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 fee for registration after the add/drop period will apply. Students who do not complete registration properly or who fail to secure final approval from the Student Accounts Office and the Office of Student Information and Services are not considered officially enrolled and will be denied all credit for the term. A student may not attend class without being officially enrolled. Violation of this policy is subject to academic review and may result in academic dismissal.

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 a Pepperdine 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

[1]*For the purpose of this policy, GSEP has three terms per year: Fall, Spring, and Summer.*

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 "Regulations and Legal Notices" section of this academic 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 OneStop on the Malibu campus. For more information, visit the transcript-ordering website at **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 on withholding of transcripts, diplomas, and certificates under "Security Interest in Student Records" in the "Financial Information" section of this academic 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

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.[2] 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 courses will be automatically assigned a grade of "F" by the

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[2] *For sessions shorter than a regular term, the withdrawal period is noted in the "Academic Calendar" section in this academic catalog.*

instructor. Withdrawals are official only upon timely written notification to the academic advisor or program administrator. Information on registration changes of any students receiving veterans' benefits will be forwarded to the Veterans Benefits Administration whenever such changes occur.

A student who withdraws from classes will be subject to the tuition refund policies (see "Refund Policies" and "Changes in Financial Aid Due to a Leave of Absence or Withdrawal" in the "Financial Information" section of this academic catalog), and financial aid may be adjusted.

Withdrawal from Classes Due to Involuntary Military Service

Students who are involuntarily called to active military duty may withdraw from courses and the University at any time 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 percent tuition refund. No withdrawal fees will be charged.

If the involuntary withdrawal occurs during the period of a term where the grade of "I," indicating incomplete work, could be granted, students may request a grade of 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 degree completion. Pepperdine will readmit service members with the same academic status they had when they last attended the school or were accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. Students must notify the school of their military service and intention to return to school as follows:

- Notification of military service: The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances.

- Notification of intent to return to school: Students must also give oral or written notice of their intent to return to the school within three years after the completion of the period of service.

Along with a letter of intent of withdrawal, students must submit a copy of their military orders. For readmission, students must submit a copy of their discharge papers along with a request for readmission. A student's readmission rights terminate in the case of a dishonorable or bad conduct discharge, general court-martial, federal or state prison sentence, or other reasons as described in 34 CFR 668.18(h) federal regulations.

Please contact the Veterans Office for additional information at (310) 506-7999.

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 academic advisor or program administrator or the Office of Student Information and Services. 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" and "Changes in Financial Aid Due to a Leave of Absence or Withdrawal" in the "Financial Information" section of this academic catalog); and if the student withdraws after initial registration and up until the add/drop period, a $150 withdrawal fee will be assessed. Financial aid may be adjusted.

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Master of Arts in
Social Entrepreneurship and Change

The Graduate School of Education and Psychology offers a Master of Arts in Social Entrepreneurship and Change degree for professionals who wish to address major social problems such as inadequate education and health systems, entrenched poverty, environmental threats, and high crime rates through innovative, market-based 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 (locally, regionally, and globally).

Information availability and technology allows people 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, and nations throughout the globe.

The program has been designed in a blended format with 60 percent of the content offered in a face-to-face traditional classroom mode and 40 percent of the program offered through a virtual environment that emphasizes a collaborative learning design. The program will have two intensive extended weekend mode face-to-face meetings per term.

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

Students will participate in a capstone course over the last two terms of the program. Each student begins with a social enterprise concept that stirs his or her passion for a social issue, then assembles the building blocks for a convincing business plan and a formal presentation to a panel of judges.

Technology Requirements

All students entering the Master of Arts in Social Entrepreneurship and Change program are required to have a personal laptop computer that meets 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.

Program Requirements

All students entering the Master of Arts in Social Entrepreneurship and Change program are required to

- Participate and engage in teams with other cohort members and develop competencies in teamwork and team collaboration.

- Participate and engage in all face-to-face sessions on the days scheduled from 8 AM to 8 PM including field trips scheduled during the face-to-face sessions. Please note that on occasion classes may be held at a Pepperdine graduate campus near the West Los Angeles Graduate Campus such as the Malibu and Calabasas campuses.

- Participate and engage in all online synchronous sessions which may start as late as 7 PM Pacific Standard Time and last for two hours.

- Review the syllabus for each course and submit assignments, forum posts, and other work on time per the grading policy for the course.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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 support in serving others. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- 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

YEAR 1

Fall

ESEC 600	Leadership and Service	(4)
ESEC 620	Social Entrepreneurship	(4)

Spring

ESEC 610	Faith, Ethics, Diversity, and Philanthropy	(4)
ESEC 630	Creating a Compelling Vision for Change	(4)

Summer

ESEC 640	Globalization and Social Change	(4)
ESEC 670	Global Change Experience	(3)

YEAR 2

Fall

ESEC 650	Mobilizing the Diverse Citizen Sector	(4)
ESEC 660	Marketing and Public Relations for the Social Change	(3)
ESEC 691A	SEC Capstone Part 1	(1.5)

Spring

ESEC 680	Program Evaluation and Information Management	(3)
ESEC 690	Managing the Philanthropic Enterprise	(4)
ESEC 691B	SEC Capstone Part 2	(1.5)

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 guide 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 is the role a commitment to diversity and promoting social justice plays in one's 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 and 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 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 (3)

This course prepares students interested in social entrepreneurship and change to understand e-commerce, 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 students' understanding of the world. This experiential learning might include projects such as human trafficking, HIV-AIDS, educational opportunities, empowerment of marginalized women, and environmental conservation that are committed to engaging in building a more just and sustainable world.

ESEC 680 Program Evaluation and Information Management (3)

The purpose of this course is to prepare professionals to understand "impact thinking" and discern the what and how of effectively measuring impact. Through formulation of learning questions and evaluation hypotheses, students will be able to determine an approach to conducting external research. Students will understand how impact assessment links with performance management. The students will be exposed to real-life social impact evaluation through practitioners and case studies.

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 691A SEC Capstone Part 1 (1.5)

During ESEC 691A, each student conducts a feasibility study; designs a strategic framework (driving forces, vision, mission, core values, long-term goals); analyzes the size of the market and the existing competition; identifies the critical success factors for the industry; studies the uncontrollable external forces that could have a positive or negative impact (demographic, economic, technological, political, regulatory, and sociological); and creates a detailed operations plan.

ESEC 691B SEC Capstone Part 2 (1.5)

During ESEC 691B, each student develops strategic and tactical marketing plans (including a branding strategy that differentiates the enterprise from its competitors), prepares a budget and cash flow projections, chooses the most promising financing strategies, prepares a complete business plan, and delivers an oral presentation to a panel of judges and a larger audience.

Master of Arts in Teaching

The Master of Arts in Teaching program enables candidates to pursue coursework for a master's degree in conjunction with a teaching credential. The program is 34 units and is offered at the Calabasas and West Los Angeles Graduate Campuses. Not all courses will be offered at every campus each term. Pepperdine University's program reflects State Senate Bill 2042 that grants a California SB 2042 multiple subject or single subject preliminary credential. Further information is available at **ctc.ca.gov** (California Commission on Teacher Credentialing). Candidates enrolled in the SB 2042 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. This credential entitles the holder to teach a self-contained program, individually or as part of a teaching team, from preschool through grade 12. Candidates must establish subject matter competence in the broad range of school curricula and teaching topics by passing the California Subject Examinations for Teachers (CSET), which is offered regularly throughout the region by Evaluation Systems, Pearson. The Master of Arts in Teaching program at Pepperdine University requires the subject matter competence (CSET). CSET is a program and state requirement, and candidates must satisfy subject matter competency prior to the start of the second term of the program. Other qualifications may need to be met through coursework and/or tests. Candidates may discuss additional requirements with an enrollment services officer or academic advisor. Basic skills competency is also a program and state requirement. Candidates must satisfy the Basic Skills Requirement prior to the start of the second term of the program.

There are eight options for satisfying the Basic Skills Requirement:

- CBEST.
- MS CSET + CSET Writing Skills.
- CTC approved out-of-state basic skills exam.
- CSU Early Assessment (English Score Requirement = "College Ready" or "Exempt") (Math Score Requirement = "College Ready" or "Exempt").
- CSU Early Placement (English Score Requirement = Score of 151 or above) (Math Score Requirement = Score of 50 or above).
- College Board SAT (English Score Requirement = Score of 500 or above) (Math Score Requirement = Score of 550 or above).
- College ACT (English Score Requirement = Score of 22 or above) (Math Score Requirement = Score of 23 or above).

- College Board (Score of 3 or above on AP English Language and Composition or AP English Literature and Composition) (Score of 3 or above on AP Calculus AB or AP Calculus BC or AP Statistics).

Single Subject Credential

Single subject credential candidates may teach a single subject, specified on the credential, from preschool through grade 12. This credential is generally recognized as most appropriate for the middle and secondary schools, grades 6 through 12. Subject matter competency (CSET) is a program and state requirement, and candidates must satisfy subject matter competency prior to the start of the second term of the program. Alternatively, candidates may obtain a subject matter waiver from the approved California undergraduate program from which they obtained their bachelor's degree in lieu of the CSET. Candidates may discuss additional requirements with an enrollment services officer or academic advisor. Basic skills competency is also a program and state requirement. Candidates must satisfy the Basic Skills Requirement prior to the start of the second term of the program.

There are eight options for satisfying the Basic Skills Requirement:

- CBEST.
- MS CSET + CSET Writing Skills.
- CTC approved out-of-state basic skills exam.
- CSU Early Assessment (English Score Requirement = "College Ready" or "Exempt") (Math Score Requirement = "College Ready" or "Exempt").
- CSU Early Placement (English Score Requirement = Score of 151 or above) (Math Score Requirement = Score of 50 or above).
- College Board SAT (English Score Requirement = Score of 500 or above) (Math Score Requirement = Score of 550 or above).
- College ACT (English Score Requirement = Score of 22 or above) (Math Score Requirement = Score of 23 or above).
- College Board (Score of 3 or above on AP English Language and Composition or AP English Literature and Composition) (Score of 3 or above on AP Calculus AB or AP Calculus BC or AP Statistics).

University Intern Program

The Pepperdine University Intern Program enables candidates to work as full-time, salaried teachers while pursuing an SB 2042 Preliminary Credential. The program is ideal for those candidates with prior teaching experience, although this is not a requirement. Prior to admission, applicants must be employed by, or have an offer of full-time employment from, a participating school district. Candidates must have met the Basic Skills Requirement, passed the California Subject Examinations for Teachers (CSET), and completed a US Constitution exam or course. Additional requirements include a bachelor's degree, acceptance into the Master of

Arts in Teaching program, current TB test, and completion of 120 hours of service in a public school classroom (the 120 hours must be completed prior to working or being recommended as an intern). Students registered in the University Intern Program must take MATP 603, University Intern Pre-Service Session. The University Intern Program was established in Fall 2016.

Teacher Preparation Program Mission

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 and explore the intellectual, spiritual, and emotional dimensions of becoming a teacher. We believe that becoming a teacher involves the challenging 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 to meet the needs of all learners, and we work closely with underserved schools in the communities surrounding our graduate campuses.

Works in Partnership with 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 providing the program with external support, accountability, and guidance.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.

  A candidate with a degree in education, early childhood education, education studies, or any other degree in education will only be allowed to earn a multiple subject teaching credential per AB 170. All bachelor's degrees must be earned at a regionally accredited institution of higher education, and the institution's regional accreditation status must have been in place at the time the degree was earned.

The amendment of AB 170 allowing candidates for multiple subject teaching credentials to hold a bachelor's degree in education does not extend to single subject credential candidates who must still hold a bachelor's degree in a subject other than education.

- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- A two-page personal statement that reflects the applicant's educational purpose and goals and incorporates an understanding of the Master of Arts in Teaching program mission (see the Teacher Preparation Mission Statement in this academic catalog, page 92).

- Certificate of Clearance (COC) and tuberculosis (TB) test results.

Candidates will also be required to submit the following:

- A photocopy of any currently held teaching, instructional, or services credentials.

- Statement of Responsibility.

- Official proof of passing the Basic Skills Requirement.

- Current TB test results.

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

In order to receive a recommendation for the SB 2042 teaching credential (multiple subject or single subject), candidates must complete the following state requirements:

- A baccalaureate degree from a regionally accredited institution.

  A candidate with a degree in education, early childhood education, education studies, or any other degree in education will only be allowed to earn a multiple subject teaching credential per AB 170. All bachelor's degrees must be earned at a regionally accredited institution of higher education, and the institution's regional accreditation status must have been in place at the time the degree was earned.

The amendment of AB 170 allowing candidates for multiple subject teaching credentials to hold a bachelor's degree in education does not extend to single subject credential candidates who must still hold a bachelor's degree in a subject other than education.

- Certificate of Clearance (required by the first day of the term).
- TB test (required by the first day of the term).
- Satisfaction of the subject matter competency (CSET) prior to the start of the second term of the program.
- Satisfaction of the Basic Skills Requirement prior to the start of the second term of the program.
- Teacher Performance Assessment for Teachers (edTPA) completed during Clinical Experience 2 or 3. All candidates are required to exemplify effective teaching and reflection through edTPA which was developed through Stanford University at the Stanford Center for Assessment, Learning, and Equity (SCALE). edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need from Day 1 in the classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: planning, instruction, and assessment.
- US Constitution course (required by the end of the program).
- CPR—Infant, child, and adult certificate (required by the end of the program).
- Reading Instruction Competency Assessment (RICA) (required by the end of the program for multiple subject candidates only).

Course Requirements

Core Courses

MATP 601   Human Development in Teaching .... (3)
MATP 610   Instructional Design for Teaching .... (3)
MATP 620   Literacy Theory and Methods ....(4)
MATP 624   Educational Foundations, Equity, and Social Justice .... (3)
MATP 630   Teaching English Learners .... (3)
MATP 661   Teaching Students with Exceptional Needs .... (3)
MATP 681   Clinical Experience 1 .... (2)
MATP 682   Clinical Experience 2 .... (2)
MATP 683   Clinical Experience 3 .... (2)
MATP 699   Contemporary Issues in Education .... (3)

Multiple Subject Methods

MATP 671   Multiple Subject: Developing Teaching Methods .... (3)
MATP 675   Multiple Subject: Advanced Teaching Methods .... (3)

Single Subject Methods

MATP 673   Single Subject: Developing Teaching Methods .... (3)
MATP 677   Single Subject: Advanced Teaching Methods .... (3)

Electives

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

Added authorizations may be taken, though they are not degree requirements for the Master of Arts in Teaching program. Candidates for the added authorizations will be required to submit passing scores on the relevant California Subject Examinations for Teachers (CSET) for registration in one of these courses.

MATP 678A   Advanced Methods in Art (Added Authorization) .... (3)
MATP 678B   Advanced Methods in English (Added Authorization) .... (3)
MATP 678C   Advanced Methods in Math (Added Authorization) .... (3)
MATP 678D   Advanced Methods in Music (Added Authorization) .... (3)
MATP 678E   Advanced Methods in Physical Education
             (Added Authorization) .... (3)
MATP 678F   Advanced Methods in Science (Added Authorization) .... (3)
MATP 678G   Advanced Methods in Social Science
             (Added Authorization) .... (3)
MATP 678H   Advanced Methods in World Languages
             (Added Authorization) .... (3)

Course Descriptions

MATP 601 Human Development in Teaching (3)

The purpose of this course is to introduce teaching candidates to the study of human growth and development, to explore historical perspectives in education, and to build a philosophy of teaching and learning. The course will emphasize physical, cognitive, and psychosocial development. Each developmental area will focus on the socialization in diverse familial, linguistic, and cultural settings. Specific issues regarding physical education, health, play, attachment, gender, culture, self-concept, specific learning needs, along with other current issues will be discussed. Using practical and theoretical objectives, the class will explore the relevance of the developmental process as it applies in academic and social settings and provide theory-based research approaches for working with critical areas of development for students in K–12 educational settings.

MATP 603 University Intern Pre-Service Session (0)

This course is designed to help candidates in the Intern Program receive an introduction to classroom instruction and classroom management that are essential skills for teachers in public school classrooms. Additionally, the course frames the content that candidates will have to master as they simultaneously enroll in the credential program as fully employed teachers in the field.

MATP 610 Instructional Design for Teaching (3)

Instructional design and the psychological foundations of teaching and learning are important components for teacher candidates pursuing a complex understanding of instructional practices. Significant attention is given to connecting theory and practice, providing depth and understanding to the process of K–12 learning and lesson design. The theoretical foundations of learning involve the study of major learning theories, learner preferences, learner outcomes, the instructional process, identifying individual differences, optimal learning environments, and assessing the learner to drive instruction. Aspects of planning, instructional strategies, assessment, management, and creating a positive learning environment will be presented so that candidates can create comprehensive and meaningful instructional sequences to meet the diverse needs of students. Finally, understanding data (district, school, and teacher generated) to create meaningful instruction will be a central core topic in this course.

MATP 620 Literacy Theory and Methods (4)

In this course emphasis is placed on the Common Core State Standards designed to support literacy instruction through higher order skills for diverse learners in a global society. Literacy demands continue to change, challenging educators to address the ongoing diverse needs of students to become proficient and lifelong readers and writers. This course explores the developmental continuum for literacy in an effort to scaffold all students into a successful learning experience. Historical and theoretical foundations of literacy and the understanding of the sequence and delivery of literacy

instruction are covered. The course delivery will support candidates in their understanding and abilities to address the goals of "learning to read" as the basis of printed language as well as "reading to learn." The range of needs in this diverse society is considered in striving to connect theory to practice in meeting the needs of today's classroom learners. The course will encompass the role of assessment, planning, and implementation of developmentally appropriate literacy lessons.

MATP 624 Educational Foundations, Equity, and Social Justice (3)

This course offers an issues-based study of social, cultural, philosophical, historical, and ethical perspectives on the role of education and schools in society. It emphasizes the socialization function of schools, the increasing culturally and linguistically diverse students, intercultural relations, educational equity in the classroom, equity-minded reform, and leadership. These issues include demographics, economic factors, cultural diversity, gender, exceptionalities, equity, policy and law, immigration, reform and standards-based movements, the profession of teaching, family and community involvement and influence, and the variety of educational structures and purposes. In addition, students will examine multiple perspectives of equity-based education to foster growth as an ethical leader who is committed to social justice. Focus is placed on helping education candidates use this foundational knowledge toward effective teaching and learning in classroom settings and learning environments.

MATP 630 Teaching English Learners (3)

Candidates will explore and apply practical strategies for promoting literacy with English learners within the bilingual and general education classroom. Candidates will study contemporary language acquisition theory as it relates to instruction as well as research-based techniques to ensure the inclusion and academic success of all students. The need to distinguish between assessment of linguistic ability and the identification of special accommodations, including giftedness, will be addressed. Sessions will focus on historical perspectives, current legislation, language learning theories, classroom organization, teaching strategies, differentiated instruction, and assessment procedures for English learners. The clinical experience will provide authentic opportunities for the implementation of standards-based instruction.

MATP 661 Teaching Students with Exceptional Needs (3)

The purpose of this course is to introduce candidates to a study of special populations in school settings and workplace environments: children, adolescents, and adults with disabilities as well as gifted and talented learners. Candidates will continue their development toward the design of instruction that provides accommodations and modifications that make instruction accessible to all learners. Candidates will examine statutory provisions of pertinent legislation and develop skills to create an inclusive climate, specialized instruction, and assessment of students with diverse learning needs. Sessions will focus on strategies for establishing cooperative and collaborative classroom environments needed to implement

differentiated delivery for students with disabilities, students who are gifted, and students who are at risk. Students will focus on the importance of working with educators, families, and other professionals engaged in the support of challenged learners. The course will address issues related to the lifelong learning process; and candidates will discuss their professional lives in terms of purpose (meeting the unique needs of all students), service (serving these individuals through appropriate instructional strategies), and leadership (advocating for the lifelong learners).

MATP 671 Multiple Subject: Developing Teaching Methods (3)

This elementary methodology course addresses the planning and developing of integrated content-specific instruction consistent with state-adopted content frameworks: Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Emphasis is placed on differentiating instruction for all students in each of the content areas—mathematics, science, history and social science, and visual and performing arts. Teacher candidates learn instructional strategies for teaching content areas, including direct instruction, inquiry, modeling, collaborative learning, guided and independent practice, project-based learning, research, and creative or personal expression. Candidates practice teaching strategies that emphasize the integration of multiple literacies, English language arts, and the use of educational technology. The study of content-specific instruction is considered in the context of classroom management and organization, classroom procedures, differentiation, diversity, lesson planning, and assessment.

MATP 673 Single Subject: Developing Teaching Methods (3)

Candidates working toward the single subject credential will explore the unique aspects of secondary education and the developmental stage of the students in middle and high schools, and they will learn to be reflective teachers who prepare lessons that specifically address the diverse needs of these students. Using research-based instructional strategies that enhance learning for secondary students, candidates begin to connect the specific content learning with adolescent and young adult diverse learning styles. Sessions will focus on current trends, student awareness, curriculum organization, and content expectations in the candidates' respective subject areas. Through connections between theory and practice, candidates will be able to implement pedagogically sound practices in concert with the clinical experience. This course will explore learning theory, content area literacy, new literacies, and the provision of support for students in linguistically and culturally diverse classrooms. Candidates will set goals, plan learning activities, organize instruction, and select evaluation methods, as well as reflect on secondary classroom practices. In addition, candidates will explore the unique aspects of their subject matter. Specific focus is given to the differences inherent in teaching and learning in the content area: content-specific vocabulary and language, planning techniques that promote active learning, informal writing to learn, and assessments, as well as unique challenges associated with subject matter. Candidates will learn how to use

information in their content area to promote learning beyond middle and high school, giving students skills to scaffold successful lifelong learning.

MATP 675 Multiple Subject: Advanced Teaching Methods (3)

This methodology course addresses the advanced study of integrated content-specific instruction consistent with state-adopted content frameworks: Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). It addresses the differentiation of instructional needs of all learners for mathematics, science, history and social science, and visual and performing arts in K–8 classrooms. Teacher candidates will apply instructional strategies for teaching content areas, including direct instruction, inquiry, modeling, collaborative learning, guided and independent practice, project-based learning, research, and creative or personal expression. Candidates will apply and practice teaching strategies that emphasize the integration of multiple literacies, English language arts, and the use of educational technology. The study of content-specific instruction is considered in the context of classroom management and organization, classroom procedures, differentiation, diversity, lesson planning, and assessment.

MATP 677 Single Subject: Advanced Teaching Methods (3)

Candidates working toward the single subject credential will continue to explore the aspects of secondary education and learn to be reflective teachers who prepare lessons that specifically address the diverse needs of these students. Candidates will continue to use research-based instructional strategies that enhance learning for secondary students; candidates begin to connect the specific content learning with adolescent and young adult diverse learning styles. Through connections between theory and practice, the emphasis will be on candidates to focus on specific pedagogy to be able to implement pedagogically sound practices in concert with clinical experience. Sessions will continue to focus on current trends, student awareness, curriculum organization, and content expectation in the candidates' respective subject areas. Importance will be placed on candidates setting goals, planning learning activities, organizing instruction, and selecting evaluation methods that reflect advanced secondary classroom practices. Continuing to use general secondary methods as a springboard, candidates reflect on their content area to apply and differentiate these strategies. Continued focus will remain on the differences inherent in teaching and learning in the content area: content-specific vocabulary and language, management techniques that promote active learning, informal writing to learn, and assessments, as well as unique challenges associated with subject matter. Candidates will learn how to use information in their content area to promote learning beyond middle and high school, giving students skills to scaffold successful lifelong learning.

MATP 678A Advanced Methods in Art (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of art content. The semester will be spent in a combination of research-based methods coursework and clinical experience.

This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 678B Advanced Methods in English (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of English content. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 678C Advanced Methods in Math (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of the content with California Common Core Standards for Mathematics. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 678D Advanced Methods in Music (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of music content. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 678E Advanced Methods in Physical Education (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of physical education content. The semester will be spent in a combination of research-based methods coursework and clinical

experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 678F Advanced Methods in Science (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of science content. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 678G Advanced Methods in Social Science (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of social science content. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 678H Advanced Methods in World Languages (Added Authorization) (3)

This methodology course addresses the planning of content-specific instruction and delivery of world languages content. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 681 Clinical Experience 1 (2)

The purpose of this course is to help teacher candidates move toward mastery in order to perform all of the teaching responsibilities in California school classrooms. This course is the first in a developmental sequence in which candidates are introduced to the teaching profession by exposing them

to the unique attributes of public, charter, and private school classrooms. This course is the first in a developmental sequence of clinical experiences in which candidates observe, assist, tutor, and facilitate small group instruction under supervision from a certified mentor teacher. Introduction into edTPA will facilitate preparation for MATP 682 and MATP 683. A Certificate of Clearance (COC) and tuberculosis test (PPD skin test) are both required for enrollment in this course. The successful completion of this course and the submission of CBEST and CSET scores to the office of the certificate manager are prerequisites for promotion and enrollment into MATP 682 and MATP 683.

MATP 682 Clinical Experience 2 (2)

The purpose of this course is to help candidates develop as teachers by preparing them to gradually take over the teaching responsibilities and classroom activities of K–12 teachers. This course is the second in a developmental sequence of clinical experiences in which candidates participate in their assigned classroom by observing, assisting, tutoring, teaching small groups, and offering whole-class instruction under supervision from mentor teachers in the field. Candidates will have an assigned Pepperdine University field supervisor to support their clinical practice. The successful completion of MATP 681 and the submission of CBEST and CSET scores to the office of the certificate manager are prerequisites for enrollment in this course. Enrollment in this course may require a course fee to prepare for the successful submission of edTPA.

MATP 683 Clinical Experience 3 (2)

The purpose of this course is to help teacher candidates move toward mastery in order to perform all of the teaching responsibilities in California K–12 school classrooms. This course is the third in a developmental sequence in which candidates participate full-time in their assigned classroom and perform whole-class instruction under supervision from certified practitioners in the field. Candidates will have an assigned Pepperdine University field supervisor to support their clinical practice. The successful completion of MATP 682 and successful evaluations from the mentor teacher and the assigned Pepperdine University field supervisor are prerequisites for enrollment in this course. Enrollment in this course may require a course fee to prepare for the successful submission of edTPA.

MATP 699 Contemporary Issues in Education (3)

The purpose of this course is to engage and think critically about contemporary research in education and evaluate credibility and bias within published research. Specific attention will be devoted to the examination of how contemporary issues in education affect students, teachers, parents, and community members in K–12 settings. Candidates will have the opportunity to participate in a research practicum with a faculty member and apply educational theory in real-world learning settings. Candidates will examine all aspects of educational research that include research design, funding of research, human subject guidelines, and publication of research. This course

facilitates the mentorship model of educators to be active participants in the field immersed in educational research in K–12 settings.

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

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

Master of Arts in Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program enables candidates to pursue a study of the teaching of English as an additional language from preschool through university, both in the United States and beyond. All courses are aligned with the TESOL Professional Teaching Standards developed by TESOL/CAEP and focus on building expertise around the English language system, second language acquisition, language pedagogy and assessment, and the complex relationship between language and culture. Additionally, candidates will extend and deepen their professional knowledge, skills, and dispositions as reflective scholar-practitioners collaborating in a multicultural and multilingual environment. Distinctive program features include integration of technology, clinical practicum placements, and opportunities for participation in professional organizations and conferences. This full-time, technology-infused residency program comprises 32 units addressing the needs of (1) local candidates intending to specialize in teaching English learners and (2) international candidates wishing to study the teaching of English. The program is offered at the Malibu campus as a cohort model for completion within one academic or calendar year (three terms).

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered at the Education Division, may transfer MSED 602 Virtual Learning, Collaboration, and Transmedia; EDTE 607 Ethics, Values, and Inclusion; and EDTE 604 Program Design and Evaluation to the doctoral programs.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.
- A one- to two-page statement of educational purpose for the Master of Arts in TESOL program as it applies to the applicant's goals.

- Test of English as a Foreign Language (TOEFL) scores meeting established minimum requirements for international students.

- Certificate of Clearance (COC) and tuberculosis (TB) test results. Late applicants will receive a conditional acceptance pending the receipt of the COC and TB test results.

Course Requirements

Core Courses

EDTE 601	Applied Linguistics for Language Educators	(3)
EDTE 602	Second Language Acquisition Educators	(3)
EDTE 603	Sociolinguistics: Language, Literacy, and Culture	(3)
EDTE 604	Program Design and Evaluation	(3)
EDTE 605	Language Curriculum and Course Design	(3)
EDTE 606	Theory to Practice: Language Pedagogy	(3)
EDTE 607	Ethics, Values, and Inclusion	(3)
EDTE 608	Issues in Language Assessment	(3)
EDTE 610	Clinical Practicum	(3)
EDTE 611	Capstone Integration Experience	(2)
MSED 602	Virtual Learning, Collaboration, and Transmedia	(3)

Course Descriptions

EDTE 601 Applied Linguistics for Language Educators (3)

In this course, students will study major concepts, theories, and research related to language analysis. Students will demonstrate their understanding of the English language as a system by comparing its linguistic components to those of other language systems. Candidates will have multiple opportunities to practice and apply their linguistic knowledge by participating in collaborative in-class activities and developing effective English language instruction for a variety of ESL/EFL contexts.

EDTE 602 Second Language Acquisition Educators (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. Throughout the course, students will reflect on their own language acquisition experiences and relate them to current theories of language acquisition. Candidates will also develop an awareness of the personal and affective variables involved in language learning and use this knowledge to create supportive classroom environments. Understanding the complex relationship between L1 and L2 acquisition is a central focus of this course.

EDTE 603 Sociolinguistics: Language, Literacy, and Culture (3)

In this course, students will examine the complex relationship between language and society. Major topics explored include language communities, language variation, multilingualism, and language policy and social justice. 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 Program Design and Evaluation (3)

With an emphasis on language acquisition, the course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. Students will examine various learning theories and assessment models used in the design and implementation and learning programs to remedy gaps in intended organizational results.

EDTE 605 Language Curriculum and Course Design (3)

Students will engage in the curriculum design process by first examining a variety of English language teaching contexts and the needs of diverse learners that arise therein. Students will be introduced to the processes of curriculum design and will apply their knowledge to develop and present a language course syllabus. Throughout the course, students will critique case studies of language course designs to deepen their understanding of effective standards-based practices to plan instruction in a supportive learning

environment. Additionally, students will learn to serve as effective English language models in multilevel classrooms with diverse learners and will explore a range of resources and technologies.

EDTE 606 Theory to Practice: Language Pedagogy (3)

Students will explore, critique, and implement a variety of standards-based instructional strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills in a supportive learning environment. Candidates will build relevancy and meaning into language learning activities by considering the learning context, English learners' interests, as well as their academic and language development goals. Candidates will support students in accessing the core curriculum by focusing on the development of academic vocabulary and thoughtful integration of technology. Students will begin to develop their identity as a reflection language practitioner and use reflection as a vehicle for pedagogical improvement and refinement of instructional practices.

EDTE 607 Ethics, Values, and Inclusion (3)

This course examines a wide array of moral and ethical claims that affect leadership in inclusive organizations and communities. The objective is to understand well the range of competing moral and ethical claims across many cultures, to clarify the students' thinking about the students' own moral commitments and how these apply to their organizations, and to understand well the values and moral approaches of people with whom they disagree. The course will, among other things, stress cultural proficiency and examine the competing claims about social justice, the use and abuse of power, and the complex patterns of equity and privilege. The student should be able to articulate and defend an ethical framework that reflects one's deepest moral commitments as well as apply a more cosmopolitan understanding of beliefs and practices to his or her academic and professional interests.

EDTE 608 Issues in Language Assessment (3)

In this course, students will review a variety of language assessments, analyze their historical contexts, and evaluate their validity. Students will develop and apply the fundamental principles of language assessment. Implications for language learners and instructors will be explored as well as the relationship between language assessment and language policy. Students will design standards-based classroom language assessments to track student progress and inform instruction.

EDTE 610 Clinical Practicum (3)

Candidates will have the opportunity to observe, plan, implement, and assess English language instruction in authentic learning environments. Candidates will examine the classroom, school, and community contexts in which they observe and teach and seek opportunities for professional collaboration with teachers and school personnel. Candidates will also use assessment information to reflect upon and improve their instructional practices and develop plans for continued professional growth.

EDTE 611 Capstone Integration Experience (2)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project will be a signature assignment for the program. Students will develop an ePortfolio of their work throughout the program to demonstrate mastery of the Master of Arts in TESOL program's learning outcomes (PLOs). All ePortfolio artifacts will include narrative reflections justifying inclusion in the portfolio. Students will present their ePortfolio using transmedia. In addition, students will evaluate the extent to which this signature assignment demonstrates mastery of the PLOs using an established program rubric.

MSED 602 Virtual Learning, Collaboration, and Transmedia (3)

This course explores virtual and integrated learning technologies and their applications to learning organizations, learning communities, and educational settings. Future-ready technologies and techniques are applied for experiential, collaborative, social, and distributed learning. Students investigate virtual communication tools, integration of social media, virtual collaboration tools, digital storytelling, and their application to their professional and scholarly interests.

Master of Science in Leadership in Higher Education

The Master of Science in Leadership in Higher Education is a 32-unit program intended for candidates who seek leadership or administrative positions such as department chairs, directors, deans, or higher positions at public or private universities, vocational schools, and community colleges. The program emphasizes value-centered and inclusive leadership, collaboration, and advanced learning theory and technology as well as change, student services, governance, policy, and innovation in institutions of higher education. Enrollment in MSHE 631, 632, and 633 is limited to students enrolled in the Master of Science in Leadership in Higher Education program. The coursework for the program is offered 100 percent online. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer MSED 602 Virtual Learning, Collaboration, and Transmedia; MSED 603 Ethics, Values, and Inclusion; and MSED 604 Program Design and Evaluation to the doctoral programs.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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 to complete rigorous graduate studies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- A one- to two-page statement of educational purpose in which the applicant discusses his or her personal and professional goals and how completing this degree will enable those goals.

- A personal interview may be required.

Accepted students for the Master of Science in Leadership in Higher Education must

- Attend a one-day Community-Building Workshop. Attendance is required.

Course Requirements

MS Core Courses

MSED 601	Critical Thinking and Communication	(3)
MSED 602	Virtual Learning, Collaboration, and Transmedia	(3)
MSED 603	Ethics, Values, and Inclusion	(3)
MSED 604	Program Design and Evaluation	(3)
MSED 605	Applied Analytics and Data Visualization	(3)
MSED 606	Entrepreneurial Leadership for Innovation and Change	(3)
MSED 680	Contemporary Topics in Leadership	(1)
MSED 681	Contemporary Topics in Learning	(1)
MSED 699A	Capstone Integration Experience	(1)
MSED 699B	Capstone Integration Experience	(2)

Program-Specific Content

MSHE 631	Higher Education Politics, Governance, and Society	(3)
MSHE 632	Student Support and Services in Higher Education	(3)
MSHE 633	Economics, Finance, and Policy in Higher Education	(3)

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

This course focuses on critical thinking and communication strategies to advance students' reasoning skills to develop well-thought-out, reasoned, clear, and concise oral and written communications and present them using transmedia. Students learn effective, engaging, and strategic use of interactive media; emerging and distributed technologies for storytelling; and how to convey well-articulated and powerful narratives.

MSED 602 Virtual Learning, Collaboration, and Transmedia (3)

The course explores virtual and integrated learning technologies and their applications to learning organizations, learning communities, and educational settings. Future-ready technologies and techniques are applied for experiential, collaborative, social, and distributed learning. Students investigate virtual communication tools, integration of social media, virtual collaboration tools, digital storytelling, and their application to their professional and scholarly interests.

MSED 603 Ethics, Values, and Inclusion (3)

This course introduces the student to the study of ethics as a basis for value clarification, decision making, and responsible leadership in inclusive organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, power, equity, and privilege are examined. Students investigate applications and practices relevant to their academic and professional interests.

MSED 604 Program Design and Evaluation (3)

The course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

MSED 605 Applied Analytics and Data Visualization (3)

This course introduces students to various methods of applied data analysis with an emphasis on the analysis of quantitative data. Students will learn about modern forms of data gathering including the mining and extraction of big data. Students will also learn to report data using powerful statistical packages and the latest web-based visualization platforms. Last, students will learn the fundamentals of inferential statistical analysis. While basic statistical theory will be covered, the emphasis of the course will be on the development of empirical inquiries and the understanding, presentation, and communication of data in organizational, workplace, and educational contexts.

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

This course examines the role of the entrepreneurial leader in developing innovative solutions that align with personal and organizational mission, vision, and values. Focus is placed on how a leader shepherds sustainable change from ideation, to fruition, and to evolution without positional power. Students will explore methods and engage in processes to support innovation, adaptation, and learning and promote the endeavor by building coalitions and persuasive broad-based organizational support.

MSED 680 Contemporary Topics in Leadership (1)

Students are introduced, from a leadership framework, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 681 Contemporary Topics in Learning (1)

Students are introduced, from a learning perspective, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 699A Capstone Integration Experience (1)

Student will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will develop an understanding of learning assessment models, investigate various approaches to developing learning portfolios, and apply various tools of technology for development and presentation of their integrated analysis of their learning.

MSED 699B Capstone Integration Experience (2)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will update their assessment methodology including tools (rubrics) developed initially in MSED 699A. Students will then measure learning, utilizing their updated rubrics to establish the extent to which outcomes from their program signature assignment have met the PLOs for their program. Students will use transmedia to present their findings. Prerequisite: MSED 699A.

MSHE 631 Higher Education Politics, Governance, and Society (3)

This course focuses on the central mission(s) and governance structures of higher education institutions in American society. The course exposes students to all sectors and levels of the diverse postsecondary landscape in the country, including public and private, profit and nonprofit, four- and two-year schools. Students will learn about the different forms of governance that characterize each sector as well as the historical and current challenges and opportunities associated with each governance structure. Governance will be framed and discussed within the various and often competing political ideologies that prevail in the nation. Broadly speaking, the overarching goal for this course is to increase knowledge about the structures and methods of governance in higher education institutions and how these issues are perceived and shaped by dominant political actors.

MSHE 632 Student Support and Services in Higher Education (3)

This course is intended to familiarize students with student support services, particularly within the context of higher education institutions. The course focuses on the nature and purpose of student services, their functions, and how they can be effectively coordinated and integrated as part of the broad educational purposes of higher education institutions. It also examines institutional strategies for organizing, staffing, and funding a wide range of programs and services and how to design the learning and development of students. By actively participating in and successfully completing this course, students will become conversant with some of the literature and best practices associated with effective delivery of student services. This course takes a broad look at the essential work of student services and administration, examining the work through historical, theoretical, research, resource, ethical, legal, and best practice perspectives.

MSHE 633 Economics, Finance, and Policy in Higher Education (3)

The course exposes students to historical and contemporary issues found at the intersection of higher education finance and policy. In more detail, this course will teach students about the financial and policy structures supporting four- and two-year public and private postsecondary institutions and how these structures change in relation to economic fluctuations at the national, state, and institutional levels. Students will also learn about policy creation and implementation in higher education through the lens of economics. For instance, students will learn about various economic ideologies and how these ideologies influence higher education policy in the nation.

Master of Science in Leadership in Learning Technology

The Master of Science in Leadership in Learning Technology is a 32-unit program intended for individuals seeking to serve as heads or managers of education or learning development teams or chief learning and/or information officers who lead the learning technology arms of private and public organizations, private education, and other learning organizations. The curriculum emphasizes value-centered leadership and collaboration and learning theory and technology. It focuses on examining emerging technologies and rethinking and managing learning ecosystems and their unique challenges. Enrollment in MSLT 661, 662, and 663 is limited to students enrolled in the Master of Science in Leadership in Learning Technology program. The coursework for the program is offered 100 percent online. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer MSED 602 Virtual Learning, Collaboration, and Transmedia; MSED 603 Ethics, Values, and Inclusion; and MSED 604 Program Design and Evaluation to the doctoral programs.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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 to complete rigorous graduate studies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- A one- to two-page statement of educational purpose in which the applicant discusses his or her personal and professional goals and how completing this degree will enable those goals.

- A personal interview may be required.

Accepted students for the Master of Science in Leadership in Learning Technology must

- Attend a one-day Community-Building Workshop. Attendance is required.

Course Requirements

MS Core Courses

MSED 601   Critical Thinking and Communication............................ (3)
MSED 602   Virtual Learning, Collaboration, and Transmedia.............. (3)
MSED 603   Ethics, Values, and Inclusion... (3)
MSED 604   Program Design and Evaluation..................................... (3)
MSED 605   Applied Analytics and Data Visualization......................... (3)
MSED 606   Entrepreneurial Leadership for Innovation and Change...... (3)
MSED 680   Contemporary Topics in Leadership................................(1)
MSED 681   Contemporary Topics in Learning...................................(1)
MSED 699A Capstone Integration Experience....................................(1)
MSED 699B Capstone Integration Experience................................... (2)

Program-Specific Courses

MSLT 661   Emerging Technologies in Learning................................ (3)
MSLT 662   Managing the Learning Ecosystem .... (3)
MSLT 663   Rethinking Learning Ecosystem Designs .... (3)

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

This course focuses on critical thinking and communication strategies to advance students' reasoning skills to develop well-thought-out, reasoned, clear, and concise oral and written communications and present them using transmedia. Students learn effective, engaging, and strategic use of interactive media; emerging and distributed technologies for storytelling; and how to convey well-articulated and powerful narratives.

MSED 602 Virtual Learning, Collaboration, and Transmedia (3)

The course explores virtual and integrated learning technologies and their applications to learning organizations, learning communities, and educational settings. Future-ready technologies and techniques are applied for experiential, collaborative, social, and distributed learning. Students investigate virtual communication tools, integration of social media, virtual collaboration tools, digital storytelling, and their application to their professional and scholarly interests.

MSED 603 Ethics, Values, and Inclusion (3)

This course introduces the student to the study of ethics as a basis for value clarification, decision making, and responsible leadership in inclusive organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, power, equity, and privilege are examined. Students investigate applications and practices relevant to their academic and professional interests.

MSED 604 Program Design and Evaluation (3)

The course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

MSED 605 Applied Analytics and Data Visualization (3)

This course introduces students to various methods of applied data analysis with an emphasis on the analysis of quantitative data. Students will learn about modern forms of data gathering including the mining and extraction of big data. Students will also learn to report data using powerful statistical packages and the latest web-based visualization platforms. Last, students will learn the fundamentals of inferential statistical analysis. While basic statistical theory will be covered, the emphasis of the course will be on the development of empirical inquiries and the understanding, presentation, and communication of data in organizational, workplace, and educational contexts.

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

This course examines the role of the entrepreneurial leader in developing innovative solutions that align with personal and organizational mission, vision, and values. Focus is placed on how a leader shepherds sustainable change from ideation, to fruition, and to evolution without positional power. Students will explore methods and engage in processes to support innovation, adaptation, and learning and promote the endeavor by building coalitions and persuasive broad-based organizational support.

MSED 680 Contemporary Topics in Leadership (1)

Students are introduced, from a leadership framework, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 681 Contemporary Topics in Learning (1)

Students are introduced, from a learning perspective, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 699A Capstone Integration Experience (1)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will develop an understanding of learning assessment models, investigate various approaches to developing learning portfolios, and apply various tools of technology for development and presentation of their integrated analysis of their learning.

MSED 699B Capstone Integration Experience (2)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will update their assessment methodology including tools (rubrics) developed initially in MSED 699A. Students will then measure learning, utilizing their updated rubrics to establish the extent to which outcomes from their program signature assignment have met the PLOs for their program. Students will use transmedia to present their findings. Prerequisite: MSED 699A.

MSLT 661 Emerging Technologies in Learning (3)

This course immerses and engages students in collaborative project-based activities for hands-on exploration of disruptive technologies and serious games which can include augmented reality, virtual reality, social media, robotics, 3D printers and makerbots, and/or artificial intelligence. It explores technologies for advancing creativity, collaboration, and problem solving in workplace learning designs.

MSLT 662 Managing the Learning Ecosystem (3)

The course accelerates student capabilities for managing technology-integrated learning landscapes and future-ready learning ecosystems. It explores ecosystem planning, learning management systems including build-or-buy decisions, fintech integrations, cloud/hybrid infrastructures, productization tools, open content, collaborative platforms, and talent management solutions. The curriculum discusses ecosystem risk assessment and management which includes cyber security and forensics, CSIRT planning, physical safety technologies, and decision-making structures.

MSLT 663 Rethinking Learning Ecosystem Designs (3)

The course introduces strategies for designing learning experiences, content and contexts for various audiences, and learning needs. It explores design thinking, systems thinking, and/or computational thinking for workplace learning design and universally applicable tools for assessing immersive, engaging, and collaborative experiences.

Master of Science in Leadership
in Pre-K to 12 Education

The Master of Science in Leadership in Pre-K to 12 Education is a 32-unit program intended for educators with leadership responsibilities such as K–12, adult classroom teachers, teachers on special assignment, counselors, district and/or county coordinators, principals, assistant principals, and deans. The curriculum emphasizes value-centered, inclusive, and community leadership, collaboration, learning theory, and technology as well as instruction leadership, policy, and change management. Enrollment in MSKA 641, 642, and 643 is limited to students enrolled in the Master of Science in Leadership in Pre-K to 12 Education program. The coursework for the program is offered 100 percent online. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer MSED 602 Virtual Learning, Collaboration, and Transmedia; MSED 603 Ethics, Values, and Inclusion; and MSED 604 Program Design and Evaluation to the doctoral programs.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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 to complete rigorous graduate studies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- A one- to two-page statement of educational purpose in which the applicant discusses his or her personal and professional goals and how completing this degree will enable those goals.

- A personal interview may be required.

Accepted students for the Master of Science in Leadership in Pre-K to 12 Education must

- Attend a one-day Community-Building Workshop. Attendance is required.

Course Requirements

MS Core Courses

MSED 601	Critical Thinking and Communication	(3)
MSED 602	Virtual Learning, Collaboration, and Transmedia	(3)
MSED 603	Ethics, Values, and Inclusion	(3)
MSED 604	Program Design and Evaluation	(3)
MSED 605	Applied Analytics and Data Visualization	(3)
MSED 606	Entrepreneurial Leadership for Innovation and Change	(3)
MSED 680	Contemporary Topics in Leadership	(1)
MSED 681	Contemporary Topics in Learning	(1)
MSED 699A	Capstone Integration Experience	(1)
MSED 699B	Capstone Integration Experience	(2)

Program-Specific Courses

MSKA 641	Professional Learning Culture and Instructional Coaching	(3)
MSKA 642	Family and Community Engagement	(3)
MSKA 643	Policy Management and Learning Environment	(3)

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

This course focuses on critical thinking and communication strategies to advance students' reasoning skills to develop well-thought-out, reasoned, clear, and concise oral and written communications and present them using transmedia. Students learn effective, engaging, and strategic use of interactive media; emerging and distributed technologies for storytelling; and how to convey well-articulated and powerful narratives.

MSED 602 Virtual Learning, Collaboration, and Transmedia (3)

The course explores virtual and integrated learning technologies and their applications to learning organizations, learning communities, and educational settings. Future-ready technologies and techniques are applied for experiential, collaborative, social, and distributed learning. Students investigate virtual communication tools, integration of social media, virtual collaboration tools, digital storytelling, and their application to their professional and scholarly interests.

MSED 603 Ethics, Values, and Inclusion (3)

This course introduces the student to the study of ethics as a basis for value clarification, decision making, and responsible leadership in inclusive organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, power, equity, and privilege are examined. Students investigate applications and practices relevant to their academic and professional interests.

MSED 604 Program Design and Evaluation (3)

The course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

MSED 605 Applied Analytics and Data Visualization (3)

This course introduces students to various methods of applied data analysis with an emphasis on the analysis of quantitative data. Students will learn about modern forms of data gathering including the mining and extraction of big data. Students will also learn to report data using powerful statistical packages and the latest web-based visualization platforms. Last, students will learn the fundamentals of inferential statistical analysis. While basic statistical theory will be covered, the emphasis of the course will be on the development of empirical inquiries and the understanding, presentation, and communication of data in organizational, workplace, and educational contexts.

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

This course examines the role of the entrepreneurial leader in developing innovative solutions that align with personal and organizational mission, vision, and values. Focus is placed on how a leader shepherds sustainable change from ideation, to fruition, and to evolution without positional power. Students will explore methods and engage in processes to support innovation, adaptation, and learning and promote the endeavor by building coalitions and persuasive broad-based organizational support.

MSED 680 Contemporary Topics in Leadership (1)

Students are introduced, from a leadership framework, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 681 Contemporary Topics in Learning (1)

Students are introduced, from a learning perspective, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 699A Capstone Integration Experience (1)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will develop an understanding of learning assessment models, investigate various approaches to developing learning portfolios, and apply various tools of technology for development and presentation of their integrated analysis of their learning.

MSED 699B Capstone Integration Experience (2)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will update their assessment methodology including tools (rubrics) developed initially in MSED 699A. Students will then measure learning, utilizing their updated rubric to establish the extent to which outcomes from their program signature assignment have met the PLOs for their program. Students will use transmedia to present their findings. Prerequisite: MSED 699A.

MSKA 641 Professional Learning Culture and Instructional Coaching (3)

This course focuses on the role of instructional leaders in shaping a collaborative culture of teaching and learning in which staff engage in individual and collective professional development that results in their continuous improvement and high performance. Students will examine theoretical frameworks and conceptual models for instructional leadership and professional development as transformative learning. They will analyze the needs of the organization and design a comprehensive professional development plan that addresses these needs. Students will engage in culturally proficient, cognitive coaching to support individuals and organizations in becoming more self-directed, self-managing, self-monitoring, and self-modifying.

MSKA 642 Family and Community Engagement (3)

This course examines strategic approaches for (1) meaningfully involving all parents and families, including underrepresented communities, in student learning and support programs; (2) establishing community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career; and (3) leveraging and integrating community resources and services to meet the varied needs of all students. Based on organizational analysis, students will design a school, family, and community partnership plan to address an identified academic goal.

MSKA 643 Policy Management and Learning Environment (3)

The course focuses on understanding, assessing, and influencing political, social, legal, intercultural, and technological contexts affecting education to improve policies and practices and managing the organization to cultivate a safe and productive learning and working environment.

Master of Science in Learning Design and Innovation

The Master of Science in Learning Design and Innovation is a 32-unit program intended for candidates from K–12, higher education, and private and public learning organizations who are interested in careers in instructional and program design in technology-rich environments and seek state-of-the-art knowledge and skills in learning design and integration of technology. The program emphasizes value-centered and inclusive leadership, collaboration, advanced learning theory, and technology integration in formal and informal learning settings as well as explores innovative and emerging technologies and their influence on learning. Enrollment in MSLD 621, 622, and 623 is limited to students enrolled in the Master of Science in Learning Design and Innovation program. The coursework for the program is offered 100 percent online. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer MSED 602 Virtual Learning, Collaboration, and Transmedia; MSED 603 Ethics, Values, and Inclusion; and MSED 604 Program Design and Evaluation to the doctoral programs.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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 to complete rigorous graduate studies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.
- A one- to two-page statement of educational purpose in which the applicant discusses his or her personal and professional goals and how completing this degree will enable those goals.
- A personal interview may be required.

Accepted students for the Master of Science in Learning Design and Innovation must

- Attend a one-day Community-Building Workshop. Attendance is required.

Course Requirements

MS Core Courses

MSED 601	Critical Thinking and Communication	(3)
MSED 602	Virtual Learning, Collaboration, and Transmedia	(3)
MSED 603	Ethics, Values, and Inclusion	(3)
MSED 604	Program Design and Evaluation	(3)
MSED 605	Applied Analytics and Data Visualization	(3)
MSED 606	Entrepreneurial Leadership for Innovation and Change	(3)
MSED 680	Contemporary Topics in Leadership	(1)
MSED 681	Contemporary Topics in Learning	(1)
MSED 699A	Capstone Integration Experience	(1)
MSED 699B	Capstone Integration Experience	(2)

Program-Specific Courses

MSLD 621	New Learning and Emerging Technologies	(3)
MSLD 622	Formal Learning: Rethinking Instruction	(3)
MSLD 623	Informal Learning: Expanding Learning Spaces	(3)

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

This course focuses on critical thinking and communication strategies to advance students' reasoning skills to develop well-thought-out, reasoned, clear, and concise oral and written communications and present them using transmedia. Students learn effective, engaging, and strategic use of interactive media; emerging and distributed technologies for storytelling; and how to convey well-articulated and powerful narratives.

MSED 602 Virtual Learning, Collaboration, and Transmedia (3)

The course explores virtual and integrated learning technologies and their applications to learning organizations, learning communities, and educational settings. Future-ready technologies and techniques are applied for experiential, collaborative, social, and distributed learning. Students investigate virtual communication tools, integration of social media, virtual collaboration tools, digital storytelling, and their application to their professional and scholarly interests.

MSED 603 Ethics, Values, and Inclusion (3)

This course introduces the student to the study of ethics as a basis for value clarification, decision making, and responsible leadership in inclusive organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, power, equity, and privilege are examined. Students investigate applications and practices relevant to their academic and professional interests.

MSED 604 Program Design and Evaluation (3)

The course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

MSED 605 Applied Analytics and Data Visualization (3)

This course introduces students to various methods of applied data analysis with an emphasis on the analysis of quantitative data. Students will learn about modern forms of data gathering including the mining and extraction of big data. Students will also learn to report data using powerful statistical packages and the latest web-based visualization platforms. Last, students will learn the fundamentals of inferential statistical analysis. While basic statistical theory will be covered, the emphasis of the course will be on the development of empirical inquiries and the understanding, presentation, and communication of data in organizational, workplace, and educational contexts.

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

This course examines the role of the entrepreneurial leader in developing innovative solutions that align with personal and organizational mission, vision, and values. Focus is placed on how a leader shepherds sustainable change from ideation, to fruition, and to evolution without positional power. Students will explore methods and engage in processes to support innovation, adaptation, and learning and promote the endeavor by building coalitions and persuasive broad-based organizational support.

MSED 680 Contemporary Topics in Leadership (1)

Students are introduced, from a leadership framework, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 681 Contemporary Topics in Learning (1)

Students are introduced, from a learning perspective, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 699A Capstone Integration Experience (1)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will develop an understanding of learning assessment models, investigate various approaches to developing learning portfolios, and apply various tools of technology for development and presentation of their integrated analysis of their learning.

MSED 699B Capstone Integration Experience (2)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will update their assessment methodology including tools (rubrics) developed initially in MSED 699A. Students will then measure learning, utilizing their updated rubrics to establish the extent to which outcomes from their program signature assignment have met the PLOs for their program. Students will use transmedia to present their findings. Prerequisite: MSED 699A.

MSLD 621 New Learning and Emerging Technologies (3)

The course explores integration of learning theory and emerging technologies to create impactful and innovative learning. Students will individually master new technologies and collaboratively transfer skills to others. Students will collectively develop strategies for applying new technologies in practice and evaluate the effectiveness of new learning technologies in the workplace.

MSLD 622 Formal Learning: Rethinking Instruction (3)

This course focuses on rethinking instruction in the context of innovation and change in formal organizations, especially in response to new technologies and the capabilities and disruptions they bring to learning and work. Studies will consider theories for creating sustainable design and innovation efforts and issues associated with the diffusion of innovation throughout organizations or systems. Concepts explored include flipped classrooms, student-centered models, learning analytics, real-time embedded assessment, gamefulness, engagement through virtual learning, mobile learning, and location-based learning.

MSLD 623 Informal Learning: Expanding Learning Spaces (3)

This course focuses on the relationship between production, learning spaces, collaboration, and distribution of knowledge. Students are immersed in the technologies that support these activities in informal settings such as libraries, museums, after school, AR, VR, online collaborations and communities, and professional development, but also for students and families, lifelong learning and mobile learning in distributed environments.

Master of Science in Organizational Leadership and Learning

The Master of Science in Organizational Leadership and Learning (MSOL) is a 32-unit program intended for individuals seeking to lead learning and talent development in private and public organizations, private education, not-for-profits, non-governmental organizations (NGOs), health care organizations, faith-based organizations, occupational education, and consulting. The curriculum emphasizes value-centered leadership and stewardship, collaboration, learning theory and technology as well as managing organizations and their cultures and leading teams. Enrollment in MSOL 651, 652, and 653 is limited to students enrolled in the Master of Science in Organizational Leadership and Learning program. The coursework for the program is offered 100 percent online. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer MSED 602 Virtual Learning, Collaboration, and Transmedia; MSED 603 Ethics, Values, and Inclusion; and MSED 604 Program Design and Evaluation to the doctoral programs.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website 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 to complete rigorous graduate studies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.
- A one- to two-page statement of educational purpose in which the applicant discusses his or her personal and professional goals and how completing this degree will enable those goals.
- A personal interview may be required.

Accepted students for the Master of Science in Organizational Leadership and Learning must

- Attend a one-day Community-Building Workshop. Attendance is required.

Course Requirements

MS Core Courses

MSED 601	Critical Thinking and Communication	(3)
MSED 602	Virtual Learning, Collaboration, and Transmedia	(3)
MSED 603	Ethics, Values, and Inclusion	(3)
MSED 604	Program Design and Evaluation	(3)
MSED 605	Applied Analytics and Data Visualization	(3)
MSED 606	Entrepreneurial Leadership for Innovation and Change	(3)
MSED 680	Contemporary Topics in Leadership	(1)
MSED 681	Contemporary Topics in Learning	(1)
MSED 699A	Capstone Integration Experience	(1)
MSED 699B	Capstone Integration Experience	(2)

Program-Specific Courses

MSOL 651	Managing Teams and Collaboration	(3)
MSOL 652	Organization Design and Culture	(3)
MSOL 653	Organizational Management and Stewardship	(3)

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

This course focuses on critical thinking and communication strategies to advance students' reasoning skills to develop well-thought-out, reasoned, clear, and concise oral and written communications and present them using transmedia. Students learn effective, engaging, and strategic use of interactive media; emerging and distributed technologies for storytelling; and how to convey well-articulated and powerful narratives.

MSED 602 Virtual Learning, Collaboration, and Transmedia (3)

The course explores virtual and integrated learning technologies and their applications to learning organizations, learning communities, and educational settings. Future-ready technologies and techniques are applied for experiential, collaborative, social, and distributed learning. Students investigate virtual communication tools, integration of social media, virtual collaboration tools, digital storytelling, and their application to their professional and scholarly interests.

MSED 603 Ethics, Values, and Inclusion (3)

This course introduces the student to the study of ethics as a basis for value clarification, decision making, and responsible leadership in inclusive organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, power, equity, and privilege are examined. Students investigate applications and practices relevant to their academic and professional interests.

MSED 604 Program Design and Evaluation (3)

The course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

MSED 605 Applied Analytics and Data Visualization (3)

This course introduces students to various methods of applied data analysis with an emphasis on the analysis of quantitative data. Students will learn about modern forms of data gathering including the mining and extraction of big data. Students will also learn to report data using powerful statistical packages and the latest web-based visualization platforms. Last, students will learn the fundamentals of inferential statistical analysis. While basic statistical theory will be covered, the emphasis of the course will be on the development of empirical inquiries and the understanding, presentation, and communication of data in organizational, workplace, and educational contexts.

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

This course examines the role of the entrepreneurial leader in developing innovative solutions that align with personal and organizational mission, vision, and values. Focus is placed on how a leader shepherds sustainable change from ideation, to fruition, and to evolution without positional power. Students will explore methods and engage in processes to support innovation, adaptation, and learning and promote the endeavor by building coalitions and persuasive broad-based organizational support.

MSED 680 Contemporary Topics in Leadership (1)

Students are introduced, from a leadership framework, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 681 Contemporary Topics in Learning (1)

Students are introduced, from a learning perspective, to recent developments in theory and practices in a variety of areas supporting their professional interests. Topics may include advances in learning and technology, governance, school safety, nonprofit organizations, policy, law, financial management of public institutions, public relations and marketing, social innovation and entrepreneurship, institutional advancement, pre-K–12 administration, private and charter school administration, societal factors affecting education and equity, nonprofit management and leadership, research methods and data analysis, and other similar topics.

MSED 699A Capstone Integration Experience (1)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will develop an understanding of learning assessment models, investigate various approaches to developing learning portfolios, and apply various tools of technology for development and presentation of their integrated analysis of their learning.

MSED 699B Capstone Integration Experience (2)

Students will engage in a culminating undertaking to demonstrate their ability to integrate their learning consistent with their program's learning outcomes. This project may be a thesis, a product design, an internship in a related field, or a scholarly presentation presented at a career-related professional or research conference. In a two-semester format, students design a plan for this project, accumulate supporting data through completed coursework, and develop an ePortfolio as a way of demonstrating and displaying their learning. Under the guidance of faculty, students will prepare a report demonstrating the relationship between their various learning experiences in the program and the program's learning outcomes (PLOs). Students will report their findings using narrative developed with transmedia. In particular, students will update their assessment methodology including tools (rubrics) developed initially in MSED 699A. Students will then measure learning, utilizing their updated rubrics to establish the extent to which outcomes from their program signature assignment have met the PLOs for their program. Students will use transmedia to present their findings. Prerequisite: MSED 699A.

MSOL 651 Managing Teams and Collaboration (3)

This course focuses on the dynamics of teams in diverse organizations as well as best practices for and obstacles to their success. Essential theories, concepts, and practices in group dynamics in multicultural and global settings will be examined. This examination will include composition and functions of groups, trust and cohesion, decision making, cultural dimensions of groups, creativity and innovation, as well as virtual teams and networks.

MSOL 652 Organization Design and Culture (3)

This course provides an introduction to the variety of theories and diverse models of organization design while applying impacts of culture on decision making and organizational effectiveness. Emphasis will be placed on applying organization development strategies to the culture in which one is working and the influences of shared values and group norms on how that organization "gets things done." Students will explore, adapt, and apply concepts from organization theory and culture while making linkages with national cultural contexts.

MSOL 653 Organizational Management and Stewardship (3)

This course examines various elements and roles involved in managing and leading a learning organization in the context of stewardship. Management functions such as planning, organizing, developing talent, communication, motivation, local and global cultures, social responsibility, and tracking and maintaining quality will be discussed. The context of these examinations emphasizes valuing the collective progress of the organization over self-interest.

Doctor of Education

The Education Division offers four distinct doctoral programs. Doctor of Education (EdD) degrees are offered to scholar-practitioners in Educational Leadership, Administration, and Policy (ELAP); Learning Technologies (EDLT); and Organizational Leadership (EDOL). The three programs share a core of 36 units of coursework built around topics of leadership, learning theory, technology, and policy. Each program offers 12 units of program-specific coursework in its respective field of study. Offering students flexibility in their academic choices, students admitted to a specific EdD program, under certain circumstances, may apply to change their program at the end of their first year of study. Students who complete their EdD degrees will also receive at least 36 units of credit toward advancing their studies by pursuing the PhD program in Global Leadership and Change. The EdD programs can be completed in as little as 33 months.

Educational Leadership, Administration, and Policy

Knowledge about learning and leading continues to evolve as society transitions from the information age to the conceptual age. Systems approaches to learning are more diverse, multifaceted, 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 education leaders from California, across the United States, and from international locations to serve in dynamic leadership roles at school sites as well as district and county offices of education. The ELAP program is offered in the Global Access Format with a hybrid delivery approach that consists of 60 percent face-to-face and 40 percent online instruction. Face-to-face meetings are held in four-day intense sessions five times over each academic year; online learning engages students in innovative and dynamic learning in between the face-to-face sessions.

Learning Technologies

The Doctor of Education in Learning Technologies (EDLT) program focuses on learning and development in the workplace and school and ways in which new and emerging technologies can and do shape instructional experiences.

The program is ideal for people with a solid level of comfort using various forms of technology and social media. The program is intended for professionals who seek to lead learning technologies arms of K–12 education, postsecondary education, museums, libraries, corporations, government institutions, non-governmental organizations (NGOs), and media enterprises. The EDLT program is offered in the Global Access Format (60 percent face-to-face and 40 percent online), mainly at the West Los Angeles Graduate Campus. The program considers both formal and informal settings for learning with networked technology and social media.

Organizational Leadership

The Doctor of Education in Organizational Leadership (EDOL) program is designed to develop individuals who have thriving careers in their specialized fields who seek advanced knowledge in the theory and practice of leadership to take on leadership roles in a variety of settings. As scholar-practitioners with a global perspective, EDOL students will conduct research in advancing the practice of leadership, learning, and policy and apply theory to organizational challenges. While interested in teaching and consulting, EDOL students aspire to be entrepreneurs or lead change and transformation efforts in higher education; governmental organizations; not-for-profits; non-governmental organizations (NGOs) and faith-based service organizations; businesses; and other organizations engaged in training and development, life-span learning, health care, and adult occupational education. The program is offered in the traditional face-to-face format and the Global Access Format (60 percent face-to-face and 40 percent online).

Comprehensive Examination Seminar

EdD students are required to register for EDD 787, Comprehensive Examination Seminar, upon completion of the core portion of their doctoral coursework. The purpose of the seminar is for students to demonstrate their ability to integrate theory and practice in the context of real-life leadership and change challenges. Students failing the 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.

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.

Each dissertation student and dissertation chair is expected to develop a formal statement of expectations each term in 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 a grade of "NC" for two terms may be subject to dismissal from the program. Students who concurrently register for the comprehensive examination and dissertation in the same term may file to schedule a preliminary oral defense only after official notification of passing the comprehensive examination without any modifications.

Doctoral students who are unable to identify a dissertation chair may enroll in general dissertation study for two terms (maximum). Students will complete a statement of expectations for each term of enrollment in general dissertation study. Instructors assigned to the general dissertation section

will assess student performance and award a grade of Credit ("CR") or No Credit ("NC"). Students are expected to earn a "CR" grade each term.

Upon selection of a faculty chairperson, students are required to register in the Dissertation Research course for 2 units (ED 791, EDEL 791, EDOL 791, or PGLC 791). 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 program director. 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 associate 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 associate 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 Dissertation Research course (ED 791, EDEL 791, EDOL 791, or PGLC 791) at the current tuition rate by program.

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 prior to preliminary oral and final defense. 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 program director or associate dean.

Doctor of Education in Educational Leadership, Administration, and Policy

Knowledge about learning and leading continues to evolve as society transitions from the information age to the conceptual age. Systems approaches to learning are more diverse, multifaceted, 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 education leaders from California, across the United States, and from international locations to serve in dynamic leadership roles at school sites as well as district and county offices of education. The ELAP program is offered in the Global Access Format with a hybrid delivery approach that consists of 60 percent face-to-face and 40 percent online instruction. Face-to-face meetings are held in four-day intense sessions five times over each academic year; online learning engages students in innovative and dynamic learning in between the face-to-face sessions.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A postgraduate degree from a regionally accredited institution.
- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.
- 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. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.
- A two-page proctored essay on a selected topic. Applicants who do not perform satisfactorily on this essay may be required to attend a writing workshop course at GSEP such as ED 692. Alternatively, applicants may submit scores from the Graduate Record Examination (GRE—verbal and quantitative sections) taken within the past 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.
- Resume or curriculum vitae (CV) is optional but recommended.

Accepted students for the Doctor of Education in Educational Leadership, Administration, and Policy 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 the High Performance Learning Workshop and orientation meeting.

Course Requirements

The following coursework, a comprehensive examination, and a dissertation are required.

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753A	Advocacy, Social Change, and Public Policy Development	(3)
EDD 753B	National Policy Experience	(1)
EDD 754A	Global Economics and Public Policy	(3)
EDD 754B	Global Policy Experience	(2)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution	(3)
EDD 763	Learning Design, Cognition, and Evaluation	(3)
EDD 765	Organizational Change, Innovation, and Creativity	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics	(3)
EDD 767	Qualitative Research Design and Analysis	(3)

Program-Specific Courses

EDEL 701	Engaging in Participatory Action Research: Leading Learning in a Culture of Continuous Improvement	(3)
EDEL 702	Participatory Action Research Outcomes: Leading Community and Policy Engagement	(3)
EDEL 740	Participatory Action Research Foundations: Leading a Shared Vision of Learning and Growth for All Learners	(3)
EDD 785	Advances in Theory and Practice	(3)

Comprehensive Exam and Dissertation

EDD 787	Comprehensive Examination Seminar	(3)
EDEL 791	Dissertation Research (until completion)	(2)
ED 792	Dissertation Completion[1]	(1)

[1] *This course is not a requirement for degree completion. Students can enroll in ED 792 for a fee of $100 per term for up to two terms to clear APA.*

Course Descriptions

EDD 700 Leadership Theory and Practice (3)

This course examines classical and contemporary theories and styles of leadership and their application to a variety of professional and global settings. The role of vision, persuasion, mobilizing constituencies, and other dimensions of effective leadership are examined from a theoretical and practitioner perspective. Students conduct research on leadership theories and practices relevant to their particular academic and professional interests.

EDD 724 Ethical Leadership, Equity, Cultural Proficiency, and Social Justice (3)

This course introduces students to the study of ethical leadership and provides the foundation for value clarification, ethical decision making, and responsible leadership in diverse organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, equity, and privilege are examined. Students will investigate applications and practices relevant to their academic and professional interests.

EDD 734 Inferential Statistics (3)

Students learn statistic distributions, confidence intervals, estimation, effect size, and hypothesis testing. Topics include proper application of statistical methods, analysis of data utilizing statistical software, interpretation of parametric and nonparametric techniques, and presentation of findings in a variety of organizational issues and scholarly pursuits. Students will examine application of statistical analysis and practices relevant to their academic and professional interests.

EDD 753A Advocacy, Social Change, and Public Policy Development (3)

This course introduces major theories and approaches to research, assessment, and development of public policy. Students develop a policy paper on a topic of their choice at the local, state, regional, or national level. Students will investigate applications and practices of advocacy and social change through policy development relevant to their academic and professional interests.

EDD 753B National Policy Experience (1)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, DC, or a similar venue; will experience policy development at the federal, state, or local 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, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials). Prerequisite: EDD 753A.

EDD 754A Global Economics and Public Policy (3)

This course examines global issues and policy alternatives at the intersection of technology, innovation, and social change. It applies principles of micro- and macroeconomics to investigate alternative economic

distribution systems, taxation, educational challenges, planet sustainability, intellectual property and trade, poverty eradication, social justice, health care, and economic and workforce development. Students will investigate applications and practices of global economics and policy relevant to their academic and professional interests.

EDD 754B Global Policy Experience (2)

This course discusses and examines economic distribution and policy systems with local, national, and global leaders in private and government sectors, public education and learning institutions, social enterprises, health care, and commercial and manufacturing in contrast to the United States. It immerses students in an international destination to gain experiential perspective on alternative economic and policy approaches relevant to their academic and professional interests. Students are required to participate in a trip to an international location. Students will incur travel costs, which vary in relation to venue, airline, hotel, food, and learning material.

EDD 755 Virtual Learning and Collaboration (3)

This course immerses students, as future global learners, in a dynamic exploration of technology-integrated learning tools and solutions available to global organizations, learning communities, and educational settings. It explores current and future-ready technologies and their intentional application for experiential, collaborative, social, and blended learning across organically or formally developed learning organizations and online communities in K–12, higher education, and private and public sectors. Students will investigate applications and practices in virtual learning relevant to their academic and professional interests.

EDD 759 Law and Dispute Resolution (3)

This course examines legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, educational 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. Students conduct research on legal principles and practices relevant to their particular academic and professional interests.

EDD 763 Learning Design, Cognition, and Evaluation (3)

This course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

EDD 765 Organizational Change, Innovation, and Creativity (3)

This course focuses on innovation and change in organizations in response to environmental and technological induced disruptions they

bring to organizations or systems. Organizational change theories and models, futurist literature, and major world trends in innovation that impact sustainable change efforts in education, health care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined. Topics include models and strategies in anticipating, creating, and managing change; collaboration; overcoming resistance to change; and creativity and innovations. Students will investigate applications and practices of organizational change relevant to their academic and professional interests.

EDD 766 Quantitative Research Methods and Descriptive Statistics (3)

This course explores the theory and practice of designing, conducting, and applying statistical software for analyzing and interpreting data and presenting findings in experimental, quasi-experimental, and non-experimental procedures for organizational research and evaluation. Sample size planning and methods of assessing the credibility of published research are discussed. Students focus on quantitative measures and the statistical description of variables. Students will investigate applications and practices in quantitative research relevant to their academic and professional interests.

EDD 767 Qualitative Research Design and Analysis (3)

This course introduces students to research designs within the qualitative tradition. Topics include the collection and interpretation of qualitative data and 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 software to conduct content, semantic, and sentiment analysis relevant to their academic and professional interests.

EDD 785 Advances in Theory and Practice (3)

Students examine a broad range of advancements in theory and practice in their respective areas of interest. Examples of possible areas may include social innovation and entrepreneurship; school safety; institutional advancement; innovations and future of learning technologies, such as AI, 3D learning and virtual worlds, aerial, cloud, and mobile technologies; financial management of public institutions; open-source electronic platforms; interactive gadgets or media mashups; managing in technological environments; pre-K–12 administration; private and charter school administration; societal factors affecting education and equity; nonprofit management and leadership; mixed-methodology research methods; and other similar topics.

EDD 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 leadership, learning, and change coursework. The paper will be evaluated and defended orally before a committee of faculty members. Students are required to complete EDD 700, 724, 754A/B, 755, 759, 763, 765, and 767 prior to qualifying for this exam.

EDEL 701 Engaging in Participatory Action Research: Leading Learning in a Culture of Continuous Improvement (3)

Students will implement a participatory action research (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. Through this implementation phase of PAR study, students will continue to review literature and continue to add event and learning circle conversation reflection entries to their journals. Students will develop logic models to frame each PAR cycle, and they will represent cycle outcomes and learning through forward planner tables and supporting narrative. Students will learn about study trustworthiness and how to ensure that their PAR studies are trustworthy in overall design and implementation. Also, students learn about systems-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 702 Participatory Action Research Outcomes: Leading Community and Policy Engagement (3)

Students report and analyze the summative findings of their participatory action research (PAR) study. They develop conclusions, propose ideas for policy and practice, and make recommendations for further study. Students reflect upon and share what they have learned about PAR, about educational leadership, and about their personal leadership as a result of the 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 their PAR portfolio and final report. Students will also 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 740 Participatory Action Research Foundations: Leading a Shared Vision of Learning and Growth for All Learners (3)

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 or organizations, propose a PAR study purpose, and engage in PAR study planning. Students also explore their individual and collective leadership talents, strengths, beliefs, values, assumptions,

and practices. 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 effective leadership theories and practices and to promote personal and professional transformation.

EDEL 791 Dissertation Research (2)

Upon completion of coursework and the comprehensive exam, students enroll formally in dissertation study under the supervision of a dissertation chair. In dissertation study, students engage in a preliminary oral examination with their chair and committee. Upon successfully passing the preliminary oral examination, 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 for 2 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 associate 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 Doctor of Education in Learning Technologies (EDLT) program focuses on learning and development in the workplace and school and ways in which new and emerging technologies can and do shape instructional experiences.

The program is ideal for people with a solid level of comfort using various forms of technology and social media. The program is intended for professionals who seek to lead learning technologies arms of K–12 education, postsecondary education, museums, libraries, corporations, government institutions, non-governmental organizations (NGOs), and media enterprises. The EDLT program is offered in the Global Access Format (60 percent face-to-face and 40 percent online), mainly at the West Los Angeles Graduate Campus. The program considers both formal and informal settings for learning with networked technology and social media.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- A postgraduate degree from a regionally accredited institution.

- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.

- Two recommendations: one from the applicant's employer and one from a workplace colleague that attest to the applicant's technology use. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- A two-page proctored essay on a selected topic. Applicants who do not perform satisfactorily on this essay may be required to attend a writing workshop course at GSEP such as ED 692. Alternatively, applicants may submit scores from the Graduate Record Examination (GRE—verbal and quantitative sections) taken within the past five years.

- A three-part statement, at least 2,000 words in length, describing (1) vision for technology, (2) experience or 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.

- Resume or curriculum vitae (CV) is optional but recommended.

Accepted students for the Doctor of Education in Learning Technologies 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 the High Performance Learning Workshop and orientation meeting.

Course Requirements

The following coursework, a comprehensive examination, and a dissertation are required.

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753A	Advocacy, Social Change, and Public Policy Development	(3)
EDD 753B	National Policy Experience	(1)
EDD 754A	Global Economics and Public Policy	(3)
EDD 754B	Global Policy Experience	(2)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution	(3)
EDD 763	Learning Design, Cognition, and Evaluation	(3)
EDD 765	Organizational Change, Innovation, and Creativity	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics	(3)
EDD 767	Qualitative Research Design and Analysis	(3)

Program-Specific Courses

EDLT 701	Social Learning Theory and New Media	(3)
EDLT 728	Games, Simulations, and Virtual Worlds for Learning	(3)
EDLT 770	Learning Theory, Design, and Technology	(3)
EDD 785	Advances in Theory and Practice	(3)

Comprehensive Exam and Dissertation

EDD 787	Comprehensive Examination Seminar	(3)
ED 791	Dissertation Research (until completion)	(2)
ED 792	Dissertation Completion[2]	(1)

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[2] *This course is not a requirement for degree completion. Students can enroll in ED 792 for a fee of $100 per term for up to two terms to clear APA.*

Course Descriptions

EDD 700 Leadership Theory and Practice (3)

This course examines classical and contemporary theories and styles of leadership and their application to a variety of professional and global settings. The role of vision, persuasion, mobilizing constituencies, and other dimensions of effective leadership are examined from a theoretical and practitioner perspective. Students conduct research on leadership theories and practices relevant to their particular academic and professional interests.

EDD 724 Ethical Leadership, Equity, Cultural Proficiency, and Social Justice (3)

This course introduces students to the study of ethical leadership and provides the foundation for value clarification, ethical decision making, and responsible leadership in diverse organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, equity, and privilege are examined. Students will investigate applications and practices relevant to their academic and professional interests.

EDD 734 Inferential Statistics (3)

Students learn statistic distributions, confidence intervals, estimation, effect size, and hypothesis testing. Topics include proper application of statistical methods, analysis of data utilizing statistical software, interpretation of parametric and nonparametric techniques, and presentation of findings in a variety of organizational issues and scholarly pursuits. Students will examine applications of statistical analysis and practices relevant to their academic and professional interests.

EDD 753A Advocacy, Social Change, and Public Policy Development (3)

This course introduces major theories and approaches to research, assessment, and development of public policy. Students develop a policy paper on a topic of their choice at the local, state, regional, or national level. Students will investigate applications and practices of advocacy and social change through policy development relevant to their academic and professional interests.

EDD 753B National Policy Experience (1)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, DC, or a similar venue; will experience policy development at the federal, state, or local 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, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials). Prerequisite: EDD 753A.

EDD 754A Global Economics and Public Policy (3)

This course examines global issues and policy alternatives at the intersection of technology, innovation, and social change. It applies principles of micro- and macroeconomics to investigate alternative economic

distribution systems, taxation, educational challenges, planet sustainability, intellectual property and trade, poverty eradication, social justice, health care, and economic and workforce development. Students will investigate applications and practices of global economics and policy relevant to their academic and professional interests.

EDD 754B Global Policy Experience (2)

This course discusses and examines economic distribution and policy systems with local, national, and global leaders in private and government sectors, public education and learning institutions, social enterprises, health care, and commercial and manufacturing in contrast to the United States. It immerses students in an international destination to gain experiential perspective on alternative economic and policy approaches relevant to their academic and professional interests. Students are required to participate in a trip to an international location. Students will incur travel costs, which vary in relation to venue, airline, hotel, food, and learning material.

EDD 755 Virtual Learning and Collaboration (3)

This course immerses students, as future global learners, in a dynamic exploration of technology-integrated learning tools and solutions available to global organizations, learning communities, and educational settings. It explores current and future-ready technologies and their intentional application for experiential, collaborative, social, and blended learning across organically or formally developed learning organizations and online communities in K–12, higher education, and private and public sectors. Students will investigate applications and practices in virtual learning relevant to their academic and professional interests.

EDD 759 Law and Dispute Resolution (3)

This course examines legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, educational 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. Students conduct research on legal principles and practices relevant to their particular academic and professional interests.

EDD 763 Learning Design, Cognition, and Evaluation (3)

This course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

EDD 765 Organizational Change, Innovation, and Creativity (3)

This course focuses on innovation and change in organizations in response to environmental and technological induced disruptions they

bring to organizations or systems. Organizational change theories and models, futurist literature, and major world trends in innovation that impact sustainable change efforts in education, health care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined. Topics include models and strategies in anticipating, creating, and managing change; collaboration; overcoming resistance to change; and creativity and innovations. Students will investigate applications and practices of organizational change relevant to their academic and professional interests.

EDD 766 Quantitative Research Methods and Descriptive Statistics (3)

This course explores the theory and practice of designing, conducting, and applying statistical software for analyzing and interpreting data and presenting findings in experimental, quasi-experimental, and non-experimental procedures for organizational research and evaluation. Sample size planning and methods of assessing the credibility of published research are discussed. Students focus on quantitative measures and the statistical description of variables. Students will investigate applications and practices in quantitative research relevant to their academic and professional interests.

EDD 767 Qualitative Research Design and Analysis (3)

This course introduces students to research designs within the qualitative tradition. Topics include the collection and interpretation of qualitative data and 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 software to conduct content, semantic, and sentiment analysis relevant to their academic and professional interests.

EDD 785 Advances in Theory and Practice (3)

Students examine a broad range of advancements in theory and practice in their respective areas of interest. Examples of possible areas may include social innovation and entrepreneurship; school safety; institutional advancement; innovations and future of learning technologies, such as AI, 3D learning and virtual worlds, aerial, cloud, and mobile technologies; financial management of public institutions; open-source electronic platforms; interactive gadgets or media mashups; managing in technological environments; pre-K–12 administration; private and charter school administration; societal factors affecting education and equity; nonprofit management and leadership; mixed-methodology research methods; and other similar topics.

EDD 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 leadership, learning, and change coursework. The paper will be evaluated and defended orally before a committee of faculty members. Students are required to complete EDD 700, 724, 754A/B, 755, 759, 763, 765, and 767 prior to qualifying for this exam.

EDLT 701 Social Learning Theory and New Media (3)

This course examines social learning theories, including situated learning, community of practice, sociocultural theory, activity theory, and related contemporary topics as foundations for the development of tools, platforms, and spaces to advance learning. It explores new media trends and contemporary research with special attention to the role of participative, collaborative, productive dimensions of new and emerging technologies in designing for learning to inform, interact, or inspire civic engagement, intellectual property and remix, virtual economics, or social networking.

EDLT 728 Games, Simulations, and Virtual Worlds for Learning (3)

The course examines the affordances and dynamics of games and related simulations, 3D, artificial intelligence, and virtual worlds as places where learning occurs. It explores games from different perspectives such as serious games built to teach, "game mechanics" adapted to educational settings to improve engagement, and the potential of popular games as sources of curricular content. These experiential and playful structures allow students to embed activities in more fully realized contexts for learning and provide opportunities for learner-players to think about choices, take action, and see the impact of their decisions.

EDLT 770 Learning Theory, Design, and Technology (3)

The course focuses on cognitive, constructionist theories of learning as applied to formal and informal settings for learning and development of expertise. It reviews learning theories and introduces design thinking, big data, and data-driven learning systems to advance traditional instructional and learning design practices with technology.

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 associate 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 Doctor of Education in Organizational Leadership (EDOL) program is designed to develop individuals who have thriving careers in their specialized fields who seek advanced knowledge in the theory and practice of leadership to take on leadership roles in a variety of settings. As scholar-practitioners with a global perspective, EDOL students will conduct research in advancing the practice of leadership, learning, and policy and apply theory to organizational challenges. While interested in teaching and consulting, EDOL students aspire to be entrepreneurs or lead change and transformation efforts in higher education; governmental organizations; not-for-profits; non-governmental organizations (NGOs) and faith-based service organizations; businesses; and other organizations engaged in training and development, life-span learning, health care, and adult occupational education. The program is offered in the traditional face-to-face format and the Global Access Format (60 percent face-to-face and 40 percent online).

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- A postgraduate degree from a regionally accredited institution.

- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.

- Three recommendations that attest to the applicant's academic and/or professional character and leadership experience and/or potential. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- A two-page proctored essay on a selected topic. Applicants who do not perform satisfactorily on this essay may be required to attend a writing workshop course at GSEP such as ED 692. Alternatively, applicants may submit scores from the Graduate Record Examination (GRE—verbal and quantitative sections) taken within the past 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 and life objectives, and reasons for pursuing a doctoral program.

- Resume or curriculum vitae (CV) is optional but recommended.

- A personal interview may be required for qualified applicants who apply to the program.

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 the High Performance Learning Workshop and orientation meeting.

Course Requirements

The following coursework, a comprehensive examination, and a dissertation are required.

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753A	Advocacy, Social Change, and Public Policy Development	(3)
EDD 753B	National Policy Experience	(1)
EDD 754A	Global Economics and Public Policy	(3)
EDD 754B	Global Policy Experience	(2)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution	(3)
EDD 763	Learning Design, Cognition, and Evaluation	(3)
EDD 765	Organizational Change, Innovation, and Creativity	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics	(3)
EDD 767	Qualitative Research Design and Analysis	(3)

Program-Specific Courses

EDOL 714	Organizational Behavior, Theory, and Design	(3)
EDOL 757	Entrepreneurship	(2)
EDOL 764A	Consultancy Project	(1)
EDOL 764B	Consultancy Project	(3)
EDD 785	Advances in Theory and Practice	(3)

Comprehensive Exam and Dissertation

EDD 787	Comprehensive Examination Seminar	(3)
EDOL 791	Dissertation Research (until completion)	(2)
ED 792	Dissertation Completion[3]	(1)

[3] *This course is not a requirement for degree completion. Students can enroll in ED 792 for a fee of $100 per term for up to two terms to clear APA.*

Course Descriptions

EDD 700 Leadership Theory and Practice (3)

This course examines classical and contemporary theories and styles of leadership and their application to a variety of professional and global settings. The role of vision, persuasion, mobilizing constituencies, and other dimensions of effective leadership are examined from a theoretical and practitioner perspective. Students conduct research on leadership theories and practices relevant to their particular academic and professional interests.

EDD 724 Ethical Leadership, Equity, Cultural Proficiency, and Social Justice (3)

This course introduces students to the study of ethical leadership and provides the foundation for value clarification, ethical decision making, and responsible leadership in diverse organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, equity, and privilege are examined. Students will investigate applications and practices relevant to their academic and professional interests.

EDD 734 Inferential Statistics (3)

Students learn statistic distributions, confidence intervals, estimation, effect size, and hypothesis testing. Topics include proper application of statistical methods, analysis of data utilizing statistical software, interpretation of parametric and nonparametric techniques, and presentation of findings in a variety of organizational issues and scholarly pursuits. Students will examine application of statistical analysis and practices relevant to their academic and professional interests.

EDD 753A Advocacy, Social Change, and Public Policy Development (3)

This course introduces major theories and approaches to research, assessment, and development of public policy. Students develop a policy paper on a topic of their choice at the local, state, regional, or national level. Students will investigate applications and practices of advocacy and social change through policy development relevant to their academic and professional interests.

EDD 753B National Policy Experience (1)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, DC, or a similar venue; will experience policy development at the federal, state, or local 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, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials). Prerequisite: EDD 753A.

EDD 754A Global Economics and Public Policy (3)

This course examines global issues and policy alternatives at the intersection of technology, innovation, and social change. It applies principles of micro- and macroeconomics to investigate alternative economic distribution systems, taxation, educational challenges, planet sustainability,

intellectual property and trade, poverty eradication, social justice, health care, and economic and workforce development. Students will investigate applications and practices of global economics and policy relevant to their academic and professional interests.

EDD 754B Global Policy Experience (2)

This course discusses and examines economic distribution and policy systems with local, national, and global leaders in private and government sectors, public education and learning institutions, social enterprises, health care, and commercial and manufacturing in contrast to the United States. It immerses students in an international destination to gain experiential perspective on alternative economic and policy approaches relevant to their academic and professional interests. Students are required to participate in a trip to an international location. Students will incur travel costs, which vary in relation to venue, airline, hotel, food, and learning material.

EDD 755 Virtual Learning and Collaboration (3)

This course immerses students, as future global learners, in a dynamic exploration of technology-integrated learning tools and solutions available to global organizations, learning communities, and educational settings. It explores current and future-ready technologies and their intentional application for experiential, collaborative, social, and blended learning across organically or formally developed learning organizations and online communities in K–12, higher education, and private and public sectors. Students will investigate applications and practices in virtual learning relevant to their academic and professional interests.

EDD 759 Law and Dispute Resolution (3)

This course examines legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, educational 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. Students conduct research on legal principles and practices relevant to their particular academic and professional interests.

EDD 763 Learning Design, Cognition, and Evaluation (3)

This course focuses on analysis, design, development, implementation, and assessment of learning-based solutions to organizational challenges in a variety of learning organization environments including K–12, higher education, and private and public sectors. It introduces models and methods of learning theory and cognition and learning assessments as a response to identified needs and gaps in intended organizational results. Students will investigate applications and practices of learning design, cognition, and evaluation relevant to their academic and professional interests.

EDD 765 Organizational Change, Innovation, and Creativity (3)

This course focuses on innovation and change in organizations in response to environmental and technological induced disruptions they bring to organizations or systems. Organizational change theories and models, futurist literature, and major world trends in innovation that impact

sustainable change efforts in education, health care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined. Topics include models and strategies in anticipating, creating, and managing change; collaboration; overcoming resistance to change; and creativity and innovations. Students will investigate applications and practices of organizational change relevant to their academic and professional interests.

EDD 766 Quantitative Research Methods and Descriptive Statistics (3)

This course explores the theory and practice of designing, conducting, and applying statistical software for analyzing and interpreting data and presenting findings in experimental, quasi-experimental, and non-experimental procedures for organizational research and evaluation. Sample size planning and methods of assessing the credibility of published research are discussed. Students focus on quantitative measures and the statistical description of variables. Students will investigate applications and practices in quantitative research relevant to their academic and professional interests.

EDD 767 Qualitative Research Design and Analysis (3)

This course introduces students to research designs within the qualitative tradition. Topics include the collection and interpretation of qualitative data and 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 software to conduct content, semantic, and sentiment analysis relevant to their academic and professional interests.

EDD 785 Advances in Theory and Practice (3)

Students examine a broad range of advancements in theory and practice in their respective areas of interest. Examples of possible areas may include social innovation and entrepreneurship; school safety; institutional advancement; innovations and future of learning technologies, such as AI, 3D learning and virtual worlds, aerial, cloud, and mobile technologies; financial management of public institutions; open-source electronic platforms; interactive gadgets or media mashups; managing in technological environments; pre-K–12 administration; private and charter school administration; societal factors affecting education and equity; nonprofit management and leadership; mixed-methodology research methods; and other similar topics.

EDD 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 leadership, learning, and change coursework. The paper will be evaluated and defended orally before a committee of faculty members. Students are required to complete EDD 700, 724, 754A/B, 755, 759, 763, 765, and 767 prior to qualifying for this exam.

EDOL 714 Organizational Behavior, Theory, and Design (3)

The course addresses organizations; alignment of organizational structures and 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. Students will research and examine organizational theories and practices relevant to their particular academic and professional fields.

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 764A Consultancy Project (1)

Students apply their knowledge, skills, and values to a real-world problem. Students will work with an external company as their client and 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 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. Full completion of the Consultancy Project sequence requires completion of each sub-course: EDOL 764A and 764B.

EDOL 764B Consultancy Project (3)

Students apply their knowledge, skills, and values to a real-world problem. Students will work with an external company as their client and 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 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. Full completion of the Consultancy Project sequence requires completion of each sub-course: EDOL 764A and 764B.

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 associate 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 Philosophy in Global Leadership and Change

The Doctor of Philosophy in Global Leadership and Change is a PhD program with emphasis on leadership theory within local and global organizations. The program prepares students to shape innovative directions in research and practice and prepares them for careers in nonprofit, government, for-profit, and academic institutions. Candidates will acquire skills to lead important research studies and teach the next generation of practitioners, researchers, and educators. The broader academic discipline is education, and the program has been designed, developed, and implemented by the Organizational Leadership doctoral program within the Education Division of GSEP. The program is delivered in accordance with the present Global Access Program (GAP) format. The GAP format delivers a learning infrastructure in which 40 percent of the classes are online and 60 percent take place in face-to-face sessions at the West Los Angeles Graduate Campus. The main theme of the program is "global leadership," and it is intertwined with the institutional mission of Pepperdine University.

The conceptual framework prepares mid-career professionals with the knowledge, skills, and values to be able to complete deep research that will inform their decisions as leaders. Katz's model of research, positing conceptual, interpersonal, and technical skills as being necessary for the leader-researcher model, informs this approach. Student coursework reflects this approach by combining core requirements in theory, organizational studies and practice, governance and policy, and organizational learning with research and evaluation methods (advanced data analysis, qualitative research, and multivariate analysis).

This degree program shares core doctoral courses with the current EdD program. There are eight new PhD program-specific courses for the doctorate in philosophy. This program is designed to support and produce the cutting-edge leader-researcher who possesses a global mindset and understands the importance of education as the currency that enables organizations to thrive throughout the world, supported by purpose, service, and leadership.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A postgraduate degree from a regionally accredited institution.
- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.

- Three recommendations that attest to the applicant's academic and/or professional character and leadership experience and/or potential. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- Scores from the Graduate Record Examination (GRE—General Test, verbal and quantitative and analytical writing sections).

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

- Resume or curriculum vitae (CV).

- A personal interview with a program director or designee for qualified applicants who apply to the program.

- A writing sample and/or critical thinking assessment may be assigned to a candidate before potential admission at the discretion of the program director.

- A verified record of academic written and presented research: PhD Research Experience form.

Students who are in enrolled status in the EdD program or alumni of the program who graduated within the last seven years may transfer up to 39 units of courses taken in the EdD program to the PhD in Global Leadership and Change program. The final decision of transfer is recommended in conjunction with a committee appointed by the program director of the EDOL/PhD program which includes committee members and the senior director of student success or designee. The EDOL/PhD committee will make the final recommendation to the Enrollment Services Office based upon analysis of official transcripts, syllabi, and other relevant material submitted by the candidate.

Accepted students for the Doctor of Philosophy in Global Leadership and Change 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 the High Performance Learning Workshop and orientation meeting.

Course Requirements

The following courses, the Comprehensive Examination Seminar, and a dissertation are required of students in the Doctor of Philosophy in Global Leadership and Change program.

EGLC 700	Leadership Theory and Practice	(3)
EGLC 714	Organizational Behavior, Theory, and Design	(3)
EGLC 724	Ethics and Personal Leadership	(3)
EGLC 734	Advanced Data Analysis and Interpretation	(3)
EGLC 753	Leadership, Advocacy, and Policy Development	(4)
EGLC 754A	Economic and Policy Systems	(3)
EGLC 754B	International Policy Experience	(2)
EGLC 755	E-Learning: Theory and Practice	(3)
EGLC 759	Law and Dispute Resolution	(3)
EGLC 763	Program Learning Design and Evaluation	(3)
EGLC 765	Strategic Leadership and Management of Global Change	(3)
EGLC 766	Research Design and Analysis	(3)
EGLC 767	Qualitative Research and Analysis	(3)
PGLC 700	Advanced Leadership Theory and Research	(3)
PGLC 734	Advanced Multivariate Analysis	(3)
PGLC 753	Advanced Policy Development and Research	(3)
PGLC 754	Advanced Global Leadership Studies and Research	(3)
PGLC 767	Advanced Qualitative Research and Analysis	(3)
PGLC 800	Grant Writing and Alternative Funding	(3)
PGLC 801A	Disseminating Knowledge and Publishing	(1)
PGLC 801B	Disseminating Knowledge and Publishing	(1)
PGLC 801C	Disseminating Knowledge and Publishing	(1)
PGLC 802	Advanced Learning Theory and Design	(3)

The following coursework is taken after all core and PhD courses listed above are completed.

PGLC 787	Comprehensive Examination Seminar	(3)
PGLC 791	Dissertation Research (until completion)	(2)
ED 792	Dissertation Completion[4]	(1)

[4] This course is not a requirement for degree completion. Students can enroll in ED 792 for a fee of $100 for two terms to clear APA.

Course Descriptions

EGLC 700 Leadership Theory and Practice (3)

This course 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.

EGLC 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.

EGLC 724 Ethics and Personal Leadership (3)

This course 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 and 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.

EGLC 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.

EGLC 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. Students are required to participate in a trip to Washington, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

EGLC 754A Economic and Policy Systems (3)

Students learn to apply theories and principles of micro- and macroeconomics to analyze, design, and evaluate policies which address business, political, and educational challenges at the national level.

Additional topics examined include alternative economic distribution systems and how they address pollution, poverty, unemployment, international trade, and geopolitical issues.

EGLC 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 health care, 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 (which vary in relation to airline, hotel, food, venue, and materials).

EGLC 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.

EGLC 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.

EGLC 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 significance of instruction within the larger realm of human performance will be discussed.

EGLC 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.

EGLC 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.

EGLC 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.

PGLC 700 Advanced Leadership Theory and Research (3)

This course, conceptual and theoretical in nature, is designed to guide doctoral students in an in-depth inquiry into traditions, interpretations, methodologies, and the development of central research questions in leadership and their application. Students will learn tools of research and analysis commonly used in leadership research and develop mastery in their area of specialization. While a broad engagement of research literature in leadership will be undertaken, focal themes such as service, faith, purpose, diversity, inclusiveness, and justice will be emphasized.

PGLC 734 Advanced Multivariate Analysis (3)

In this course, in addition to a review of scales and measures and topics in inferential statistics, advanced multivariate techniques will be covered with an emphasis on application of statistics in conducting research. Topics covered in the course include properties of random vectors, multidimensional scaling, multiple regression, multivariate analysis of variance (MANOVAs), discriminant analysis, principal component analysis, confirmatory and exploratory factor analysis, structural equations modeling, and path analysis. Computer software will be used extensively to assist in mathematical calculation while comprehension and interpreting statistical analysis will be stressed.

PGLC 753 Advanced Policy Development and Research (3)

This course, theoretical and conceptual in nature, is designed to guide doctoral students in an in-depth inquiry into traditions, interpretations, methodologies, and the development of central research questions in policy analysis and their application. Students will learn tools of research and analysis commonly used in policy research and develop mastery in their area of specialization. While a broad engagement of research literature in policy will be undertaken, major themes such as exploring national policy issues and mastering competing policy initiatives will be emphasized.

PGLC 754 Advanced Global Leadership Studies and Research (3)
This theoretical course is designed to guide doctoral students in an in-depth inquiry into traditions, interpretations, methodologies, and the development of central research questions in the global policy arena and their application. Students will learn tools of research analyses commonly used in global leadership research and develop mastery in their area of specialization. While a broad and deep review of research literature in the global literature will be undertaken, major themes such as exploring global policy issues and mastering competing global policy initiatives will be emphasized.

PGLC 767 Advanced Qualitative Research and Analysis (3)
In this course, qualitative research methods at an advanced level will be studied. An in-depth emphasis will be placed on the philosophical underpinnings and assumptions of qualitative research, merits and vulnerabilities of various methodologies, validity and generalization of the results, as well as ethical and cultural considerations. Also, formation of research questions as a foundation of determining and applying various methodologies will be examined. The course will examine participatory action research, grounded theory, phenomenology, and the narrative approach, among others. A detailed and comprehensive understanding and application of techniques in content analysis will also be undertaken, which will include an application of computer software. With self as an instrument of research perspective, attention will be paid to central issues such as diversity and inclusion.

PGLC 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.

PGLC 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.

PGLC 800 Grant Writing and Alternative Funding (3)
This guided seminar will instruct students in the process of applying for grants and alternative sources of funding in support of their scholarly activities. The students will develop a grant or similar proposal and will submit it to at least three organizations that provide funding for research in the student's area of specialization.

PGLC 801A, B, C Disseminating Knowledge and Publishing (1)
In this seminar, the student works closely with a faculty mentor to develop, investigate, and disseminate to a larger audience a sustainable stream of research that the student will maintain beyond graduation. The student will use his or her previously developed own area of expertise and

research to develop a paper that is submitted to a peer-reviewed journal that is well respected in the student's area of expertise. This seminar takes place over three terms, designated by parts A, B, and C.

PGLC 802 Advanced Learning Theory and Design (3)

The course will help learners analyze, design, develop, implement, and evaluate instruction for a variety of content areas and audiences, using various media or delivery systems. The course will cover general principles of curriculum development, issues related to teaching and learning, and the evaluation of educational programs.

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 associate 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.

Master of Arts in Psychology

The Master of Arts in Psychology 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 MA in Psychology does not guarantee admission to the doctoral program. Classes are offered afternoons and on weeknights at the Encino, Irvine, and West Los Angeles Graduate Campuses.

Psychology master's students who wish to transfer from one program to another are required to file a Program Plan Change form, which will be forwarded to the program director for evaluation.

The MA in Psychology program requires 36–48 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 6 units. Depending on the student's academic background, the coursework will consist of the courses listed under Foundation Courses and Core Courses supplemented with elective courses in lieu of waived foundation courses, if needed to complete the total unit requirement. The recommended course load is 9 to 12 units per term, although students who are employed full-time are urged to enroll in only 6 to 9 units per term. 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 the provision of other clinical services. Students training to become mental health professionals 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 that in the course of their class work at Pepperdine University and clinical training in University clinics, external practicum rotations, and internships, 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 students' 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 program director.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the 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.

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- 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	Research and Evaluation Methods for Mental Health Professionals	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 659	Behavioral 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 met by completing the equivalent course at an regionally accredited institution within the last seven years, receiving a grade of "B" or better, or completing a Pepperdine graduate-level course or equivalent.

The following core courses may be taken in any sequence after prerequisites have been satisfied:

Core Courses

PSY 600	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 601	Assessment of Intelligence	(3)
PSY 602	Personality Assessment	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 607	Social Psychology	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Multicultural Counseling	(3)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 667	Industrial/Organizational Psychology	(3)
PSY 692	Scientific Writing in Psychology	(3)

Elective Courses (Select one of the following courses)

PSY 670	Introduction to Positive Psychology	(3)
PSY 671	Career Development Theory and Techniques	(3)

Students who receive foundation-level waivers and need additional courses to complete the minimum 36 units required for graduation may take any of the following courses:

PSY 624	Individual and Family Treatment of Substance Abuse	(3)
PSY 627	Psychopharmacology for Mental Health Professionals	(3)
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 669	Trauma in Diverse Populations	(3)

Online Master of Arts in Psychology

The online Master of Arts in Psychology (MAP) program provides students with a similar curriculum to that required of students enrolled in the on-campus MAP program. Admission requirements for the online program are identical to the requirements for the on-campus program.

The online MAP program will rely upon state-of-the-art online technology, with faculty conducting live, small-class experiences. Complementing these class experiences, students complete coursework to enhance class discussions. In contrast to the on-campus MAP program, students enrolled in the online program participate in four 11-week sessions during the academic year. The online and on-campus programs are separate, and students enrolled in one program are not eligible to take courses in the other.

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	Research and Evaluation Methods for Mental Health Professionals	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 659	Behavioral 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 met by completing the equivalent course at a regionally accredited institution within the last seven years, receiving a grade of "B" or better, or completing a Pepperdine graduate-level course or equivalent.

The following core courses may be taken in any sequence after prerequisites have been satisfied:

Core Courses

PSY 600	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 603	Assessment of Individuals, Couples, and Families	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 607	Social Psychology	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Multicultural Counseling	(3)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 667	Industrial/Organizational Psychology	(3)
PSY 692	Scientific Writing in Psychology	(3)

Elective Courses (Select one of the following courses)

PSY 670   Introduction to Positive Psychology .... (3)
PSY 671   Career Development Theory and Techniques .... (3)

   One additional course must be taken from the following:

PSY 624   Individual and Family Treatment of Substance Abuse .... (3)
PSY 627   Psychopharmacology for Mental Health Professionals......... (3)
PSY 668   Clinical Interventions with Children and Adolescents........ (3)
PSY 669   Trauma in Diverse Populations .... (3)

   Students who receive foundation-level waivers and need additional courses to complete the minimum 36 units for graduation may take any of the following courses:

PSY 624   Individual and Family Treatment of Substance Abuse .... (3)
PSY 627   Psychopharmacology for Mental Health Professionals......... (3)
PSY 668   Clinical Interventions with Children and Adolescents........ (3)
PSY 669   Trauma in Diverse Populations .... (3)

Course Descriptions

PSY 600 Diagnosis and Treatment of Mental Health Disorders (3)

   This course reviews the clinical presentation, diagnosis, and treatment of mental health disorders, as defined in the DSM system. A range of treatment approaches (e.g., individual, group, psychopharmacological, systemic) are discussed, with an emphasis on evidence-based interventions and sociocultural considerations. Principles of recovery-oriented mental health care are reviewed. Students learn intake and treatment planning skills. Prerequisite: 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 Rorschach Inkblot Test. Experiences in assessment and professional report writing are provided.

PSY 603 Assessment of Individuals, Couples, and Families (3)

   This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are reviewed, including standardized and nonstandardized testing approaches, basic statistical concepts, and ethical and cultural considerations in assessment. Students gain experience in the administration, scoring, and interpretation of selected tests as well as in 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 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.

PSY 622 Multicultural Counseling (3)

Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed.

PSY 624 Individual and Family Treatment of Substance Abuse (3)

This course investigates major approaches used in the identification, evaluation, and treatment of substance use disorders and co-occurring disorders. Individual, group, family, and recovery-oriented approaches are addressed. Prerequisites: PSY 600, 606, and 612.

PSY 626 Research and Evaluation Methods for Mental Health Professionals (3)

This course covers basic concepts in statistics, research design, and program evaluation for mental health professionals, including experimental and correlational design methods, levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Students are also introduced to methods of evaluating programs and clinical outcomes while considering systemic and sociocultural influences. Emphasis is given to helping students become knowledgeable consumers of research, including the use of research to inform evidence-based practice.

PSY 627 Psychopharmacology for Mental Health Professionals (3)

This course examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders such as autism, schizophrenia, and depression are also discussed. Additionally, this course uses a biopsychosocial model to examine the history and use of psychopharmacology for 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 indication and use of medications is examined. Prerequisite: PSY 600.

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 600, 606, and 612.

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, Couple, and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and socio-emotional development of individuals and families throughout the life span. The impacts of experiences such as having children and parenting, adolescence, marriage, divorce, grief and loss, and aging and long-term care on individuals and families are explored. Cultural understandings and contextual considerations (e.g., SES, social position, social stress, educational level, housing, poverty, etc.) of human development are addressed.

PSY 659 Behavioral Principles and Theories of Learning (3)

This course provides a survey of the field of behavioral principles and theories of learning and change. The relevance of historical and contemporary behavior approaches for the practice of counseling and psychotherapy with diverse populations is highlighted.

PSY 667 Industrial/Organizational Psychology (3)

This course provides students with the theoretical foundation of industrial and organizational psychology. It introduces students to organizational inquiry leading to a deeper understanding of theories and practices impacting the individual, groups, and organizations in a variety of work settings. Students research, analyze, apply, and explore such topics as team dynamics, the role of emotional intelligence at work, personnel selection, assessment, training, performance management, multiculturalism, and organizational leadership theories.

PSY 668 Clinical Interventions with Children and Adolescents (3)

This course 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. Prerequisite: PSY 658.

PSY 669 Trauma in Diverse Populations (3)

Students are introduced to foundational and science-informed principles in trauma psychology as they are contextualized by culture. Attention is directed to an examination of multicultural competence, trauma risk reduction, and trauma intervention. The course will survey interpersonal trauma (including child abuse and partner and spousal abuse) as well as natural disasters and medical trauma. This course satisfies the BBS requirement for coursework in spousal or partner abuse assessment, detection, and intervention. Prerequisite: PSY 600.

PSY 670 Introduction to Positive Psychology (3)

The mission of this course is to provide an up-to-date understanding of clinical and empirical advances in positive psychology. In addition to understanding the aim and scope of the scientific study of human strengths and flourishing, students will also be taught to evaluate the societal myths within this genre, experience various inventions themselves, and examine how these principles play out in the real world on a global scale. There will be a strong focus on research that supports positive psychology principles and interventions. Multicultural considerations in the subfield of positive psychology will also be addressed.

PSY 671 Career Development Theory and Techniques (3)

This course will prepare students to address the intersections of career, values, and life roles in the context of career counseling and responding to career- and work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of sociocultural 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.

PSY 692 Scientific Writing in Psychology (3)

This course provides students with an opportunity to integrate knowledge gained from foundation courses in the program with the application of skills in scholarly research and writing. Students will write a literature review and use it as the foundation for the creation of a culturally competent resource tailored to either a lay audience or clinicians. The literature review will be written according to American Psychological Association guidelines. This course allows theory to be demonstrated through a scholarly project and helps prepare the student for doctoral study or additional research activity in psychology. It provides the opportunity for students to critically evaluate research studies, conceptualize an independent research project, and conduct scientific writing. Prerequisites: PSY 600, 626, 657, and 658.

Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format program provides a strong master's-level foundation in the areas of clinical psychology, clinical counseling, and marriage and family therapy. 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, clinical counseling, community mental health, or developmental psychology.

The curriculum is designed to meet the academic requirements for a Licensed Marriage and Family Therapist (LMFT) in California, as specified in sections 4980.36 and 4980.42 of the California Business and Professions Code. For students who enroll in the Master of Arts in Clinical Psychology (MACLP) program after August 1, 2012, the curriculum simultaneously satisfies the academic requirements for the Licensed Professional Clinical Counselor (LPCC) in California as specified in sections 4999.33, 4999.34, and 4999.36 of the California Business and Professions Code.

As part of the MACLP curriculum, students are required to gain supervised fieldwork experience in approved clinical settings. For students entering the MACLP program after August 1, 2012, those who ultimately want to become licensed as an LMFT in California will be required to complete a minimum of 225 hours of direct client contact in an approved clinical setting. These hours satisfy LMFT curriculum requirements and a portion of the 3,000 hours of clinical experience required for licensure as an LMFT. Students ultimately seeking to become licensed as an LPCC in California will be required to complete a minimum of 280 hours of direct client contact in an approved clinical setting. These hours satisfy curriculum requirements for the LPCC license but cannot be counted toward the 3,000 hours of post-degree internship hours required for the LPCC license.

Students Enrolled or Graduated Prior to August 1, 2012

According to the California Board of Behavioral Sciences (BBS) and as specified in section 4999.32 in the California Business and Professions Code, students enrolled in or graduated from the Pepperdine MACLP program prior to August 1, 2012, who wish to seek licensure as an LPCC will be required to additionally and minimally complete (1) a 3-unit semester course in career development theories and techniques, (2) a 15-hour course in crisis or trauma counseling, and (3) a 7-hour course in child abuse assessment and reporting. These three specific courses can be completed while enrolled in the MACLP program or completed after graduation. Coursework can be completed when offered by Pepperdine or from another BBS-approved educational entity.

This program is designed for full-time students only. It is open to new students in September of each year and is offered at the Drescher Graduate Campus in Malibu. Students are required to begin working in field placement settings during their second term in the program, for a total of four successive terms.

For further clarification of MACLP academic requirements or clinical training issues, please contact the program administrator at (310) 506-4608.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and the provision of other clinical services. Students training to become mental health professionals 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 that in the course of their class work at Pepperdine University and clinical training in University clinics and external practicum rotations, 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 students' learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In a clinically oriented training program, 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 program director.

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) or who have the equivalent of a minor in psychology or a closely related field may also be considered.

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant as well as all transcripts from all other colleges or universities attended.

- Scores from the Graduate Record Examination (GRE—General Test), taken within the past five years.

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- 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 two academic years in length. Students enroll in courses during the Fall, Spring, and first Summer session of each of the two years of the program. Students take courses in a pre-specified sequence and enroll in between 11 and 14 units in the Fall and Spring terms of the program and between 6 and 8 units in the Summer terms, depending upon the specific term.

Core Courses

The following 62 units of coursework are required and are completed in a specific sequence:

PSY 600	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 603	Assessment of Individuals, Couples, and Families	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Multicultural Counseling	(3)
PSY 623	Professional Ethics and the Law for Mental Health Professionals	(3)
PSY 624	Individual and Family Treatment of Substance Abuse	(3)
PSY 626	Research and Evaluation Methods for Mental Health Professionals	(3)
PSY 627	Psychopharmacology for Mental Health Professionals	(3)
PSY 628	Human Sexuality and Intimacy	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Couple and Family Therapy I	(3)
PSY 640	Couple and Family Therapy II	(3)
PSY 642	Mental Health Systems, Practice, and Advocacy	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 661	Preparation for Practicum	(2)
PSY 662	Clinical Practicum	(2, 2, 2, 2)
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 669	Trauma in Diverse Populations	(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 mental health professionals. 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 interpersonal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served.

The Daytime Format MACLP program director, in concert with faculty and/or clinical training and professional development staff members, may require discussions with a student who has presented significant behavioral or academic concerns to University faculty or staff or practicum site personnel. These discussions may result in requirements of student rehabilitation to include efforts such as faculty or peer mentoring, delayed entry into or temporary suspension of clinical work, and specific evidence of rehabilitation in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's rehabilitation to ensure the successful resolution of the problem.

If these efforts are unsuccessful in resolving the concerns or the concerns are initially of a nature or of a degree that suggests a student is unable to provide clinical services to the public or meaningfully participate in and complete coursework, the student may then be required to participate in a more formal assessment of the problems with an MACLP faculty panel.

A faculty panel will review feedback from faculty, staff, and/or practicum site personnel concerning individual students and make their recommendations to the associate dean of psychology, who will make the final determination in the matter. 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.

Supervised Clinical Practicum

The clinical training and professional development staff provide resources to MACLP students to secure supervised clinical training sites. The staff regularly visit, evaluate, and approve established and potential sites. Students in the MALCP Daytime Format program can utilize designated staff to assist them in locating potential practicum sites via directories located at the Malibu campus or through Handshake, an online directory maintained

by Career Services which specifies employment opportunities and approved clinical sites. To satisfy graduation requirements, students must accrue sufficient client-contact hours to meet requirements qualifying them for registration as an LMFT and/or LPCC intern.

Licensed Marriage and Family Therapist (LMFT)

A Licensed Marriage and Family Therapist (LMFT) in California is able to offer psychotherapeutic services to ". . . individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments" (4980.02, Business and Professions Code). The California 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 60 semester units of coursework in the content areas specified by law.
- A minimum of 3,000 hours of supervised clinical experience deemed appropriate by the BBS.
- The passing of standardized exam(s) administered by the BBS.

Licensed Professional Clinical Counselor (LPCC)

California Business and Professions Code 4999.20 defines professional clinical counseling as "the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems." Professional clinical counseling does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed additional training and education as required under Business and Professions Code section 4999.20(a)(3)(A). The California Board of Behavioral Sciences (BBS) governs the licensing process.

Note: The Pepperdine University MACLP program curriculum provides the required training such that LPCCs can provide assessment and treatment of couples and families.

Specific licensing requirements depend on the date when a student first enrolls in the MACLP program. Pepperdine's primary role is to assist students in completing academic requirements for the license. Pepperdine is also responsible for coordinating and approving all LMFT and LPCC hours gained before the degree is granted. Since licensing requirements change periodically, students are advised that it may be necessary to modify the curriculum of the MACLP program so that it may continue to conform to the current BBS requirements. Also, students should maintain contact with the BBS to stay informed of any changes that may affect their efforts to obtain a license. A copy of the current LMFT and LPCC regulations may be obtained by writing to the Board of Behavioral Sciences, 1625 North Market Boulevard, Suite S-200, Sacramento, CA 95834. Students are encouraged to

visit the BBS website at **bbs.ca.gov** for additional information about licensing. Students should also contact the clinical training staff to obtain a copy of the LMFT and LPCC Handbook (or view online) that lists essential information on BBS and Pepperdine LMFT and LPCC requirements.

Mandated Reporter of Child Abuse

In line with long-standing legal and ethical standards for mental health professionals and trainees, California law identifies several categories of individuals who are considered "mandated reporters" of child abuse and neglect, including MACLP trainees in clinical practicum. Such individuals are required to sign a Mandated Reporter Acknowledgement form, which discusses the individual's legal obligations. Failure to comply with this law may result in disciplinary action up to and including dismissal from the University.

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 many 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 founded the Associated Women for Pepperdine and has taught in the fields of religion and family studies. Dr. Dennis Lowe, professor of psychology and former director of the Center for the Family, has held this chair since 1993.

Course Descriptions

PSY 600 Diagnosis and Treatment of Mental Health Disorders (3)

This course reviews the clinical presentation, diagnosis, and treatment of mental health disorders, as defined in the DSM system. A range of treatment approaches (e.g., individual, group, psychopharmacological, systemic) are discussed, with an emphasis on evidence-based interventions and sociocultural considerations. Principles of recovery-oriented mental health care are reviewed. Students learn intake and treatment planning skills.

PSY 603 Assessment of Individuals, Couples, and Families (3)

This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are reviewed, including standardized and non-standardized testing approaches, basic statistical concepts, and ethical and cultural considerations in assessment. Students gain experience in the administration, scoring, and interpretation of selected tests as well as in 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 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.

PSY 622 Multicultural Counseling (3)

Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed.

PSY 623 Professional Ethics and the Law for Mental Health Professionals (3)

This course considers ethical standards for therapists and reviews legal issues that influence the professional practice of individual, couple, and family therapy. Application of legal and ethical principles to recovery-oriented mental health care will be addressed.

PSY 624 Individual and Family Treatment of Substance Abuse (3)

This course investigates major approaches used in the identification, evaluation, and treatment of substance use disorders and co-occurring disorders. Individual, group, family, and recovery-oriented approaches are addressed.

PSY 626 Research and Evaluation Methods for Mental Health Professionals (3)

This course covers basic concepts in statistics, research design, and program evaluation for mental health professionals, including experimental and correlational design methods, levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Students are also introduced to methods of evaluating programs and clinical outcomes while considering systemic and sociocultural influences. Emphasis is given to helping students become knowledgeable consumers of research, including the use of research to inform evidence-based practice.

PSY 627 Psychopharmacology for Mental Health Professionals (3)

This course uses a bio-psycho-social and systemic 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 contextual variables on the indications, recovery principles, and use of medications and medication adherence is examined.

PSY 628 Human Sexuality and Intimacy (1)

This course includes the study of physiological-psychological and social-cultural, systemic variables associated with sexual identity, sexual behavior, and sexual disorders. Issues related to sexuality and intimacy in couple and family relationships are reviewed.

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 Couple and Family Therapy I (3)

This course covers assessment, diagnosis, and intervention strategies for individuals, couples, and families according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. Sociocultural issues are addressed as they relate to the development of the field as well as assessment and intervention.

PSY 640 Couple and Family Therapy II (3)

This course 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 and recovery-oriented approaches such as narrative and solution-focused therapy.

PSY 642 Mental Health Systems, Practice, and Advocacy (3)

This course is designed to explore the evolving professional and economic climate for mental health professionals. 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 licensing process are included. This course also addresses community involvement, engaging consumers of mental health services, and advocacy.

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

Students study the biological, psychological, and socio-emotional development of individuals and families throughout the life span. The impacts of experiences such as having children and parenting, adolescence, marriage, divorce, grief and loss, and aging and long-term care on individuals and families are explored. Cultural understandings and contextual considerations (e.g., SES, social position, social stress, educational level, housing, poverty, etc.) of human development are addressed.

PSY 661 Preparation for Practicum (2)

This course addresses common questions and concerns students have prior to beginning clinical work at their practicum sites. Students are taught how to prepare for beginning stages of therapy, how to effectively utilize consultation and supervision, how to deal with clients in crisis, advocacy practices, and other practical skills such as completing case notes and other forms of treatment documentation. Special attention is given to recovery-oriented practices and intervention with diverse individuals, couples, families and communities, and those who experience severe mental illness. Students must register for PSY 661 one term before beginning Clinical Practicum (PSY 662).

PSY 662 Clinical Practicum (2)

This course focuses on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students formulate and present cases using a variety of psychotherapeutic models with attention to sociocultural and contextual issues and recovery-oriented principles. Students must register for PSY 662 for 2 units each term, over a period of four consecutive terms (8 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 and LPCC requirements.

PSY 668 Clinical Interventions with Children and Adolescents (3)

This course 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 669 Trauma in Diverse Populations (3)

Students are introduced to foundational and science-informed principles in trauma psychology as they are contextualized by culture. Attention is directed to an examination of multicultural competence, trauma risk reduction, and trauma intervention. The course will survey interpersonal trauma (including child abuse and partner and spousal abuse) as well as natural disasters and medical trauma. This course satisfies the BBS requirement for coursework in spousal or partner abuse assessment, detection, and intervention.

PSY 671 Career Development Theory and 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- and work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of sociocultural 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 Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format program provides a strong master's-level foundation in the areas of clinical psychology, clinical counseling, and marriage and family therapy. 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, clinical counseling, community mental health, or developmental psychology.

The curriculum is designed to meet the academic requirements for a Licensed Marriage and Family Therapist (LMFT) in California, as specified in sections 4980.36 and 4980.42 of the California Business and Professions Code. For students who enroll in the Master of Arts in Clinical Psychology (MACLP) program after August 1, 2012, the curriculum simultaneously satisfies the academic requirements for the Licensed Professional Clinical Counselor (LPCC) in California as specified in sections 4999.33, 4999.34, and 4999.36 of the California Business and Professions Code.

As part of the MACLP curriculum, students are required to gain supervised fieldwork experience in approved clinical settings. For students entering the MACLP program after August 1, 2012, those who ultimately want to become licensed as an LMFT in California will be required to complete a minimum of 225 hours of direct client contact in an approved clinical setting. These hours satisfy LMFT curriculum requirements and a portion of the 3,000 hours of clinical experience required for licensure as an LMFT. Students ultimately seeking to become licensed as an LPCC in California will be required to complete a minimum of 280 hours of direct client contact in an approved clinical setting. These hours satisfy curriculum requirements for the LPCC license but cannot be counted toward the 3,000 hours of post-degree internship hours required for the LPCC license.

Students Enrolled or Graduated Prior to August 1, 2012

According to the California Board of Behavioral Sciences (BBS) and as specified in section 4999.32 in the California Business and Professions Code, students enrolled in or graduated from the Pepperdine MACLP program prior to August 1, 2012, who wish to seek licensure as an LPCC will be required to additionally and minimally complete (1) a 3-unit semester course in career development theories and techniques, (2) a 15-hour course in crisis or trauma counseling, and (3) a 7-hour course in child abuse assessment and reporting. These three specific courses can be completed while enrolled in the MACLP program or completed after graduation. Coursework can be completed when offered by Pepperdine or from another BBS-approved educational entity.

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format program is offered on weeknights and afternoons at the Encino, Irvine, and West Los Angeles 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 the provision of other clinical services. Students training to become mental health professionals 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 that in the course of their class work at Pepperdine University and clinical training in University clinics and external practicum rotations, 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 students' learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In a clinically oriented training program, 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 program director.

Admission Requirements

Applicants to the Evening Format program 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.

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant.
- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- 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. (If applying for the MACLP with Latinas/os, applicants should include in their autobiographical description how their experiences, interests, and goals relate to working with Latina/o communities. Interviews will be conducted with all final candidates.)

Course Requirements

Students whose bachelor's degrees are in fields other than psychology may be considered for admission to this format. The program requires 60–66 units for students enrolled in or after the start of the Fall 2018 term, 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 LMFT and LPCC licensing requirements. If a student has completed the foundation courses elsewhere and has them waived and if a maximum of 6 graduate units are transferred in, as few as 54 units must be taken. If a student must complete all foundation and core requirements, a total of 66 units must be completed. The units will consist of the courses listed below from the foundation and core requirements.

Students who have graduated from GSEP's Master of Arts in Psychology program or the Master of Science in Behavioral Psychology program may count the following courses, up to a maximum of 30 units, toward the MACLP program, provided that the courses were completed within the last seven years. The following courses may apply: PSY 600, 606, 612, 622, 626, 637, 657, 658, 659, or 671.

Foundation Courses

The courses listed below are considered foundational to the program and should 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 last seven years, at a grade of "B" or better. Courses taken online are eligible for waiver consideration. Foundation courses taken at the graduate level may be waived or transferred (maximum of 6 semester units for transfers). Permission to waive or transfer credits should be requested at the time of admission.[5]

PSY 657   Psychopathology .... (3)
PSY 659   Behavioral Principles and Theories of Learning .... (3)

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[5] *Students who have an undergraduate degree in psychology (or a closely related field of study) from a regionally accredited institution are eligible to waive the foundation courses.*

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	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 603	Assessment of Individuals, Couples, and Families	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Multicultural Counseling	(3)
PSY 623	Ethics and Law for Mental Health Professionals	(3)
PSY 624	Individual and Family Treatment of Substance Abuse	(3)
PSY 626	Research and Evaluation Methods for Mental Health Professionals	(3)
PSY 627	Psychopharmacology for Mental Health Professionals	(3)
PSY 628	Human Sexuality and Intimacy	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Couple and Family Therapy I	(3)
PSY 640	Couple and Family Therapy II	(3)
PSY 642	Mental Health Systems, Practice, and Advocacy	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 661	Preparation for Practicum	(2)
PSY 662	Clinical Practicum	(2, 2, 2)
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 669	Trauma in Diverse Populations	(3)
PSY 671	Career Development Theory and Techniques	(3)

Online Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy

The online Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy (MACLP) program provides students with the same curriculum required of students enrolled in the on-campus MACLP Evening Format program. The online MACLP degree will qualify students for registration as marriage and family therapy interns and professional clinical counselor interns in California. Admission requirements for the online program are identical to the requirements for the on-campus MACLP Evening Format program. 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, clinical counseling, community mental health, or developmental psychology.

The online program uses state-of-the-art online technology, with faculty conducting live, small-class experiences. Complementing these class experiences, students complete coursework to enhance class discussions. In contrast to the on-campus MACLP Evening Format program, students enrolled in the online program participate in four 11-week sessions during the academic year. The online and on-campus MACLP programs are separate, and students enrolled in one program are not eligible to take courses in the other program.

As part of the MACLP curriculum, students are required to gain supervised fieldwork experience in approved clinical settings. Students ultimately seeking to become licensed as an LMFT outside of California will be required to complete a minimum of 700 total clock hours with 225 hours of direct client contact in an approved clinical setting. Students ultimately seeking to become licensed as an LPCC outside of California will be required to complete a minimum of 700 total clock hours with 280 hours of direct client contact in an approved clinical setting. As part of the MACLP curriculum, students are required to gain supervised fieldwork experience in approved clinical settings and to collect and maintain documentation of training hours.

Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinas/os

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy program with a Latina/o mental health emphasis trains students to work with Latina/o communities within a Latina/o mental health context. The training program is committed to developing strong foundations in cultural and linguistic responsiveness. The Latina/o mental health emphasis is dedicated to preparing students to integrate a community-based, systemic perspective in their conceptualization and therapeutic approaches in working with underserved and unserved Latina/o communities. While the program has a particular emphasis in training students to work with Latina/o communities, students enrolled in the program learn how to work with all communities and take general core foundational courses from the Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy program in conjunction with specific Latina/o courses and experiential language development. A fundamental tenet of the Latina/o mental health emphasis is to assist students in developing their Spanish language skills as future therapists.

The Latina/o mental health emphasis is provided at the Irvine Graduate Campus. In order to make the program accessible to students across all campuses, students are permitted to enroll in the Latina/o mental health emphasis from any of the three graduate campuses in Encino, Irvine, or West Los Angeles. However, all Latina/o-specific courses needed to graduate from the emphasis area are offered only at the Irvine Graduate Campus. The program is designed to be a cohort model to ensure a cohort of students will take classes on the same days each week, reducing the travel time for students who may be commuting from other graduate campuses to Irvine and in hopes of building strong peer relationships with one another. In order to meet the requirements for the Licensed Marriage and Family Therapist (LMFT) and Licensed Professional Clinical Counselor (LPCC) designations, the Latina/o mental health emphasis provides students with an opportunity to obtain either licensure upon graduation.

As part of the Latina/o emphasis curriculum, students are required to gain supervised fieldwork experience in approved clinical settings with Latina/o communities. Additionally, part of the academic requirements for the Latina/o program requires students to conduct community service projects to assist local communities. The Latina/o program partners with local agencies, church communities, and culture-specific associations each year to provide support in the community through the delivery of service projects.

Course Requirements

Foundation Courses

The courses listed below are considered foundational to the program and should 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 last seven years, at a grade of "B" or better. Courses taken online are eligible for waiver consideration. Foundation courses taken at the graduate level may be waived or transferred (maximum of 6 semester units for transfers). Permission to waive or transfer credits should be requested at the time of admission.

PSY 657   Psychopathology .... (3)
PSY 659   Behavioral 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 606   Interpersonal Skills and Group Therapy .... (3)
PSY 623   Ethics and Law for Mental Health Professionals .... (3)
PSY 624   Individual and Family Treatment of Substance Abuse .... (3)
PSY 626   Research and Evaluation Methods for
             Mental Health Professionals .... (3)
PSY 627   Psychopharmacology for Mental Health Professionals .... (3)
PSY 628   Human Sexuality and Intimacy .... (1)
PSY 639   Couple and Family Therapy I .... (3)
PSY 640   Couple and Family Therapy II .... (3)
PSY 642   Mental Health Systems, Practice, and Advocacy .... (3)
PSY 661   Preparation for Practicum .... (2)
PSY 662   Clinical Practicum .... (2, 2, 2)
    or
PSY 663   Bilingual Clinical Practicum: Latina/o Emphasis .... (2, 2, 2)
PSY 668   Clinical Interventions with Children and Adolescents .... (3)
PSY 669   Trauma in Diverse Populations .... (3)
PSY 671   Career Development Theory and Techniques .... (3)
PSY 672, 672A Spanish Language and Culture: Beginning Conversations
             and Understanding Linguistic Context .... (3, 3)
    or
PSY 673, 673A Spanish Language and Culture in Counseling Latinas/os:
             Intermediate/Advanced .... (3, 3)
PSY 674   Diagnosis and Treatment of Mental Health Disorders:
             Latina/o Emphasis .... (3)
PSY 675   Assessment of Individuals, Couples, and Families:
             Latina/o Emphasis .... (3)

Continuation in Program

In addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for mental health professionals. 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 interpersonal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served.

The Evening Format MACLP program director, in concert with faculty and/or clinical training and professional development staff members, may require discussions with a student who has presented significant behavioral or academic concerns to University faculty or staff or practicum site personnel. These discussions may result in requirements of student rehabilitation to include efforts such as faculty or peer mentoring, delayed entry into or temporary suspension of clinical work, and specific evidence of rehabilitation in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's rehabilitation to ensure the successful resolution of the problem.

If these efforts are unsuccessful in resolving the concerns or the concerns are initially of a nature or of a degree that suggest a student is unable to provide clinical services to the public or substantially participate in coursework, the student may then be required to participate in a more formal assessment of the problems with a MACLP faculty panel.

A faculty panel will review feedback from faculty, staff, and/or practicum site personnel concerning individual students and make their recommendations to the associate dean of psychology, who will make the final determination in the matter. 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 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.

Supervised Clinical Practicum

The clinical training and professional development (CTPD) staff provide resources to MACLP students to secure supervised clinical training sites. The CTPD staff regularly visit, evaluate, and approve established and potential sites, while assisting potential practicum students in locating a variety of supervised clinical placements through the GSEP Career Services Office. The CTPD staff, available at all of the GSEP graduate campuses, can assist

students in accessing Handshake, an online directory maintained by Career Services which specifies employment opportunities and approved clinical sites. To satisfy graduation requirements, students must accrue sufficient client-contact hours to meet requirements qualifying them for registration as an LMFT and/or LPCC intern.

Licensed Marriage and Family Therapist (LMFT)

A Licensed Marriage and Family Therapist (LMFT) in California is able to offer psychotherapeutic services to ". . . individuals, couples, and groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments" (4980.02, Business and Professions Code). The California 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 60 semester units of coursework in the content areas specified by law.
- A minimum of 3,000 hours of supervised clinical experience deemed appropriate by the BBS.
- The passing of standardized exam(s) administered by the BBS.

Licensed Professional Clinical Counselor (LPCC)

"Professional clinical counseling is defined as the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems." Professional clinical counseling does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed additional training and education as required under Business and Professions Code section 4999.20(a)(3)(A). The California Board of Behavioral Sciences (BBS) governs the licensing process.

Note: The Pepperdine University MACLP program curriculum provides the required training such that LPCCs can provide assessment and treatment of couples and families.

Specific licensing requirements depend on the date when a student first enrolls in the MACLP program. Pepperdine's primary role is to assist students in completing academic requirements for the license. Pepperdine is also responsible for coordinating and approving all LMFT or LPCC hours gained before the degree is granted. Since licensing requirements change periodically, students are advised that it may be necessary to modify the curriculum of the MACLP program so that it may continue to conform to the current BBS requirements. Also, students should maintain contact with the BBS to stay informed of any changes which may affect their efforts to obtain a license. A copy of the current LMFT and LPCC regulations may be obtained by writing to the Board of Behavioral Sciences, 1625 North Market Boulevard, Suite S-200, Sacramento, CA 95834. Students are encouraged to visit the BBS website at **bbs.ca.gov** for additional information about licensing.

Students should also contact the clinical training staff to obtain a copy of the LMFT and LPCC Handbook (or view online) that lists essential information on BBS and Pepperdine LMFT and LPCC requirements.

Mandated Reporter of Child Abuse

In line with long-standing legal and ethical standards for mental health professionals and trainees, California law identifies several categories of individuals who are considered "mandated reporters" of child abuse and neglect, including MACLP trainees in clinical practicum. Such individuals are required to sign a Mandated Reporter Acknowledgement form, which discusses the individual's legal obligations. Failure to comply with this law may result in disciplinary action up to and including dismissal from the University.

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 many 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 founded the Associated Women for Pepperdine and has taught in the fields of religion and family studies. Dr. Dennis Lowe, professor of psychology and former director of the Center for the Family, has held this chair since 1993.

Course Descriptions

PSY 600 Diagnosis and Treatment of Mental Health Disorders (3)
   This course reviews the clinical presentation, diagnosis, and treatment of mental health disorders, as defined in the DSM system. A range of treatment approaches (e.g., individual, group, psychopharmacological, systemic) are discussed, with an emphasis on evidence-based interventions and sociocultural considerations. Principles of recovery-oriented mental health care are reviewed. Students learn intake and treatment planning skills. Prerequisite: Evening Format Program: PSY 657.

PSY 603 Assessment of Individuals, Couples, and Families (3)
   This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are reviewed, including standardized and non-standardized testing approaches, basic statistical concepts, and ethical and cultural considerations in assessment. Students gain experience in the administration, scoring, and interpretation of selected tests as well as in report writing. Prerequisite: Evening Format Program: 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 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.

PSY 622 Multicultural Counseling (3)
   Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed.

PSY 623 Ethics and Law for Mental Health Professionals (3)
   This course considers ethical standards for therapists and reviews legal issues that influence the professional practice of individual, couple, and family therapy. Application of legal and ethical principles to recovery-oriented mental health care will be addressed. Prerequisites: Evening Format Program: PSY 606 and 612; Latina/o Emphasis Program: PSY 606 and 676.

PSY 624 Individual and Family Treatment of Substance Abuse (3)
   This course investigates major approaches used in the identification, evaluation, and treatment of substance use disorders and co-occurring disorders. Individual, group, family, and recovery-oriented approaches are

addressed. Prerequisites: Evening Format Program: PSY 600, 606, and 612; Latina/o Emphasis Program: PSY 606, 674, and 676.

PSY 626 Research and Evaluation Methods for Mental Health Professionals (3)

This course covers basic concepts in statistics, research design, and program evaluation for mental health professionals, including experimental and correlational design methods, levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Students are also introduced to methods of evaluating programs and clinical outcomes while considering systemic and sociocultural influences. Emphasis is given to helping students become knowledgeable consumers of research, including the use of research to inform evidence-based practice.

PSY 627 Psychopharmacology for Mental Health Professionals (3)

This course examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders such as autism, schizophrenia, and depression are also discussed. Additionally, this course uses a biopsychosocial model to examine the history and use of psychopharmacology for 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 indication and use of medications is examined. Prerequisite: Evening Format Program: PSY 600; Latina/o Emphasis Program: PSY 674.

PSY 628 Human Sexuality and Intimacy (1)

This course includes the study of physiological-psychological and social-cultural, systemic variables associated with sexual identity, sexual behavior, and sexual disorders. Issues related to sexuality and intimacy in couple and family relationships are reviewed.

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: Evening Format Program: PSY 600, 606, and 612.

PSY 639 Couple and Family Therapy I (3)

This course covers assessment, diagnosis, and intervention strategies for individuals, couples, and families according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. Sociocultural issues are addressed as they relate to the development of the field as well as assessment and intervention. Prerequisites: Evening Format Program: PSY 600, 606, and 612; Latina/o Emphasis Program: PSY 606, 674, and 676.

PSY 640 Couple and Family Therapy II (3)

This course 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 and recovery-oriented approaches such as narrative and solution-focused therapy. Prerequisite: Evening Format Program: PSY 639.

PSY 642 Mental Health Systems, Practice, and Advocacy (3)

This course is designed to explore the evolving professional and economic climate for mental health professionals. 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 licensing process are included. This course also addresses community involvement, engaging consumers of mental health services, and advocacy. Prerequisites: Evening Format Program: PSY 622, 639, 640, and one semester of 662; Latina/o Emphasis Program: PSY 639, 640, 677, and one semester of 663.

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, Couple, and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and socio-emotional development of individuals and families throughout the life span. The impacts of experiences such as having children and parenting, adolescence, marriage, divorce, grief and loss, and aging and long-term care on individuals and families are explored. Cultural understandings and contextual considerations (e.g., SES, social position, social stress, educational level, housing, poverty, etc.) of human development are addressed.

PSY 659 Behavioral Principles and Theories of Learning (3)

This course provides a survey of the field of behavioral principles and theories of learning and change. The relevance of historical and contemporary behavior approaches for the practice of counseling and psychotherapy with diverse populations is highlighted.

PSY 661 Preparation for Practicum (2)

This course addresses common questions and concerns students have prior to beginning clinical work at their practicum sites. Students are taught how to prepare for beginning stages of therapy, how to effectively utilize consultation and supervision, how to deal with clients in crisis, advocacy practices, and other practical skills such as completing case notes and other forms of treatment documentation. Special attention is given to recovery-oriented practices and intervention with diverse individuals, couples, families and communities, and those who experience severe mental illness. Students

must register for PSY 661 one term before beginning Clinical Practicum (PSY 662 or 663). Prerequisites: Evening Format Program: PSY 600, 606, 612, and 623; Latina/o Emphasis Program: PSY 606, 623, 674, and 676.

PSY 662 Clinical Practicum (2)

This course focuses on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students formulate and present cases using a variety of psychotherapeutic models with attention to sociocultural and contextual issues and recovery-oriented principles. Students must register for PSY 662 for 2 units each term, over a period of at least three terms. 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 LMFT and LPCC license requirements. Prerequisites: Evening Format Program: PSY 600, 606, 612, 623, 637, 639, and 661.

PSY 663 Bilingual Clinical Practicum: Latina/o Emphasis (2)*

The purpose of this course is to provide students with an opportunity to integrate their knowledge of family systems theory gained in academic courses with its application in clinical practice. A prerequisite for this course is fluency in Spanish. Case presentations and case consultations will be conducted bilingually, with an emphasis on Spanish. Students are introduced to ethnically and linguistically responsive practices with Spanish-speaking Latina/os. This course will address issues related to language and psychosocial variables in interviews and assessment of individual and social well-being. The course will provide opportunities to practice oral and written Spanish language needed for psychotherapy service delivery. This course also focuses on professional development, self-as-the-therapist issues, consultation, and clinical presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students must register for PSY 663 for 2 units each term, over a period of at least three terms. 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 LMFT and LPCC requirements. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisites: Latina/o Emphasis Program: PSY 606, 623, 639, 661, 674, 676, and 678.

PSY 668 Clinical Interventions with Children and Adolescents (3)

This course 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

*Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinas/os.

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. Prerequisite: Evening Format Program: PSY 658; Latina/o Emphasis Program: PSY 679.

PSY 669 Trauma in Diverse Populations (3)

Students are introduced to foundational and science-informed principles in trauma psychology as they are contextualized by culture. Attention is directed to an examination of multicultural competence, trauma risk reduction, and trauma intervention. The course will survey interpersonal trauma (including child abuse and partner and spousal abuse) as well as natural disasters and medical trauma. This course satisfies the BBS requirement for coursework in spousal or partner abuse assessment, detection, and intervention. Prerequisite: Evening Format Program: PSY 600; Latina/o Emphasis Program: PSY 674.

PSY 671 Career Development Theory and 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- and work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of sociocultural 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.

PSY 672 Spanish Language and Culture: Beginning Conversations and Understanding Linguistic Context (3)*

Students will learn Spanish vocabulary and conversational skills needed for working in mental health settings and to be involved in the communities where they live and work. The focus is on the proficiency required for reducing language and cultural barriers for Spanish-dominant populations. The course will be taught in English and Spanish. No fluency in Spanish is required. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

PSY 672A Spanish Language and Culture: Beginning Conversations and Understanding Linguistic Context (3)*

This is a continuation course for PSY 672. Students will continue to learn Spanish vocabulary and conversational skills needed for working in mental health settings and continue to be involved in the communities where they live and work, building on what they started in PSY 672. The focus is on the proficiency required for reducing language and cultural barriers for Spanish-dominant populations. The course will be taught in English and Spanish. No fluency in Spanish is required. This course is limited to students enrolled

*Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinas/os.

in the MACLP Latina/o Emphasis (Evening Format) only. Students must take PSY 672 and 672A over a period of two terms. Students also have the option to enroll in this course internationally during the summer immersion program in a Latin American country. Prerequisite: Latina/o Emphasis Program: PSY 672.

PSY 673 Spanish Language and Culture in Counseling Latinas/os: Intermediate/Advanced (3)*

Students will learn Spanish vocabulary and conversational skills needed for working in mental health settings. The focus is on the proficiency required for conducting psychotherapy and psychological assessments with a variety of Spanish-dominant populations and providing professional and community-based presentations in Spanish. The course will be taught in Spanish, and all assignments must be completed in Spanish. Conversational fluency in Spanish is required. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

PSY 673A Spanish Language and Culture in Counseling Latinas/os: Intermediate/Advanced (3)*

This is a continuation course for PSY 673. Students will continue to learn Spanish vocabulary and Spanish therapeutic skills needed for working in mental health settings. The focus is on the proficiency required for conducting psychotherapy and psychological assessments with a variety of Spanish-dominant populations and providing professional and community-based presentations in Spanish. The course will be taught in Spanish, and all assignments must be completed in Spanish. Conversational fluency in Spanish is required. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Students must take PSY 673 and 673A over a period of two terms. Students also have the option to enroll in this course internationally during the summer immersion program in a Latin American country. Prerequisite: Latina/o Emphasis Program: PSY 673.

PSY 674 Diagnosis and Treatment of Mental Health Disorders: Latina/o Emphasis (3)*

This course is designed to build practical clinical skills in diagnosis, problem formulation, and crisis intervention in a culturally responsive manner with Latina/o individuals and families. In addition to the DSM, the course examines psychopathology from psychodynamic, behavioral, humanistic, multicultural, and psychosocial perspectives. Particular emphasis is placed on the examination of Latina/o communities within contextually congruent and strength-based perspectives. Students are also taught standard intake skills with Latina/o individuals and families and are introduced to psychopharmacology. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisite: Latina/o Emphasis Program: PSY 657.

Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinas/os.

PSY 675 Assessment of Individuals, Couples, and Families: Latina/o Emphasis (3)*

This course covers the fundamentals of psychological testing and examines the application of psychological instruments in the assessment of Latina/o individuals, couples, and families within the practice of marriage and family therapy. Particular attention is given to the interpretation of measures that have been developed for both non-Latina/o and Latina/o communities. Language and psychosocial issues will be discussed in the context of conducting culturally responsive interviews and assessments with Latina/o communities. The course will be conducted in both Spanish and English in order to provide students with opportunities to further develop their language skills. Students will integrate their Spanish language skills by practicing oral and written assessments, reports, and professional presentations. Students gain experience in the administration, scoring, and interpretation of selected tests. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisite: Latina/o Emphasis Program: PSY 626.

PSY 676 Theories of Counseling and Psychotherapy: Latina/o Emphasis (3)*

Major theoretical approaches to personality are surveyed from a historical perspective and critiqued for their applicability with Latina/o individuals. Emphasis is placed upon contemporary clinical/counseling expressions of these approaches with Latinas/os and the operation of theoretical assumptions in clinical practice. A major focus of this course attends to the critical ways in which Latina/o cultures expand the understanding of how personality functioning may shift from one cultural context to another. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

PSY 677 Multicultural Counseling: Latina/o Emphasis (3)*

This course is designed to provide an understanding of Latina/o mental health. Areas addressed include culture, immigration and acculturation, ethnic self-identification, gender role socialization, influence of family and other systems, educational achievement, religion and spirituality, traditional healing practices, therapy and assessment, research considerations, and diversity within the Latina/o population. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

PSY 678 Techniques of Counseling and Psychotherapy: Latina/o Emphasis (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 and within the context of working with Latina/o individuals and families. Particular attention is given to the development of culturally congruent applied techniques that consider issues of class, ethnicity, ethnic identification, and environmental

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context. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisites: Latina/o Emphasis Program: PSY 674 and 676.

PSY 679 Individual, Couple, and Family Development: A Life Cycle Approach—Latina/o Emphasis (3)*

This course will serve as a continuation of the biological, social, spiritual, and psychological 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. The focus will be on the experiences of Latina/o individuals and families and will include topics such as bilingual language development, the impact of immigration and acculturation, and racial/ethnic identity development. Additionally, focus on theory, research, and the application of individual and family developmental psychology within the context of culture will be discussed. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

*Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinas/os.

Master of Science in Behavioral Psychology

The Master of Science in Behavioral Psychology (MSBP) is a 38-unit program designed to prepare students for careers in applied behavior analysis (ABA). The program provides the academic preparation that is a requirement for becoming a board-certified behavior analyst® (BCBA) through the Behavior Analyst Certification Board.® Upon completion of the Master of Science degree, students will be well qualified for the next stage in their career development: completing required supervised hours and taking the certification exam of the Behavior Analyst Certification Board.

A career as a behavior analyst offers many opportunities and rewards. Through the application of scientifically validated principles and techniques of learning, BCBAs help children and adults with disabilities develop the adaptive skills needed for optimal functioning in educational, family, social, and occupational settings. People diagnosed with autism spectrum disorder need the evidence-based treatments that allow them to live more successful and satisfying lives. Graduates of the program will be well prepared to become competent, resourceful, and compassionate practitioners in this growing field.

The program goes beyond meeting the requirements of the Behavior Analyst Certification Board. Graduates of the program will have the opportunity to study human development throughout the life span, attain knowledge of psychopathology and the processes of diagnosis and treatment planning, achieve understanding of a wide range of mental health interventions for children and adolescents, and develop cultural competence. In addition, GSEP's dedicated faculty will instill a deep contextual understanding of diversity factors and their impact on the assessment and treatment of individuals with autism spectrum disorder.

Incorporated into the program are three semesters of practicum in ABA, providing the opportunity to begin accruing the hours of fieldwork necessary for certification. Students who have experience working in ABA will be allowed to begin fieldwork their first term and will have the opportunity to meet fieldwork requirements at the site of their current employment. Other students will spend their first term receiving the foundation needed to begin fieldwork their second or third term and will receive assistance in finding fieldwork placements. MSBP students are required to complete a minimum of 600 experience hours in an approved clinical setting. These hours satisfy a portion of the 1,500 (concentrated supervision) to 2,000 (regular supervision) hours of supervised fieldwork experience required by the Behavior Analyst Certification Board to become a BCBA.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and the provision of other clinical services. Students training to become mental health professionals 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 that in the course of their class work at Pepperdine University and clinical training in University clinics, external practicum rotations, and internships, 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 students' 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 program director.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the 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.

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- 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

This 38-unit course of study includes the following courses:

PSY 613	Concepts and Principles of Applied Behavior Analysis	(3)
PSY 614	Ethical and Professional Conduct for Applied Behavior Analysis	(3)
PSY 615	Measurements, Data Analysis, and Experimental Design for Applied Behavior Analysis	(3)
PSY 616	Applications of Applied Behavior Analysis for Behavior Change	(2)
PSY 617	Assessment Procedures for Applied Behavior Analysis	(3)
PSY 618	Supervision and Management for Applied Behavior Analysis	(2)
PSY 619	Autism Spectrum Disorders	(2)
PSY 620	Practicum in Applied Behavior Analysis	(2, 2, 2)
PSY 625	Selecting and Implementing ABA-Based Interventions	(2)
PSY 629	Behaviorism	(3)

Select three electives from the following:

PSY 622	Multicultural Counseling	(3)
PSY 657	Psychopathology	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 668	Clinical Interventions with Children and Adolescents	(3)

Students who have completed the coursework below at the undergraduate level may seek permission to waive such courses, provided they were completed at a regionally accredited institution, within the last seven years, at a grade of "B" or better. The following courses taken at the undergraduate or graduate level may be waived or transferred (a maximum of 6 semester units of transfer credit and/or waivers will be considered). Permission to waive or transfer credits should be requested at the time of admission and is subject to final approval.

PSY 622	Multicultural Counseling	(3)
PSY 657	Psychopathology	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 668	Clinical Interventions with Children and Adolescents	(3)

A minimum of 32 units will be required for students to graduate from the Master of Science in Behavioral Psychology program.

Online Master of Science in Behavioral Psychology

The Online Master of Science in Behavioral Psychology (MSBP) program provides students with the same curriculum required of students enrolled in the on-campus MSBP program. Admission requirements for the online program are identical to the requirements for the on-campus program.

The online program employs state-of-the-art online technology, with faculty conducting live, small-class experiences. Complementing these class experiences, students complete coursework to enhance class discussions. In contrast to the on-campus MSBP program, students enrolled in the online program participate in four sessions during the academic year. The online and on-campus programs are separate, and students enrolled in one program are not eligible to take courses in the other.

Continuation in Program

In addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for mental health professionals. 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 interpersonal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served.

The Master of Science in Behavioral Psychology program director, in concert with faculty and/or clinical training and professional development staff members, may require discussions with a student who has presented significant behavioral or academic concerns to University faculty or staff or practicum site personnel. These discussions may result in requirements of student rehabilitation to include efforts such as faculty or peer mentoring, delayed entry into or temporary suspension of clinical work, and specific evidence of rehabilitation in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's rehabilitation to ensure the successful resolution of the problem.

If these efforts are unsuccessful in resolving the concerns or the concerns are initially of a nature or of a degree that suggests a student is unable to provide ongoing clinical services to the public or meaningfully participate in and complete coursework, the student may then be required to participate in a more formal assessment of the problems with a Master of Science in Behavioral Psychology faculty panel.

A faculty panel will review feedback from faculty, staff, and/or practicum site personnel concerning individual students and recommend remedial interventions when 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.

Supervised Clinical Practicum

The Master of Science in Behavioral Psychology program administrator provides resources to students to secure supervised clinical training sites. The program administrator approves established and potential sites, while assisting potential practicum students in locating a variety of supervised clinical placements through the GSEP Career Services Office. The program administrator can assist students in accessing Handshake, an online directory maintained by Career Services which specifies employment opportunities and approved sites. To satisfy graduation requirements, students must accrue sufficient experience hours to meet requirements qualifying them for the board-certified behavior analyst certification exam.

Mandated Reporter of Child Abuse

In line with long-standing legal and ethical standards for mental health professionals and trainees, California law identifies several categories of individuals who are considered "mandated reporters" of child abuse and neglect, including psychology trainees and interns. Such individuals are required to sign a Mandated Reporter Acknowledgement form, which discusses the individual's legal obligations. Failure to comply with this law may result in disciplinary action up to and including dismissal from the University.

Course Descriptions

PSY 613 Concepts and Principles of Applied Behavior Analysis (3)

This course teaches foundational concepts and principles of applied behavior analysis. Students will learn a range of principles such as mechanisms of learning, respondent conditioning, and operant conditioning. This course will also explore how basic principles of learning are applied to issues of social significance.

PSY 614 Ethical and Professional Conduct for Applied Behavior Analysis (3)

This course teaches ethical principles and standards of responsible professional conduct that apply to the implementation of applied behavior analysis, as specified by the Behavior Analyst Certification Board. This course also addresses legal and social policy issues affecting service delivery to people with disabilities.

PSY 615 Measurements, Data Analysis, and Experimental Design for Applied Behavior Analysis (3)

This course teaches methods of measuring behavior and developing measurement procedures. Students learn to create and interpret visual data displays. Students develop knowledge and skills of experimental design to evaluate the effectiveness of interventions and interpret articles from the behavior-analytic literature. Prerequisite: PSY 613 (or may be taken concurrently with PSY 613).

PSY 616 Applications of Applied Behavior Analysis for Behavior Change (2)

Building on foundational knowledge of the concepts and principles of applied behavior analysis, this course teaches fundamental elements of behavior change, specific behavior-change procedures, and skills of developing intervention plans based on assessment results and the best available scientific evidence. Prerequisites: PSY 613 and 615. Co-requisite: PSY 617.

PSY 617 Assessment Procedures for Applied Behavior Analysis (3)

This course covers the knowledge and skills for identifying client problems, communicating behavioral concepts in nontechnical language, and collaborating with others who support and/or provide services to one's clients. Students learn to design and implement individualized behavioral assessment procedures and organize, analyze, and interpret observed data. Prerequisites: PSY 613 and 615. Co-requisite: PSY 616.

PSY 618 Supervision and Management for Applied Behavior Analysis (2)

This course develops understanding of using applied behavior analytic strategies to provide effective training to caregivers and staff, as well as to provide supervision and management both at the individual and organizational levels and when providing mentorship to future behavior analysts. Prerequisites: PSY 613 and 615.

PSY 619 Autism Spectrum Disorders (2)

This course examines the assessment, diagnosis, and treatment of autism spectrum disorders (ASDs) using a developmental approach that emphasizes

how clinical presentation changes with age. Students will review a range of evidence-based therapeutic interventions including intensive early interventions, social skills building, and interventions for older adults. Diversity factors, barriers and challenges to accessing and implementing treatment, and the role of advocacy will also be incorporated.

PSY 620 Practicum in Applied Behavior Analysis (2, 2, 2)

This course focuses on professional development, discussion of ABA field placement cases, and case presentation skills. Students must register for PSY 620 for 2 units each term, over a period of three consecutive terms, for a total of 6 units. Students must obtain a placement in an approved ABA setting, with a signed, written agreement, prior to the first class meeting. Supervised hours gained while enrolled in practicum count toward certification requirements of the Behavior Analyst Certification Board. Prerequisites: PSY 613 and 615.

PSY 622 Multicultural Counseling (3)

Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed.

PSY 625 Selecting and Implementing ABA-Based Interventions (2)

Building on foundational knowledge of the concepts and principles of applied behavior analysis, this course teaches how to design individualized behavior change protocols to address challenging behavior and skill acquisition needs. The course further explores specialized areas such as treatments for social skills, feeding disorders, and attention disorders. Prerequisites: PSY 613, 614, 615, 616, and 617.

PSY 629 Behaviorism (3)

This course aims to increase the understanding of radical behaviorism, the philosophy that provides the basis for the tenets of the experimental analysis of behavior and applied behavior analysis. Prerequisites: PSY 613 and 615.

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, Couple, and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and socio-emotional development of individuals and families throughout the life span. The impacts of experiences such as having children and parenting, adolescence, marriage, divorce, grief and loss, and aging and long-term care on individuals and families are explored. Cultural understandings and contextual considerations (e.g., SES, social position, social stress, educational level, housing, poverty, etc.) of human development are addressed.

PSY 668 Clinical Interventions with Children and Adolescents (3)

This course 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. Prerequisite: PSY 658.

Doctor of Psychology

The doctoral program in clinical psychology is accredited by the American Psychological Association[6] and awards the Doctor of Psychology (PsyD) degree. The program exemplifies the practitioner-scholar model of professional training and prepares students to become health service 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 and in Canada.[7] Psychologists trained within the practitioner-scholar model usually establish careers in clinical practice within private and public settings, including clinics, hospitals, Veterans Affairs Healthcare Centers, university counseling centers, and community agencies, as well as serve as instructors (often as adjunct faculty) in university psychology departments. Psychologists also serve as consultants to corporate, public, educational, and religious institutions and conduct program evaluations and design community and specialized intervention programs.

The PsyD 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 the 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 culturally sensitive, evidence-based professional practice, including empirically supported treatments. Further, students are required to uphold legal, ethical, and professional standards throughout their academic, clinical, and research training.

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[6]*Pepperdine's PsyD program is accredited through 2027. 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.*

[7]*Applicants should contact state and provincial psychology licensing boards to obtain information about their licensing requirements.*

Curriculum

The curriculum is built upon the foundation of psychology as a science and offers comprehensive exposure to evidence-based, empirically supported assessment and treatment as well as research with an emphasis on clinical application and sensitivity to multicultural context and individual differences. The curriculum incorporates the APA Standards of Accreditation and offers coursework in discipline-specific knowledge and in profession-wide competencies. These courses emphasize foundational principles and knowledge, clinical competencies in assessment and intervention, research and scholarship, and professional development and supervision as well as courses that support the development and completion of the clinical dissertation.

Clinical Training

Clinical training complements academic coursework and provides supervised experience upon which professional competence is developed. 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, and neuropsychological testing) and treatment under supervision to adults, adolescents, children, and families. Internship affords a capstone experience in clinical training during the fourth year. Consistent with American Psychological Association (APA) standards, students must complete one year of full-time internship (or with the permission of the PsyD executive committee, a two-year half-time internship), ordinarily at APA-accredited, Association of Psychology Postdoctoral and Internship Centers (APPIC) or California Psychology Internship Council (CAPIC) training sites. Permission to apply for internship must be obtained by the director of clinical training prior to application. 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.

Under the direction of the director of clinical training, the program provides support and resources (including orientation meetings, presentations, and consultation) to assist students in their professional development and to support the application process in practicum and internship placement. Clinical training programs commonly request letters of recommendation and verification of academic status and performance from program faculty, supervisors, and administration. Students (and alumni) should make requests for disclosure of such information in writing (see the "Students Records Policy" in the "Regulations and Legal Notices" section of this academic catalog). In addition, students are asked to verify their understanding of this policy and to give permission to the University

to disclose information associated with applications for clinical training or membership in professional societies and organizations on an annual basis.

Permission to apply for and to matriculate to internship requires demonstration of readiness to assume the responsibilities of internship. The director of clinical training in consultation with the PsyD executive committee verifies readiness to apply for internship. Factors that are taken into consideration in this review include academic and clinical training performance; a passing grade on the Clinical Competence Examination; progress on the clinical dissertation, including required completion of the preliminary oral defense by November 1st of the year of application to internship; adherence to all clinical training office procedures and deadlines associated with the application process (see the Clinical Training Handbook); and demonstration of adherence to legal and ethical standards, professionalism, and readiness to assume the clinical responsibilities of pre-doctoral internship training. Please note that the director of clinical training is required to disclose on the APPIC verification form the student's standing in the PsyD program and current and/or past complaints that were made against a student in the context of clinical training. This includes, but is not limited to, complaints related to unprofessional, unethical, and/or illegal behavior. The program has an ethical responsibility and will disclose any such complaints that were made against a student that were found to have merit.

Ethics, Law, and Professional Responsibilities Disclosure

Enrollment in Pepperdine University's PsyD program in clinical psychology involves a number of commitments and responsibilities. In addition to fulfilling academic requirements and observing the academic policies and Student Code of Conduct as set forth by the University (conduct policies can be found at **pepperdine.edu/studentcodeofconduct**), students must perform their academic and professional activities in accordance with the legal, ethical, and professional standards and requirements set forth by the American Psychological Association and the State of California. It is each student's responsibility to become fully knowledgeable of these requirements and to perform in accordance with them. Failure to comply with these requirements will result in disciplinary action.

Mandated Reporter of Child Abuse

In line with long-standing legal and ethical standards for mental health professionals and trainees, California law identifies several categories of individuals who are considered "mandated reporters" of child abuse and neglect, including psychology trainees and interns. Such individuals are required to sign a Mandated Reporter Acknowledgement form, which discusses the individual's legal obligations. Failure to comply with this law may result in disciplinary action up to and including dismissal from the University.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and 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 that (in accordance with the American Psychological Association 2002 ethics code 7.04 [Student Disclosure of Personal Information]) in courses and clinical training in University clinics, external practicum rotations, and internships, students may be required or invited to disclose personal information which is deemed relevant to their performance in coursework and training-related activities as well as to their professional development. In the clinical setting, such inquiries not only encourage professional growth in the student, but may be required to assure professional standards of practice and client welfare. Please contact the director of the PsyD program for further information.

Personal Psychotherapy for Clinical Training

While not explicitly required by the program, the psychology faculty and administration recommend personal therapy for all students training to be health service psychologists since it is believed that personal therapy can assist in the growth of the student as a clinician, given the ethical responsibility to become aware of personal issues that may interfere with their performing work-related activities in a competent manner.

Clinical Dissertation

An essential feature of a university-based doctoral program is the 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.

Through the dissertation process, students develop and demonstrate the ability to utilize the research literature and to implement a sound scholarly process to analyze, evaluate, and synthesize relevant information on a focused topic related to the professional practice of clinical psychology. Rigorous systematic reviews of the literature advance science and inform evidence-based practice. Students work with a faculty adviser, who serves as their dissertation chairperson. Research questions emerge from a combination of student interest and the chairperson's areas of expertise and scholarly focus. PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, accepted by the scientific community as the standard for the conduct of systematic literature reviews, informs the dissertation process.

Students with more substantial research experience and interests may choose to pursue the "Research Emphasis" option within the PsyD program. This option provides the opportunity for qualified students to build upon their systematic review progress and develop an original or archival data collection or program development/evaluation project. These projects are most commonly tied to the research activities of the faculty member. Students must receive approval from both the dissertation chairperson and the PsyD program executive committee. Consistent with other professional activities, students are required to comply with ethical and professional standards for the conduct of research and scholarship.

Completion of the preliminary defense of the clinical dissertation is required for permission to apply for internship. 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. Additional information about the clinical dissertation is presented in the Clinical Dissertation Handbook.

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 results of the examination are one factor in the evaluation of a student's readiness to take on the increased professional responsibilities of the pre-doctoral internship. Accordingly, a grade of "Pass" is required to apply for internship, to participate in the APPIC match process, and to accept an internship offer. The examination is offered during the Summer term of the second year and the Fall term of the third year for students retaking the examination or with special permission of the PsyD executive committee. Students who fail the examination three times are subject to dismissal from the program.

Program Completion and Matriculation

The program intends for students to complete the PsyD degree requirements by the end of the fourth year. Continuation in the program is subject to review by the PsyD executive committee. 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, students are expected to earn grades of "B" or higher or "Credit/Successful Completion" in all of their courses, practica,

and internships. Although students may earn a grade below "B" in one of their courses, they must maintain an overall 3.0 grade point average. Any student who receives a grade lower than "B-" will automatically be placed on "observation status." Any student who receives two grades lower than "B-" will be recommended for dismissal from the program. In addition, an overall grade point average (GPA) of 3.0 must be maintained. 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, in 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. Failure to meet performance expectations and/or the appearance of behaviors or attitudes that negatively impact academic and clinical performance will 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 problems in professional performance, 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 PsyD 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 PsyD Program Handbook.

Student Participation in Governance

PsyD students have formed a Student Government Association (SGA) 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 PsyD steering committee. An annual activities fee supports events sponsored by the PsyD SGA.

Admission Requirements

The PsyD 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 PsyD admission 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 on the Graduate Record Examination (GRE), in addition to a review of undergraduate and graduate transcripts, provide an assessment of an applicant's general knowledge. 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.

Admission requirements include

- 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 sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.
- An autobiographical statement of 3 to 10 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 10 years after graduating.

- A brief resume 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. The online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- Scores from the Graduate Record Examination (GRE), taken within the past five years.

- 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 PsyD admission committee in assessing the breadth and depth of the applicant's academic preparation.

After the initial screening of the applications, selected applicants will be invited for interviews by the PsyD admission committee. 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 degrees at Pepperdine University should not assume automatic admission into the doctoral program.

Course Requirements

Approximately 82 units are required to complete the PsyD degree. This program is designed to be completed in four years, that is, three years of coursework (including completion of the clinical dissertation) 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 or challenge a maximum of 9 graduate semester units. These courses must be equivalent to psychology courses offered in the PsyD 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.

YEAR 1

Fall

PSY 701	Research Methods in Clinical Psychology	(2)
PSY 705	Sociocultural Foundations of Behavior	(3)
PSY 706	Ethical, Legal, and Professional Issues	(3)
PSY 707	Interviewing and Intake Evaluation	(2)

PSY 709	Psychometrics and Measurement Construction	(1)
PSY 710	Cognitive Assessment	(3)
PSY 770	Doctoral Practicum: Clinical Skills Intensive A	(2)
PSY 790	Dissertation Development	(0)

Spring

PSY 704	Cognitive-Affective Foundations of Behavior	(3)
PSY 708	Foundations of Conceptualization and Psychotherapy in a Multicultural Context	(2)
PSY 711	Personality Assessment	(3)
PSY 714	Advanced Clinical Psychopathology	(3)
PSY 716	Developmental Foundations in Clinical Psychology	(3)
PSY 771	Doctoral Practicum: Clinical Skills Intensive B	(2)
PSY 791	Dissertation Intensive A	(1)

Summer

PSY 715	Behavioral Foundations in Clinical Psychology: Assessment and Intervention	(3)
PSY 717	History and Systems of Clinical Psychology	(2)
PSY 772	Doctoral Practicum: Clinical Skills Intensive C	(1)
PSY 792	Dissertation Intensive B	(1)

YEAR 2

Fall

PSY 713	Advanced Psychological Assessment	(3)
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 793	Dissertation Intensive C	(1)

Spring

PSY 702	Data Analysis in Empirical Research	(2)
PSY 703	Social Foundations of Behavior	(2)
PSY 731, 733, 735, 737, 739	Theories and Techniques	(3)
PSY 774	Doctoral Practicum: Case Conceptualization, Assessment, and Treatment Planning	(1)
PSY 794	Dissertation Project A	(1)

Summer

PSY 743	Group Interventions	(1)
PSY 750–755	Electives	(2)
PSY 775	Doctoral Practicum: Case Conceptualization, Assessment, and Treatment Planning	(1)
PSY 795	Dissertation Project B	(1)

YEAR 3

Fall

PSY 712	Biological Foundations of Behavior	(3)
PSY 730, 732, 734, 736, 738	Theories and Techniques	(3)
PSY 776	Doctoral Practicum: Clinical Supervision and Consultation	(1.5)
PSY 796	Dissertation Project C	(1)

Spring

PSY 731, 733, 735, 737, 739	Theories and Techniques	(3)
PSY 756	Proseminar in Professional Development	(1.5)
PSY 777	Doctoral Practicum: Clinical Supervision and Consultation	(1)
PSY 797	Dissertation Writing A	(1)

Summer

PSY 798	Dissertation Writing B[8]	(1)

YEAR 4

Fall

PSY 780	Doctoral Internship	(0.5)
PSY 799	Dissertation Completion (if needed)	(2)

Spring

PSY 780	Doctoral Internship	(0.5)
PSY 799	Dissertation Completion (if needed)	(2)

Summer

PSY 780	Doctoral Internship[9]	(0)
PSY 799	Dissertation Completion (if needed)	(2)

[8] *Students enrolled prior to Fall 2014 and those petitioning and approved for Individual Scholarship will enroll in PSY 801 Dissertation Completion.*

[9] *Enrollment in PSY 780 Doctoral Internship (0 units) does not constitute full-time status for financial aid eligibility; however, it does allow for deferral of student loan repayment.*

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, pro-social behavior, aggression, social influence, and group dynamics.

PSY 704 Cognitive-Affective Foundations of Behavior (3)
    This course presents a survey of classical and contemporary approaches to the study of cognition and affect leading to an understanding of the cognitive-affective bases of behavior. It will explore the methods and findings of research focused on affect/emotion, sensation, perception, attention, memory, and learning. Later in the semester, it will explore theories of higher level processing in areas such as problem solving, abstract thinking, the impact of emotion on information processing, the cognitive effects on executive functioning, free will, and questions of consciousness and self-awareness. From an examination of these foundational topics, the course will move to a focus on the relationships between information processing and emotion, special topics of social cognition, and an in-depth examination of systems of implicit and explicit memory. Each area of study will include relevant anatomical, biological, and neuroscientific information to ground

the study of emotional experience and cognitive functioning in the brain and body through a focus on current findings in the cognitive and affective neurosciences.

PSY 705 Sociocultural Foundations of Behavior (3)

This course examines the social and cultural bases of human behavior, including ethnicity, gender, sexual orientation, and religion, with specific interest in the application of ethnic and 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)

This course 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)

This course is 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 a 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 709 Psychometrics and Measurement Construction (1)

This course considers issues in psychometrics and measurement construction including scale development, norms and standardization,

reliability, validity, and ethical considerations. Special attention is given to cultural equivalence of psychological tests for use in diverse populations.

PSY 710 Cognitive Assessment (3)

This course 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 Biological Foundations of Behavior (3)

This course presents the biological underpinnings of behavior based on contributions from neuroscience. This introduction to the study of brain-behavior relationships will consider the role of genetics; describe the basic structure of the nervous system, neuroanatomy, and neuropathology; discuss the major hypotheses concerning the neurobiology of major depression, bipolar spectrum disorder, and schizophrenia; and introduce contributions from neuropsychology.

PSY 713 Advanced Psychological Assessment (3)

This course 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)

This course reviews the major categories of psychopathology as described in the DSM-5. 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)

This course 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)

This course is 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, 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 717 History and Systems of Clinical Psychology (2)

This course presents an overview of the philosophical foundations of psychology as a science and the history of the development of clinical psychology as a field and profession. Particular emphasis is placed on the epistemological roots and assumptions that influence the science of contemporary clinical psychology.

PSY 718 Interventions with Children and Adolescents (3)

This course 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 psychotherapy drawing upon psychoanalytic clinical theory and empirical evidence. A systematic review of the essential features of psychodynamic psychotherapy is presented, including attention to the therapeutic relationship, psychoanalytic listening, affect amplification, defense analysis, transference/countertransference/intersubjectivity, and the resolution of conflict and symptom amelioration. Emphasis is placed on the integration of theory and practice, including skill development in the application of psychodynamic principles and techniques.

PSY 731 Theories and Techniques of Psychodynamic Psychotherapy: B (3)

The course builds upon psychoanalytic clinical theory and presents a survey of approaches to time-limited psychodynamic psychotherapy, including evidence-based treatments. The second part of the course examines the etiology of borderline personality functioning drawn primarily from contributions of Otto Kernberg and perspectives from neuroscience. Overviews of empirically supported treatments, such as transference-focused psychotherapy for borderline personality disorder (BPD) and mentalization-based treatment of BPD, are provided, including exercises to enhance the development of clinical intervention skills.

PSY 732 Theories and Techniques of Humanistic, Existential, and Experiential Psychotherapy: A (3)

This course explores theories and techniques within the "extended family" of humanistic psychotherapies including person-centered, experiential, existential, and transpersonal. Core philosophical foundations, case conceptualization, and psychotherapeutic processes will be covered. The course will place emphasis on the significance of the "person of the therapist" and exploration of the inner life of the therapist as important for practicing effectively from this orientation.

PSY 733 Theories and Techniques of Humanistic, Existential, and Experiential Psychotherapy: B (3)

This course continues the exploration of humanistic, existential, and experiential perspectives in psychotherapy and beyond. Attention will be given to evidence-based approaches (e.g., emotion-focused therapy, motivational interviewing) as well as mindfulness and contemplative practices that draw upon the orientation's foundational theories and concepts. Emphasis is placed on broader community, societal, and intergroup challenges related to the human condition and human connection in the context of diversity. Specific psychotherapy applications will be explored as well as applications in contexts such as education, social justice work, and international conflict.

PSY 734 Theories and Techniques of Cognitive-Behavioral Therapy: A (3)

This course prepares students to conduct individual psychotherapy from a cognitive-behavioral perspective. It 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)

This course 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 Couple 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 Couple 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)

This course prepares students to conceptualize, plan, and implement psychological interventions from a cultural-ecological perspective. It 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)

This course 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 753A Multicultural Counseling: Focus on Africa and the African Diaspora (3)

Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed. This course includes a special focus on principles of African Psychology and Caribbean Psychology through an immersion experience of one week. Students will gain an understanding of African and Caribbean perceptions of development, social interactions, health, violence, and psychotherapy.

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)
This course 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. Required components of this course include for the student to remain in good standing and successfully meet all relevant requirements at the field placement site.

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 780 Doctoral Internship (0.5, 0)

Students enrolled in this course are participating in a pre-doctoral clinical internship. As part of internship, students provide an array of clinical activities including assessment, consultation, treatment planning, clinical intervention, and program evaluation. When possible, students also participate in additional professional development activities such as applied research, clinical supervision, program development, and clinical teaching. Students enroll in 0.5 units in the Fall term, 0.5 units in the Spring term, and 0 units in the Summer term.

PSY 787, 788, 789 Directed Study (1, 2, 3)

Students research specialized areas in psychology.

PSY 790 Dissertation Development (0)

This course orients and prepares students to commence the doctoral dissertation process. Topics include the practitioner-scholar model, evidence-based practice for psychologists, an overview of dissertation methodology options, and professional development.

PSY 791 Dissertation Intensive A (1)

Students initiate review of the literature to inform the development of the dissertation topic, research questions, and methodological focus. Library skills and organizational processes are emphasized.

PSY 792 Dissertation Intensive B (1)

Students continue the review of literature to support the dissertation topic and development of the dissertation methodology. Preparation of the dissertation proposal is initiated.

PSY 793 Dissertation Intensive C (1)

Students finalize the dissertation proposal and sit for the preliminary oral examination.

PSY 794 Dissertation Project A (1)

Students begin implementation of the dissertation methodology and are expected to make continuous progress in carrying out the dissertation project.

PSY 795 Dissertation Project B (1)

Students continue implementation of the dissertation methodology and are expected to make continuous progress in carrying out the dissertation project.

PSY 796 Dissertation Project C (1)

Students complete implementation of the dissertation methodology and analysis.

PSY 797 Dissertation Writing A (1)

Students complete dissertation analysis and begin writing the final dissertation manuscript.

PSY 798 Dissertation Writing B (1)

Students complete writing the final dissertation manuscript and sit for the final oral examination.

PSY 799 Dissertation Completion (2)

Students enroll in PSY 799 if the dissertation is not complete by the end of PSY 798. Students may enroll in PSY 799 a maximum of three semesters and are expected to complete the dissertation within that time. Further enrollment in PSY 799 is approved by petition only. Note: While on internship or until completion of the dissertation, students enroll in 2 units of dissertation supervision in each academic term, including the Summer session, until the dissertation is completed.

PSY 800 Dissertation Supervision: Research Emphasis (1, 1.5, 2.0)

Dissertation supervision is tailored to aid the student in the development of a dissertation that (1) is conducted within an existing applied scholarship community research lab; (2) utilizes an existing database or accesses data from an external source; or (3) involves original data collection (qualitative, quantitative, participatory action research, etc.), applied resource/program development or evaluation, or another approved methodology (e.g., clinical case study, original theory development). Permission must be obtained from the PsyD executive committee to enroll in this course. Note: While on internship or until completion of the dissertation, students enroll in 2 units of dissertation supervision in each academic term, including the Summer session, until the dissertation is completed.

PSY 801 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 801 constitutes less than

half-time enrollment status (unless concurrently enrolled in PSY 780, Doctoral Internship), which will impact financial aid eligibility and loan deferment.
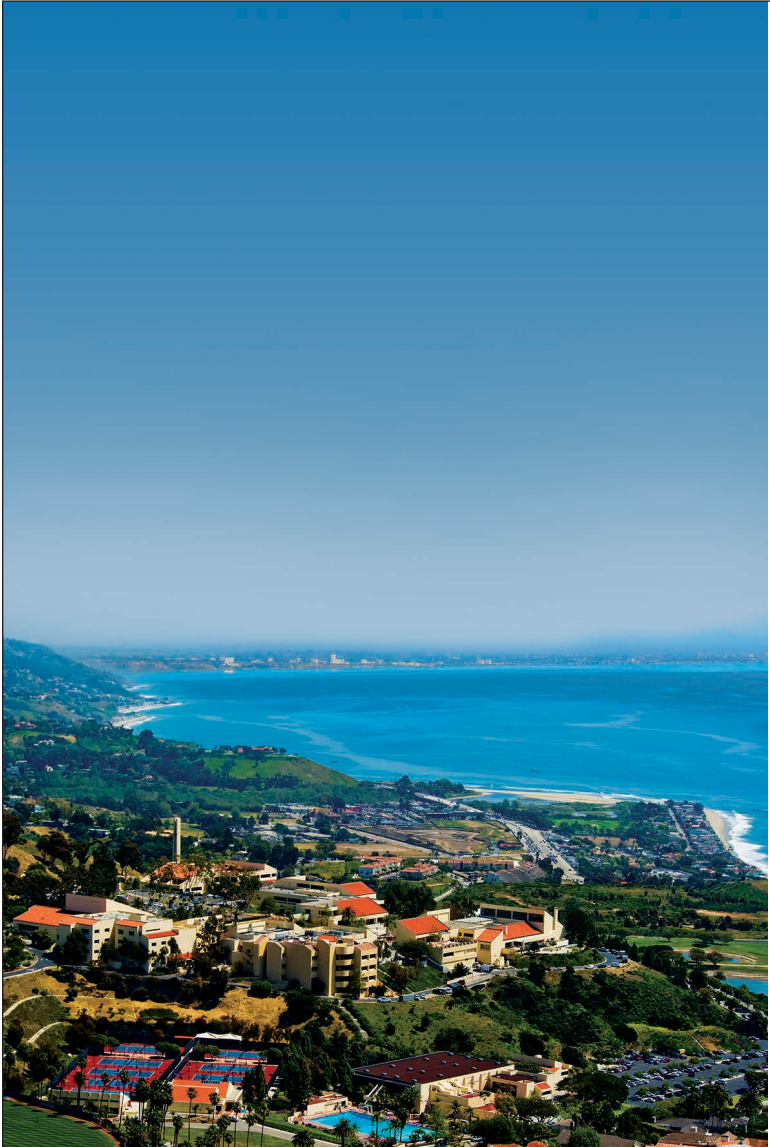
Regulations

and

Legal Notices

Students and prospective students should read this catalog carefully. This catalog, along with other published policies, describes student rights and duties with respect to the University. Other published policies, including the University's Student Code of Conduct, may be found online at **pepperdine.edu/studentcodeofconduct**. Enrollment constitutes an agreement by the student to abide by the rules, regulations, and policies of Pepperdine University.

Academic Dispute Resolution

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 and an attempt to resolve the dispute through meeting with the program director. 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, 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 by division; 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; and a hearing by an impartial panel comprised of members of the GSEP appeals committee. 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 in the relevant academic program. Only rare cases should require the involvement of the GSEP appeals committee acting as an impartial hearing panel.

The four-step procedure is described in more detail below and 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.

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

Academic disputes should be respectfully discussed with the involved faculty member or disagreeing parties 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. 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

These complaint resolution 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 the program director in order to describe the nature of the complaint and to discuss possible resolutions. The student should request a date for a meeting with the program director 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 they follow 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 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 by 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 his or her desire to proceed with the hearing, the associate dean refers the complaint and related documentation to the GSEP appeals committee.

Step 4: Referral to the GSEP Appeals Committee/Hearing by an Impartial Panel

As noted above, if the student communicates to the associate dean that he or she wishes to initiate a hearing by the GSEP appeals committee, the associate dean makes this referral through the chair of the GSEP 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) upon 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 academic complaint 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 complaint process 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 he or she 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. Faculty members may wish to consult with the division ombudsperson as they attempt to work toward resolution with students. 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. 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 the appropriate 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 GSEP Appeals Committee/Hearing by an Impartial Panel

If the associate dean is unable to mediate the disagreement between the student and faculty member, the associate dean initiates a hearing by the GSEP appeals committee by making a referral to the chair of the GSEP 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) upon 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 academic complaint 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 complaint 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.

ADA Compliance

Pepperdine University complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability, or those regarded as having a disability, shall unlawfully be denied access to or participation in any services, programs, or activities of Pepperdine University.

In carrying out this policy, the University recognizes that disabilities include mobility, sensory, health, psychological, and learning disabilities. It is the University's intent to provide reasonable accommodations to qualified individuals with disabilities. The University is unable, however, to make accommodations that are unduly burdensome or that fundamentally alter the nature of the service, program, or activity.

Disability Defined

A disability is a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

- Major life activities: normal functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, eating, standing, bending, reading, concentrating, thinking, communicating, learning, and working. It also includes operation of major bodily functions, such as the immune system; normal cell growth; and digestive, bowel, bladder, brain, respiratory, circulatory, endocrine, and reproductive functions.

- Physical impairment: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory and speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine.

- Mental impairment: any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

- Learning disabilities: a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction.

Admission of Students with Disabilities

The University will make admission decisions using criteria that do not consider an individual's disability, but rather the student's individual qualifications to meet the essential elements of the program, service, or activity being offered, assuming incorporation or use of the proper academic adjustment and/or auxiliary aids, if necessary. The University believes that this carries out the intent of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Students with disabilities desiring to enroll in any program, service, or activity of Pepperdine University must be able to meet the minimal standards of both the University and the particular school, program, service, or activity to which admission is sought.

The University does not engage in any affirmative action programs for students with disabilities, nor does it consider a student's disability in evaluating admission criteria. It is, of course, within the student's discretion to inform the respective school's admissions committee of a disability if the student wishes. If this choice is made, the University will not discriminate against the student on the basis of the disability and will make reasonable accommodations, when necessary.

Students Requesting Accommodations

Students with disabilities may request accommodations at any time. However, the University must have time to review and approve the request before making accommodations. In addition, some accommodations take more time to provide than others. Therefore, students are encouraged to contact the Office of Student Accessibility (OSA) as soon as possible after they have filed their intent to enroll with the University. A staff member will assist the student in understanding the process for putting together a disability-related documentation packet for review (see Guidelines for Documentation of a Disability at **pepperdine.edu/student-accessibility/new-students/how-to-register/documentation.htm**) and will set up an intake interview for the student with the director (or his or her designee) in order to assess the student's needs. The documentation should be sent to the OSA either by fax or regular mail as soon as possible before the student's first semester of enrollment at Pepperdine. The student should not assume that the University knows any information about his or her disability because it was included in the student's Application for Admission. If the student does not have documentation or if the documentation is insufficient, an OSA staff member can refer the student to an appropriate professional for evaluation.

Students requesting accommodations must provide documentation from a qualified professional verifying their disability. The opinions and recommendations of a qualified professional will be considered in developing a suitable accommodation plan. A temporary impairment (e.g., a broken bone) is a disability only if its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. Whether a temporary impairment is substantial enough to be a disability

must be determined on a case-by-case basis, taking into consideration the duration (or expected duration) of the impairment, the extent to which it actually limits a major life activity, and the assessment of a qualified professional.

Physical and Mental Disabilities

A student with a physical disability must provide verification certified by a licensed physician, audiologist, speech pathologist, physical therapist, rehabilitation counselor, or other professional health care provider who is qualified in the diagnosis of the disability. The verification must reflect the student's present level of functioning of the major life activity affected by the impairment. The cost of obtaining the professional verification shall be incurred by the student.

If the initial verification is incomplete or inadequate to determine the present extent of the disability and necessary accommodations, the University shall have the discretion to require a supplemental assessment of the disability. If the University requires an additional assessment for purposes of obtaining a second opinion, then the University shall bear any costs not covered by any third-party payor.

Learning Disabilities

A student with a learning disability must provide professional testing and evaluation results which reflect the individual's present level of processing information and present achievement level. Documentation verifying the learning disability must be prepared by a professional qualified to diagnose a learning disability including, but not limited to, a licensed physician or learning disability specialist. This documentation should be no more than three years old.

Implementation of Approved Accommodations

The OSA director has the responsibility to review each student's documentation conscientiously and diligently in carefully considering the student's request for accommodation. When a director has completed the evaluation and has determined that the student's disability has a current functional impact on his or her academic work or ability to participate in Pepperdine's programs, the director will work with the student to determine what accommodations are reasonable and appropriate. The OSA staff will also assist the student with the necessary paperwork required to request services.

In situations where a faculty member objects to providing a University-approved accommodation, such accommodation will be provided to the student until a final decision has been reached by the OSA director on the faculty member's objection. The OSA will consider the student's disability-related needs, the nature of the approved accommodation, the basis for the faculty member's objection, whether the accommodation would alter or waive essential academic requirements or constitute a fundamental alteration, and whether an effective alternative accommodation is available. No faculty member may unilaterally usurp the duties and obligations of the OSA

including, but not limited to, making determinations as to whether a student has a disability, the extent of a student's disability, or the appropriateness of an approved accommodation.

Disability Accommodation Complaint and Appeal Procedure

In the event that there is a disagreement between the student and the University regarding the outcome of the OSA director's evaluation of the student's request for disability accommodations (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, including denial of requested and/or approved services) and the student is not able to successfully resolve the disagreement informally with the OSA director, the student may submit a written complaint to the Office of the Provost. This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint should specify the University policy, procedure, or norm violated and specifically set forth all relevant factual details (including relevant supporting documentation). 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.

The associate provost (or his or her designee) shall serve as the grievance officer concerning student complaints regarding the OSA director's evaluation of requests for disability accommodations. The provost (or his or her designee) will serve as the reviewing officer if the student wishes to request an appeal of the grievance officer's decision. The grievance officer will have the necessary training and expertise concerning (1) the student's disability, (2) the applicable University policies and procedures, (3) the applicable legal standards, and (4) the appropriate methods for resolution, including the scope of remedies available to the student, or shall seek consultation as necessary and appropriate (which information can be obtained through consultation with the OSA).

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 student's complaint warrants 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 complaint is not subject to the Disability Accommodation Complaint and Appeal Procedure.

If the grievance officer determines that the complaint does warrant further investigation and consideration, then the grievance officer will 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. If the grievance officer desires, he or 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. In such instances, the ad hoc committee should have the necessary training or expertise to investigate the complaint and offer advice on the handling of the matter.

Within 10 business days of receipt of the written complaint, the grievance officer shall make a decision by a preponderance of the evidence based on the written complaint and any other information the grievance officer determines is relevant. The decision shall be in writing and consist of factual findings, conclusions, and a remedy if one is appropriate. The grievance officer will provide a copy of the decision to the student and the OSA director.

The student may submit a written request for appeal to the provost ("reviewing officer") within three business days from the date of the grievance officer's decision. The request for appeal must specifically set forth all grounds for appeal. The reviewing officer shall be limited to addressing only the following questions:

- Did the grievance officer consider all the important and appropriate facts in the investigation of this matter?

- Did the student prove by a "preponderance of the evidence" (that is, more likely than not) that the OSA director's evaluation of the student's request for disability accommodations violated a University policy, procedure, or norm or otherwise engaged in any unlawful or illegal activity?

- Was the process carried out in a fair manner?

- Was the decision one that a reasonable person might have made?

- Was the grievance officer biased?

Within six business days from the date of receipt of the written appeal, the reviewing officer shall make a final decision based on the written complaint, the grievance officer's written decision, and the written request for appeal. The decision of the reviewing officer shall be final. The reviewing officer will provide a copy of the final decision to the student, the grievance officer, and the OSA director.

All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the Office of the Provost for seven years after graduation.

Students Desiring Additional Information

Students and applicants who desire information beyond what is written in University publications may contact the Office of Student Accessibility. If after contacting this office there remains a desire for additional information, students may contact the University's equal opportunity officer at **community.pepperdine.edu/hr/policies**.

Authority

This policy was adopted from Title III of the Americans with Disabilities Act, 42 USC § 12181 et seq. (1990), 28 CFR § 36.101 et seq.; The National Joint Committee on Learning Disabilities, *Journal of Learning Disabilities,* Volume 22, Number 2, February 1987, pages 109–112; and *The University of Houston Law Center Handbook for Students and Applicants with Disabilities*, August, 1993.

Notice of Updated Privacy Practices

Pepperdine University respects the privacy of students' personal health information. Therefore, effective August 1, 2014, the University has updated its Notice of Privacy Practices. This Notice of Privacy Practices describes the collection, maintenance, and use of students' personal health information in the course of University business operations.

View the updated Notice of Privacy Practices at **pepperdine.edu/about/administration/provost/content/policies/hipaa-manual.pdf**. Students may also obtain a copy by contacting the Pepperdine University department where they last received care.

Admission Contingent Upon Truthfulness

Applicants are advised that the University's decision to admit them is contingent upon the truthfulness of the information contained in the application files submitted by the applicant and/or persons on the applicant's behalf, 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.

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, and 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 or respective academic catalogs.

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 nonpublic 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. Email 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" in this section of the academic catalog.

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" located at **community.pepperdine.edu/hr/policies/ethics.htm**.

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."

Complaint Process

Pepperdine University takes very seriously complaints and concerns regarding the institution.

If a student has a complaint regarding the Graduate School of Education and Psychology, the student may present a complaint or grievance according to the applicable policies and procedures found in this academic catalog.

If the student believes that the complaint or grievance warrants further attention after exhausting the procedures set forth in this academic catalog, he or she may contact the Western Association of Schools and Colleges (WASC) at **wascsenior.org/comments** if the complaint is about the institution's compliance with academic program quality and accrediting standards. WASC is the academic accrediting body for Pepperdine University.

If the student believes that the complaint or grievance continues to warrant further consideration after exhausting the processes of either WASC or Pepperdine, the student may submit a complaint to the attorney general of the State of California by filing a complaint form with the Public Inquiry

Unit of the California State Department of Justice at Public Inquiry Unit: (800) 952-5225 (phone) or (916) 323-5341 (fax) or online at **ag.ca.gov/ contact/complaint_form.php?cmplt=PL**.

The Attorney General's Office will review the process through which Pepperdine attempted to resolve the complaint. If the process complies with the University's written policies and procedures, the Attorney General's Office will, for the purposes of state oversight, consider the matter closed. If the attorney general determines that the process through which the University attempted to resolve the complaint did not comply with the University's written policies and procedures, the attorney general may request reconsideration by the Graduate School of Education and Psychology.

Nothing in this disclosure limits any right that the student may have to seek civil or criminal legal action to resolve his or her complaints.

Pepperdine University has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34 §§ 600.9 and 668.43(b).

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 Information Technology (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 Usage Policy and any technical requirements and guidelines related to this policy are published at **community.pepperdine.edu/it/security/policies**.

General Notices

Applicability of Academic Catalog Provisions

The academic offerings and policies in this academic catalog are applicable only to students who enroll prior to the Fall 2020 term and who attend Pepperdine University starting Fall 2019.

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:

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.

Provisions Subject to Change

The provisions of this academic catalog, including rules of conduct, academic offerings, policies, procedures, and all charges, are subject to change by Pepperdine University at any time. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, or other factors. Continuous scrutiny and development of the program may result in adjustments to the content, sequencing, and number of courses offered in the current or future academic years.

Medical and Mental Health Emergencies and Withdrawals

Introduction

Pepperdine University cares deeply about the physical and mental health of its students. Therefore, health and counseling services are available on campus. At times, however, a student may experience such extreme medical or psychological conditions that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to prioritize their health and safety and take steps toward recovery, even if academic progress must be delayed. The University will support student-initiated self-care plans and/or initiate actions that consider the welfare of the individual student and the University community.

Student Care Team

The vice president for student life has appointed a Student Care Team (SCT) to meet regularly to address student needs. One of the goals of the team is to provide a safety net for students to ensure their academic and interpersonal success. Anyone in the Pepperdine community may identify students to this team who may be experiencing problems or encountering obstacles, setbacks, or challenges to their success and retention at Pepperdine. Sometimes there is a crisis or a situation discovered by concerned others and brought to the attention of the University. In such circumstances, the vice president, in consultation with the SCT, will determine what, if any, role the University may need to take to assure the health and safety of a student or the University community.

The SCT is chaired by the associate vice president for student life and deputy Title IX coordinator. Members include representatives from OneStop, Housing and Residence Life, commuter students, and the Counseling Center. Depending on the emergency or concern, the chair may include other members on the team (e.g., director of the Student Health Center, director

of student accessibility, associate dean of student affairs for community standards).

Student situations that might be considered by the SCT include, but are not limited to, the following:

- Acute decline in physical health.
- Suicidal threat, intent, and/or behavior; self-injurious behavior.
- Destructive, threatening, or other disruptive behavior.
- Drug and alcohol abuse, including overdose or misuse of over-the-counter or prescription medications.
- Eating disorders which are not responding to treatment and/or are posing safety concerns.
- Any physical or mental health problem that points to possible imminent or foreseeable danger to oneself or another member of the University community or requires intensive monitoring to prevent such danger.

In responding to these situations, the SCT reserves the right to determine the appropriate response including, but not limited to, the following options:

1. Allow the student to remain in school but require a specific mental health or physical health evaluation within a certain period of time (typically 10 days). The student may be referred to the Student Health Center, Counseling Center, and/or off-campus options (e.g., licensed mental health or physical health care providers, eating disorder or substance abuse programs, or hospitals). The student will be responsible for any cost incurred by the evaluation and/or treatment. In the interest of gaining a better understanding of the student's ability to function in the University community, the University may require the student to sign appropriate release forms allowing designated Pepperdine staff to consult with the evaluating and/or treating clinicians serving the student. Based on the evaluation results, the SCT will determine appropriate next steps, including the possibility of allowing the student to remain on campus if a commitment is made to the recommended treatment plan.

2. Invoke a medical interim restriction, encourage a voluntary medical withdrawal, or invoke an involuntary medical withdrawal (see below).

3. Notify the student's parents and appropriate University officials (e.g., the student's professors, Office of Student Information and Services) about a mental or physical health or safety emergency. Note: University notifications will respect confidentiality and will share limited information on a need-to-know basis only.

All requirements and conditions determined by the SCT will be outlined in writing in a letter from the chair, delivered or mailed to the student.

Procedures

Medical Interim Restriction

The SCT may invoke a medical interim restriction upon a student's medical or psychological hospitalization, an emergency, or during a medical evaluation period. Students who are medically restricted for any health reason are temporarily not allowed to participate in any University activities, attend classes, reside in or visit on-campus student housing, and may not be on campus except to attend a meeting or hearing related to their case. This interim period allows time for a student to receive the needed medical and/or psychological care and for all parties to consider an evaluation of readiness to return to the University. The student must follow the clearance procedures listed below before returning. Students who are medically restricted will be notified in writing and will have the opportunity to address the basis for the decision by contacting the vice president for student life.

Voluntary Medical Withdrawal

Students are encouraged to request a voluntary medical withdrawal when they believe their physical or mental health problems are preventing successful engagement in, and completion of, academic coursework; when safety is in question; or when the demands of university life are interfering with the ability to recover from, or adjust to, a significant physical or mental health challenge.

Students interested in pursuing a voluntary medical withdrawal may wish to discuss this option with providers at the Student Health Center or the Counseling Center, or they may independently initiate the process through OneStop. After the voluntary withdrawal is approved, the person is no longer considered a student and must immediately leave campus and, if applicable, officially check out of on-campus housing.

Involuntary Medical Withdrawal

In rare circumstances, the SCT may determine that a student must be involuntarily medically withdrawn. Those who are medically withdrawn for any health reason are not allowed to participate in any University activities, attend classes, reside in or visit on-campus student housing, and may not be on campus except to attend a meeting or hearing related to their case. Examples of situations that might result in an involuntary medical withdrawal include the following:

- Professional evaluations following a medical interim restriction do not support a student's readiness to return.
- A student fails to complete the required assessment during a medical interim restriction.
- A known condition has deteriorated (e.g., a student with an eating disorder), rendering the student to be in possible imminent danger and/or incapable of functioning as a student.

In most cases, these situations can be handled through voluntary medical withdrawals; however, if the student is unwilling to pursue a voluntary

withdrawal, the SCT may invoke its right to involuntarily withdraw a student. The SCT will recommend assessment and/or treatment conditions needed to return to Pepperdine. The student must follow the clearance procedures listed below.

If a student believes that a decision for an involuntary medical withdrawal made by the SCT is unreasonable or that the procedures used were unfair, the student may appeal. The appeal must be made in writing to the vice president for student life. Appeals should clarify what facts the student believes were not considered or explain what procedures were unreasonable or unfair. Once notified of the involuntary medical withdrawal, the student has three business days to submit his or her appeal. The vice president (or designee) will respond in writing to the student's appeal within three days. The response will clarify whether the vice president concludes that all relevant facts were considered and led to fair and reasonable conclusions. The vice president's (or designee's) decision is final.

Clearance Procedures

Any student who has been placed on a medical interim restriction or an involuntary medical withdrawal will need to complete the following clearance procedures before being allowed to return to the University. The SCT may also require a student who takes a voluntary medical withdrawal to complete the clearance procedures. The following steps are designed to ensure that a health emergency no longer exists and a treatment plan for continuing good health and safety is in place. Note: Depending on the situation, students may complete these procedures on different timelines. Some students may complete these steps within days of the medical interim restriction notice or medical withdrawal, while others may wait several months before pursuing a return to the University.

1. The student must be assessed by an appropriate outside professional, whose opinions will be advisory to the University. The professional, who is selected by the student, must be a licensed psychologist or psychiatrist if evaluating mental health concerns and must be a licensed physician if the evaluation is regarding other medical concerns. Further, all providers must be unrelated to the student and must have specialties/credentials appropriate for the condition of concern (e.g., an eating disorder or substance abuse specialist). To make an accurate assessment, before conducting the evaluation, the provider must be given information related to the precipitating events that led to the leave. This typically would involve the student signing a release allowing the University (e.g., the Student Health Center, Counseling Center, or vice president for student life) to share information regarding relevant incidents or concerns and, if applicable, recent hospital records. The student will be responsible for any cost incurred by the evaluation. The student shall sign a release permitting two-way communication between the provider and the University SCT representatives and allowing all relevant information to be provided to the University SCT representatives who are involved in the decision-making and review process.

2. The outside mental health or medical professional must provide an assessment of current functioning of the student and provide written recommendations regarding (a) given the precipitating events, the student's readiness to return to the academic and co-curricular demands of university life; (b) the student's readiness to live in the on-campus residential community; (c) ongoing treatment or testing needs; (d) any conditions or restrictions that the University should impose; and (e) the student's readiness to return to competitive sports, if the student is a collegiate athlete. Note: The University team physician, in consultation with the Pepperdine director of the Student Health Center and/or Counseling Center, will ultimately make the decision regarding athletic involvement but will consider this outside evaluation in making such a determination. *Documentation of the assessment (conducted within 30 days of application for re-entry) and documentation of required treatment completion must be provided to the Office of the Vice President for Student Life no later than December 1 for the Spring semester and July 1 for the Fall semester. Those planning to return to a Summer session must provide documentation no later than 30 days before the Summer session begins.*

3. After the evaluation results and treatment documentation have been provided, the student must meet with a SCT representative (typically the director of the Counseling Center or Student Health Center). The evaluation and the student's own perception regarding readiness to return, needs, and plans for treatment will be discussed. Additionally, the representative will consider how the outside evaluator's recommendations fit with the realities of student life at Pepperdine and services that are available on campus or in the community.

4. The SCT will meet and consider the outside evaluator's recommendation and the results of the student's meeting with the SCT representative to inform its re-entry decision. Students will receive written notification of the SCT's decision.

Notes:

-   There may be occasions in which the SCT requires, and may pay for, an additional evaluation.

-   The SCT reserves the right to require the student to comply with a treatment plan recommended by the outside and/or Pepperdine health care or mental health professional as a condition of returning to, or remaining in, the campus community. Review and monitoring of the student's required treatment plan may be assigned to a University designee assigned by the SCT. Failure to comply with requirements may result in the University issuing an involuntary medical withdrawal.

-   If a student was living on campus prior to the emergency, approval for return to the University usually includes approval to return to housing. However, a student's on-campus housing status may be restricted if the student's behavior poses a health or safety threat to himself or herself or others.

- If a student was required to complete specific treatment (e.g, eating disorder or substance abuse treatment), the student must provide documentation regarding the completion of this requirement.

Additional Considerations
Academic Credit, Tuition, and Housing

For all approved medical or mental health withdrawals, the student receives a grade of "W" on the academic transcript (or, if the withdrawal occurs during the add/drop period, is completely dropped from classes, without any notation on the transcript of having left for medical reasons). Thus, a medical or mental health withdrawal will not affect the student's grade point average. University room and board charges are prorated from the date of checkout for residential students. All tuition actually paid by the student (total tuition less any grants, scholarships, and a prior GSEP Letter of Credit applied) for courses not completed during the term in which the approved withdrawal occurs may be credited as a scholarship for the next term in which a student re-enrolls based on the criteria listed in the "Medical or Mental Health Withdrawal Policy" in the "Academic Policies" section of this academic catalog for more details.

Financial Hardship

Every effort will be made to consider a student's financial situation and insurance coverage in making referrals for treatment or evaluation. Students who may need additional financial assistance or other consideration in meeting the requirements should contact the vice president for student life.

Non-Academic Student Grievance Procedure

Purpose and Applicability

The purpose of this Non-Academic Student Grievance Procedure is to provide for the resolution of student grievances, including allegations of discrimination and harassment pursuant to the University's Non-Discrimination and Anti-Harassment Policy. This procedure is applicable to non-academic student grievances filed by a student against faculty, staff, or any nonstudent third party. This policy is not applicable to grievances filed against another student. To file a grievance against another student, please see the "Reporting Misconduct" section of the Student Code of Conduct at **pepperdine.edu/studentcodeofconduct**. Additionally, this procedure does not apply to complaints made by a student regarding sexual misconduct and/or sexual harassment. Such complaints shall be governed according to the University's Sexual Misconduct Policy at **pepperdine.edu/studentcodeofconduct**.

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, appropriate disciplinary action may be taken against the person bringing the complaint.)

Informal Resolution

Before initiating a formal grievance, a student has the option to—but is not required to—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.

Initiation of Complaint

If an informal resolution does not result, the student must submit a complaint to the grievance officer 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. (Assistance will be provided to students with disabilities who are unable to write a complaint.) This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint should specify the University policy, procedure, or norm violated and specifically set forth all relevant factual details (including any supporting documentation). 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.

Review by Grievance Officer

The associate dean by division (or his or her designee) shall serve as the grievance officer concerning complaints against faculty, staff, or nonstudent third parties. The dean of the Graduate School of Education and Psychology shall serve as the grievance officer concerning complaints about the associate dean, and in this instance, the provost will serve as the reviewing officer if the case involves a request to appeal the grievance officer's decision.

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 complainant'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, via university email (@pepperdine.edu or other relevant

email addresses for third-party respondents), notice of the complaint and its substantive allegations to the person against whom the complaint is made ("respondent") and, if discrimination or harassment is alleged, the University equal employment opportunity officer. This shall be done as soon as possible, but in no event later than 21 business days after the grievance officer receives the student's 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 will 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.

If the grievance officer desires, he or 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. In such instances, the ad hoc committee should have the necessary training or expertise to investigate the complaint and offer advice on the handling of the matter.

Within 21 business days of receipt of the respondent's written response, the grievance officer shall make a decision by a preponderance of the evidence based on the written complaint, the response (if any), and any other information the grievance officer determines is relevant. The decision shall be in writing and consist of factual findings, conclusions, and a remedy if one is appropriate. The grievance officer will provide a copy of the decision to all parties. In instances where discrimination or harassment is alleged, the grievance officer will provide a copy of the decision to the complainant and/or target of the alleged discrimination or harassment and the University equal employment opportunity officer. The decision will explain the investigative process and contain a summary of the facts gathered, a determination as to whether discrimination or harassment occurred, the reasons for the decision, and any appeal procedures. If discrimination or harassment is found to have occurred, the decision will also include any remedial or corrective actions that have been, or will be, taken to prevent any retaliation or recurrence (1) institutionally and (2) directly relating to the complainant, including notice of all sanctions against the respondent in order for the sanctions to be fully enforced.

Request for Appeal of Grievance Officer's Decision

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:

- Did the grievance officer consider all the important and appropriate facts in the investigation of this matter?

- Did the student prove by a "preponderance of the evidence" (that is, 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?

- Was the process carried out in a fair manner?

- Was the decision one that a reasonable person might have made?

- Was the grievance officer biased?

Within 15 business days from the date of receipt of the written appeal, 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. The reviewing officer will provide a copy of the decision to all parties and to the University equal employment opportunity officer.

All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the grievance officer for seven years after graduation.

Reporting a Threat/Campus Safety App

While shootings in schools are rare episodes, when they occur, they are often devastating. As an institution of higher learning, it is important for Pepperdine University to view these types of incidents with the appropriate perspective. Since 1966, there have been about 100 shooting deaths at US universities and college campuses; Virginia Tech was the largest. Compare that to the approximately 1,100 who commit suicide on college and university campuses every year or the 1,400 to 1,700 alcohol-related deaths on college and university campuses each year.

Despite shootings on campuses being rare, we as a community must be vigilant and prepared. It is important to note a few facts about these types of shootings. The Secret Service has studied the 30 major shooting incidents that have taken place at schools (elementary through college) since 1974. They found remarkable similarity in them. First, almost all of the individuals who committed these crimes have been male and were known for being isolated socially. Almost all of them planned out their actions in advance, and over three-quarters of them actually shared their plans with others before putting them into effect. Unfortunately, in only two cases did anyone report the plan to authorities before the attack. With these facts in mind, it is critically important that members of our community report threats and potential threats in a timely manner.

People who believe an individual poses an imminent threat to a member or members of the University community should contact the Department

of Public Safety immediately. If they do not believe that harm is imminent, but an individual's behavior seems threatening or seems like it could lead to harm to the individual or to the community, they should report the concern. Students or faculty members should contact Public Safety or their dean's office. Staff members or other members of the community should contact Public Safety or the Center for Human Resources. In the event someone would like to submit a report during non-business hours, the Department of Public Safety is open every day, 24 hours a day. It is better to err on the side of notifying the appropriate individuals than to remain silent; the institution has resources with which to assess these situations and the individual of concern. For any questions, please contact the Department of Public Safety.

For convenience, contact information appears below:

Department of Public Safety	(310) 506-4442
Seaver College Dean of Student Affairs	(310) 506-4472
School of Law Dean's Office	(310) 506-4621
Graziadio Business School Dean's Office	(310) 568-5689
GSEP Dean's Office	(310) 568-5615
School of Public Policy Dean's Office	(310) 506-7490
Center for Human Resources	(310) 506-4397

LiveSafe is a campus safety smartphone application that makes it easier than ever for the Pepperdine community to connect with Public Safety and look out for each other. When submitting a tip, it is possible to attach a photo, video clip, or audio clip, with the option to report anonymously. In emergency or non-emergency situations, users can chat with Public Safety in real time within the app. If users are in an unfamiliar location, SafeMap will help them get their bearings and learn more about the resources near their location. It is possible to use the SafeRide feature to request a medical or security escort on the Malibu campus or a ride back to the Malibu campus from any location in the Los Angeles metro area. The SafeWalk feature allows users to provide a virtual security escort for friends and loved ones to make sure they reach their destination safely. Users also can immediately access critical information resources and emergency procedures anytime, anywhere. Plus, all of these features function internationally, allowing the app to match the University's global footprint. The app is free and available to all members of the Pepperdine community: students, faculty, staff, parents, visitors, family members, and friends. For more information and details regarding how to sign up, please visit **emergency.pepperdine.edu/livesafe**.

Security of Student Belongings

The University is not responsible for loss of, theft of, or damage to students' personal possessions. Theft and security concerns should be reported immediately to the Department of Public Safety. Students are responsible for their possessions while on University property and are encouraged to lock their rooms when they leave and to utilize laptop

locks and other devices to safeguard their property while using University facilities. Residence hall lobby and suite doors must remain closed and locked at all times. Additionally, students are encouraged not to leave valuables unattended and unsecured. The University encourages students to obtain their own theft and casualty insurance. Such coverage may exist as part of homeowner insurance policies or may be added for an additional fee. It is also recommended that students record the serial numbers of electronic devices such as laptop computers and digital cameras. Residents are encouraged to take valuables home with them during University breaks.

Student Code of Conduct

Each student is responsible for knowing and adhering to the University's Student Code of Conduct. This code will help clarify the expectations and standards for life in the University community. Students will also find information regarding related student policies (e.g., Alcohol and Other Drugs, Good Samaritan, Sexual Misconduct); reporting misconduct; and disciplinary procedures. While the code and related policies provide students an effective set of guidelines for personal conduct, the University retains the right to instate additional policies and regulations or to modify existing ones as needs may dictate. The most updated Student Code of Conduct and related policies and regulations can be found online at **pepperdine.edu/ studentcodeofconduct**.

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 non-school employees without consent of the student, subject to the exceptions provided by law. "Students" as used in this notice include former students but do 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 45 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, email 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.

Student Theses, Dissertations, and Group Projects

Certain student academic works, including student theses, dissertations, and group projects, may be made accessible to the public in hard or electronic copy. Such works may be available in the University's libraries, in public online databases and repositories maintained by the University, and by professors in their classes and off-campus presentations.

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 Office of Student Information and Services, Pepperdine University, 24255 Pacific Coast Highway, Malibu, California 90263. Copies may also be obtained online at **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.

Use of the Name of Pepperdine University or the Graduate School of Education and Psychology

Students in the Pepperdine University Graduate School of Education and Psychology, either individually or collectively, shall not, without the written consent of the proper authorities, use the name of Pepperdine University or the Graduate School of Education and Psychology in connection with any activity of any kind outside of the regular work of the school. Violation of this rule may result in disciplinary sanctions.

Veterans Information

Veterans, armed services personnel, and qualified dependents who desire counseling regarding Veterans Benefits 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.

- 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 cumulative 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 Benefits 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

University Board

University Senior Administration

President and Chief Executive Officer.................................*James A. Gash*
Chancellor ....*Sara Young Jackson*
Provost and Chief Academic Officer ....*Rick R. Marrs*
Executive Vice President and Chief Operating Officer.........*Gary A. Hanson*
Senior Vice President for Advancement and
   Chief Development Officer..*S. Keith Hinkle*
Senior Vice President for Strategic Implementation ....*L. Timothy Perrin*
Senior Vice President for Investments
   and Chief Investment Officer ....*Jeff Pippin*
Vice President and Chief of Staff.......................................*Danny DeWalt*

Graduate School of Education and Psychology
Administration and Staff

Dean...*Helen Easterling Williams**
Associate Dean, Education..*Farzin Madjidi**
Associate Dean, Psychology ....*Robert A. deMayo**

Administration

Assistant Dean of Faculty Development and
   Administrative Affairs..*Lonnie McNamee*
Director, Fiscal Planning and Student Financials ....*Spencer Hardman*
Director, Foster Grandparent Program......................*Shanetta Robinson-Milton*
Administrative Coordinator, Foster Grandparent Program ....*Monica Pereda*
Associate Director, GSEP Talent Management ....*Maria Wright*
Executive Assistant to the Dean ....*Krystle Oshon*
Office Assistant ....*Jamille Lockhart*
Office Coordinator...*Ashley Ornelas*
Administrative Assistant..*Latrice Thomas*
Manager, Grants and Fiscal Services ....*Joanne Lee*
Cultural Attache...*Vanessa Jahn*

Education Programs

Assistant to the Associate Dean................................*Irene Artavia-Misciagna*
Administrative Assistant...*Glenna Hanna*
Divisional Director of Institutional Effectiveness.......................*Seta Khajarian*
Associate Program Director...*Christie Dailo*
Associate Program Director...*Erika Kercheval*
Associate Program Director...*Masha Zojaji*
Certification and Credentialing Manager...................................*Terrance Cao*

*Indicates individuals who are also members of the faculty.

Master of Arts in Social Entrepreneurship and Change Program

Director .... *Steve Kirnon**

Master of Arts in Teaching Program

Chair, Department of Education and Pedagogy .... *Reyna Garcia-Ramos**
Director of Field Experience .... *Ricardo Vigil**

Master of Arts in Teaching English to Speakers of Other Languages Program

Academic Chair .... *Jennifer Miyake-Trapp**

Master of Science Programs

Director .... *Jennifer Miyake-Trapp**

Doctor of Education Programs

Chair, Department of Leadership Studies, Educational
    Leadership, Administration, and Policy .... *Ebony Cain**
Chair, Department of Learning Technologies .... *Paul Sparks**
Chair, Department of Leadership Studies, Organizational
    Leadership .... *Ebony Cain**

Doctor of Philosophy in Global Leadership and Change Program

Chair, Department of Leadership Studies .... *June Schmieder-Ramirez**

Psychology Programs

Senior Assistant to the Associate Dean .... *Camille Croswell-Andres*
Administrative Assistant .... *Lorena Galaviz*

Master of Arts in Psychology Program

Director .... *Robert A. deMayo**

Master of Arts in Clinical Psychology Program: Daytime Format

Director .... *Stephanie Woo**
Senior Program Administrator .... *Andrea Lipnicki*
Clinical Training and Professional
    Development Coordinator .... *Elizabeth Duck Heissinger*

Master of Arts in Clinical Psychology Program: Evening Format

Director .... *Carrie Castañeda-Sound**

Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinas/os Program

Director .... *Miguel Gallardo**
Program Administrator .... *Daniel Tourn*

Master of Science in Behavioral Psychology Program

Director .... *Adel Najdowski**
Program Administrator .... *Daniel Tourn*

Indicates individuals who are also members of the faculty.

Online Psychology Programs

Director .... *Natasha Thapar-Olmos**
Administrative Assistant .... *Yordana Ortega*
Program Administrator .... *Dominica Patterson*
Manager of Admissions and Processing .... *Karen Magner*
Enrollment Services Processor .... *Dominique McCoy*
Director of Clinical Training, MA Clinical Psychology (MFT/PCC)
   Online Program .... *Amy Tuttle**
Clinical Training Coordinator, MA Clincial Psychology (MFT/PCC)
   Online Program .... *Karen Espinoza*

Doctor of Psychology Program

Director .... *Edward P. Shafranske**
Director, Clinical Training .... *Latonya Wood**
PsyD Program Research Coordinator .... *Shelly P. Harrell**
Senior PsyD Program Administrator .... *Yasmin Rahdari*
PsyD Administrative Assistant .... *Amarillys Loew*

Alumni and Advancement

Assistant Vice Chancellor .... *Open*
Administrative Assistant, Advancement .... *Lauren Summiel*
Assistant Director of Alumni .... *Open*
Alumni Relations Specialist .... *Dylan Turcios*

Career Services

Executive Director, Career Services .... *Yas Hardaway*
Associate Director, Career Counseling and Training .... *Brandi Donaldson*
Assistant Director of Career Education and Counseling .... *Open*
Career Services Specialist .... *Frania Arroyo*

Community Counseling Clinics

Clinic Director, Encino .... *Anat Cohen**
Clinic Director, Irvine .... *Duncan Wigg**
Clinic Director, West Los Angeles .... *Aaron Aviera**
HIPAA Privacy Coordinator and Clinics Administrator .... *Brandon Haynes*

Marketing and Enrollment

Senior Director, Technology, Digital Strategies, and Innovation .... *Varun Khanna*
Administrative Assistant .... *Jessica Ahmed*
Manager, Digital Marketing .... *Catherine Javier*
Marketing and Content Specialist .... *Hailey Lown*
Senior Enrollment Services Officer .... *Open*
Enrollment Services Officer .... *Earl Hardy, Jr.*
Enrollment Services Officer .... *Kelley Hill*
Enrollment Services Officer .... *Cathy Liao*
Enrollment Services Officer .... *Open*
Enrollment Services Officer .... *Rob Zarrella*

* Indicates individuals who are also members of the faculty.

Enrollment Services Processor .... *Elizabeth Luna*
Enrollment Services Processor .... *Deonte Owens*

Professional Development—Psychology

Manager, MA Clinical Training and Professional
  Development .... *Kathleen Wenger*
Coordinator, MA Clinical Training and Professional
  Development .... *Rebecca Reed*
Coordinator, MA Clinical Training and Professional
  Development .... *Alice Richardson*
Professional Development Coordinator .... *Jasmeet Bhullar*

Student Financials

Director, Fiscal Planning and Student Financials .... *Spencer Hardman*
Assistant Director, Financial Aid .... *Christell Neal*
Financial Aid Advisor .... *Pauline Samson*
Financial Aid Advisor .... *Naomi Stewart*
Student Accounts Manager .... *Reina Lee*
Student Accounts Coordinator .... *Open*

Student Services

Senior Director, Student Success .... *Michelle Blas*
Associate Director, Student Services and
  Enrollment Management .... *Arminda Lerma*
Manager, Records and Enrollment for Online Programs .... *Soledad Gonzalez*
Senior Academic Advisor, Education .... *Jane Tucker*
Academic Advisor, Education .... *Andrew Disney*
Senior Academic Advisor, Psychology .... *Marissa Spruiell*
Academic Advisor, Psychology .... *Nazanein Vazira-Bhullar*
Advisor Support Specialist, Online Psychology .... *Jill Keizer*
Associate Director, Writing Support .... *Regina Meister*
Manager, Writing Support .... *Carlos Jimenez*
Assistant Manager, Writing Support .... *Julie Stiegemeyer*

Technology

Senior Director, Technology, Digital Strategies, and Innovation.... *Varun Khanna*
IT Support Services Manager .... *Phani Alluri*
Business Analyst.. *Najmieh Tousi*
Client Systems Analyst.. *Daniel Ramos*

Graduate Campuses Staff

Graduate Campuses

Senior Director .... *Harold Taylor*
Director, Calabasas .... *Leslie Haggard*
Lead Campus Coordinator, Calabasas .... *Jeanne Fell*
Campus Coordinator, Calabasas .... *Maya Nutley*
Director, Encino .... *Open*
Lead Campus Coordinator, Encino .... *Destiny Porter*
Campus Coordinator, Encino .... *Tessa Williamson*
Saturday Coordinator, Encino .... *Manon Gosting*
Director, Irvine .... *Pamela Ortega*
Lead Campus Coordinator, Irvine .... *Myra Hernandez*
Campus Coordinator, Irvine .... *Elvia Perez*
Campus Coordinator, Irvine .... *Saray Vazquez*
Lead Campus Coordinator, West Los Angeles .... *Chaundra Pierce*
Campus Coordinator, West Los Angeles .... *Marco Huerta*
Campus Coordinator, West Los Angeles .... *Marlene Rendon*
Saturday Coordinator, West Los Angeles .... *John Ortega*
Sunday Coordinator, West Los Angeles .... *Mark Walker*

Libraries

Head Librarian, Drescher .... *Colleen Mullally*
Public Services Supervisor, Drescher .... *Kendal Copeland*
Public Services Evening Supervisor, Drescher .... *Erik Helton*
Library Supervisor, Encino .... *Dana Robinson*
Library Assistant, Encino .... *Kathryn Stewart*
Librarian, Irvine .... *Hector Lujan*
Public Services Assistant, Irvine .... *Dillon Condon*
Head Librarian, West Los Angeles .... *Maria Brahme*
Library Assistant, West Los Angeles .... *Hermito San Jose*

Graduate School of Education and Psychology Administration and Faculty

Helen Easterling Williams, EdD
Dean

BS, Jersey City State College
MS, Towson State University
EdD, University of Delaware

Dr. Williams is the dean of Pepperdine University's Graduate School of Education and Psychology (GSEP). She is a lifelong educator and has served two decades in higher education leadership. Prior to assuming her role at GSEP in August 2014, Dr. Williams was the president of Health Education and Welfare International, a firm that provides consultative services designed to improve the health, education, and welfare of individuals, faith-based organizations, higher education institutions, and elementary and secondary educational organizations. Dr. Williams previously held the deanship at the School of Education at Azusa Pacific University, where she successfully led school reaccreditation efforts and initial accreditation for the School Psychology Program, established the Emerging Technology Center, and developed an international visiting scholar program. Her dissertation focused on the topic of internationalizing the community college. Her present scholarship focuses on education leadership, particularly as it relates to both technology and women.

Robert A. deMayo, PhD, ABPP
Associate Dean, Psychology
and Professor of Psychology

BA, University of California, Santa Cruz
MA, PhD, University of California, Los Angeles

Dr. deMayo is past president of the California Psychological Association. He is a past president of the Los Angeles Society of Clinical Psychologists and is past chair of the Division of Education and Training of the California Psychological Association. He was honored in 2012 with the Distinguished Service Award, Division II, Education and Training, California Psychological Association and in 2006 with the Distinguished Contribution to the Profession of Psychology Award by the California Psychological Association. Prior to coming to Pepperdine, Dr. deMayo was awarded the Shepherd Ivory Franz Distinguished Teaching Award from the UCLA Psychology Department. He is a Diplomate in Clinical Psychology with the American Board of Professional Psychology, a licensed psychologist, and remains active in clinical practice.

Farzin Madjidi, EdD
Associate Dean, Education
and Professor of Education

BS, MS, California State University, Northridge
MBA, EdD, Pepperdine University

Dr. Madjidi teaches in the Doctor of Education in Organizational Leadership program. 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. Dr. Madjidi received Pepperdine University's Howard A. White Award for Teaching Excellence in 2005. In 2009, Dr. 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.

Lonnie McNamee, EdD
Assistant Dean of Faculty Development and
Administrative Affairs

BS, University of Phoenix
MS, EdD, Pepperdine University

Dr. McNamee is the assistant dean of faculty development and administrative affairs of Pepperdine University's Graduate School of Education and Psychology. He is an educator and has served for 15 years in the field of education. At Pepperdine University, he is also an adjunct professor of education. Prior to assuming his role at GSEP in November 2014, he was the chief executive officer of Worldwide Youth Foundation Inc., a nonprofit organization that focused on students' education in secondary schools and organizations. His dissertation focused on the topic of higher education faculty motivation. Dr. McNamee's present work continues globally with leaders and educators in the space of higher education learning and technology.

Aaron Aviera, PhD
Senior Clinician and Clinic Director,
Pepperdine Psychological and Educational Clinic,
West Los Angeles
Clinical Director, Union Rescue Mission—
Pepperdine Psychology Clinic

BA, MA, PhD, 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.

Thema Bryant-Davis, PhD
Associate Professor of Psychology

BA, MA, PhD, Duke University

Dr. Bryant-Davis is an associate professor of psychology and director of the Culture and Trauma Research Lab. She is a past president of the Society for the Psychology of Women. Dr. Bryant-Davis was awarded the Emerging Leader of Women in Psychology Award and served on the American Psychological Association Committee on Women in Psychology and the Committee on International Relations in Psychology. Dr. Bryant-Davis is also a former American Psychological Association representative to the United Nations. She is the author of multiple peer-reviewed articles and chapters as well as author of the book *Thriving in the Wake of Trauma: A Multicultural Guide* and editor of the book *Surviving Sexual Violence: A Guide to Recovery and Empowerment.*

Vance Caesar, PhD
Visiting Professor of Education

BS, The Citadel
MBA, Florida Atlantic University
PhD, 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 MBA candidates. He is published in magazines, newspapers, and websites. He has also been elected to many for-profit and not-for-profit boards and is the founder of the Professional Coaches and Mentors Association.

Ebony Cain, PhD
Assistant Professor of Education

BA, Mills College
PhD, University of California, Los Angeles

Prior to coming to Pepperdine University, Dr. Cain served as a nonprofit leader building programs that focus attention and services on the educational inequity and academic advancement of at-risk and low-income students and communities. She previously taught at the University of Southern California. Additionally, Dr. Cain worked within urban schools as they implemented and created instructional and structural programs promoting greater equity, access, and choice for students of modest means. Her interest in critical research studies was sparked when, as a high school student, she was selected to work with the University of California, Los Angeles (UCLA) Institute for Democracy, Education, and Access. Dr. Cain's research explores educational equity, research methodology, and urban school reform. Overall, her work captures her passionate interest in extending engagement for urban K–12 youth while nurturing educators in state-of-the-art research methodologies.

Carrie Castañeda-Sound, PhD
Associate Professor of Psychology

BA, University of California, Santa Barbara
MS, PhD, University of Utah

Dr. Castañeda-Sound received her doctorate in counseling psychology, with an emphasis in therapy with children and families. Her teaching and research interests include multicultural counseling, Latinx psychology, and liberation psychology. She directs the Language, Culture, and Gender Lab, which involves students in research in the broad areas of language, culture, and gender within the field of psychology and specifically psychotherapy. Dr. Castañeda-Sound focuses on the training needs of Spanish-speaking therapists; the impact of immigration on individuals and families; and the intersections of identity (gender, ethnic, racial, and sexual). She is currently the director of the Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format program and is a licensed psychologist in California.

Anat Cohen, PhD
Senior Clinician and Clinic Director,
Encino Community Counseling Clinic

BA, Bar-Ilan University, Israel
MA, PhD, California School of Professional Psychology

Dr. Cohen serves as the director for the Pepperdine Community Counseling Clinic at the Encino Graduate Campus. She is a senior clinical faculty member and provides supervision and training to MFT and PsyD students. She is also focused on program development and community outreach in conjunction with clinic administration. Prior to joining the faculty at Pepperdine, Dr. Cohen served in supervisory and administrative positions in community mental health. She also served as clinical faculty for the California School of Professional Psychology. Her teaching interests are in the areas of interventions and treatment planning, including crisis intervention. As the director for the Pepperdine Community Counseling Clinic, Dr. Cohen is concerned with issues related to enhancing supervision and training of psychology graduate students.

Anthony M. Collatos, PhD
Associate Professor of Education

BA, Loyola Marymount University
PhD, 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, to community groups, and at national and international conferences.
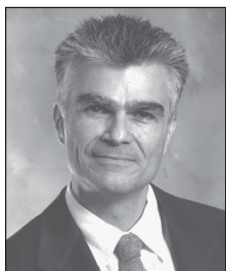
Louis John Cozolino, PhD
Professor of Psychology

BA, State University of New York, Stony Brook
MTS, Harvard University
PhD, University of California, Los Angeles

Dr. Cozolino holds degrees in philosophy, theology, and clinical psychology. He has diverse clinical and research interests with a current focus on the social brain, especially in the synthesis of neuroscience, psychotherapy, education, management, and leadership. He is the author of six books: *The Neuroscience of Psychotherapy*, *The Social Neuroscience of Education*, *The Making of a Therapist*, *The Neuroscience of Human Relationships*, *The Healthy Aging Brain*, and *Attachment-Based Teaching.* He has also authored and coauthored research articles and book chapters on child abuse, schizophrenia, language, and cognition. Dr. Cozolino lectures around the world on brain development, evolution, and psychotherapy and maintains a clinical and consulting practice in Los Angeles.

Kay Davis, EdD
Senior Lecturer of Education

BSN, California State University, Long Beach
MSN, University of California, Los Angeles
EdD, Pepperdine University

Dr. Davis has been a faculty member with Pepperdine University for more than 25 years. Her expertise is as an applied research methodologist with an emphasis on supporting doctoral students through their dissertation process. Her doctoral degree is from Pepperdine University in institutional management, and she holds a master's degree in nursing from UCLA with a minor in research methodology. Dr. Davis has an active consulting practice focused on organizational effectiveness and works with executive teams to redesign practices to build human capital and talent within their organizations. She works with the medical device industry by developing and monitoring clinical trials for safety and efficacy. Dr. Davis also provides consultative services to health care organizations and universities that prepare clinicians and leaders for the industry.

Kathleen A. Eldridge, PhD
Professor of Psychology

BA, University of California, Santa Barbara
MA, PhD, University of California, Los Angeles

Dr. Eldridge is a licensed clinical psychologist specializing in psychotherapy research, couple/marital and family therapy, cognitive-behavioral therapy, and mindfulness and acceptance-based practices. She teaches courses in couple and family therapy, techniques of counseling and psychotherapy, and clinical practicum. 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 in the Pepperdine Boone Center for the Family studying the Relationship IQ (rIQ) program and helped develop the Pepperdine Applied Research Center within the Community Counseling Clinics at Pepperdine University. She has worked in multiple clinical settings with diverse populations comprised of children, adolescents, college students, adults, couples, and families.

Drew Erhardt, PhD
Professor of Psychology

BA, University of Virginia
MA, PhD, University of California, Los Angeles

Prior to coming to Pepperdine, Dr. Erhardt completed a postdoctoral fellowship at the UCLA Neuropsychiatric Institute and served on the faculty at Duke University. His teaching interests include cognitive-behavioral therapy, adult and child psychopathology, and clinical interventions with children and adolescents. Dr. Erhardt is a licensed psychologist providing clinical services to youth and adults. His research interests include attention deficit hyperactivity disorder in children and adults and the use of mobile technology to disseminate cognitive-behavioral therapy and enhance its efficacy. He is the coauthor of *Essentials of ADHD Assessment in Children and Adolescents* as well as the *Conners' Adult ADHD Rating Scales.* He is also the co-developer of the CBT-based mobile apps MoodKit—Mood Improvement Tools and Moodnotes.

Miguel E. Gallardo, PsyD
Associate Professor of Psychology

BS, Texas Christian University
PsyD, California School of Professional Psychology

Dr. Gallardo is an associate professor of psychology and director of Aliento, The Center for Latina/o Communities. He teaches courses on multicultural and social justice, intimate partner violence, and professional practice issues. His areas of scholarship and research interests include understanding the psychotherapy process when working with ethno-cultural communities, particularly with Latina/o communities, and understanding the processes by which individuals develop cultural awareness and responsiveness. Dr. Gallardo has published refereed journal articles, books, and book chapters in the areas of multicultural psychology, Latina/o psychology, and ethics and evidence-based practices. He is a fellow of the American Psychological Association and is currently serving a governor-reappointed position on the California Board of Psychology.

Reyna García Ramos, PhD
Professor of Education

BA, University of California, Los Angeles
PhD, University of California, Santa Barbara

Dr. 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 learners. Dr. Garcia Ramos teaches courses in language and second language development, cultural diversity, and educational psychology and previously 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 Empire. Dr. Garcia Ramos was the director of legislative affairs for the California Association for Bilingual Education from 2006 to 2008 and is currently the faculty liaison to the California Association for Bilingual Education (CABE) chapter at Pepperdine.

Lusineh Gharapetian, PhD
Visiting Professor of Psychology

BS, University of California, San Diego
MA, PhD, The Chicago School of Professional Psychology

Dr. Gharapetian earned her PhD in psychology with a specialization in applied behavior analysis in 2015 under the advisement of Dr. Henry D. Schlinger. She has been a board-certified behavior analyst® (BCBA) since 2012. Dr. Gharapetian has worked for more than 10 years with individuals with autism, developmental delays, and intellectual disabilities. She has expertise in intensive behavioral intervention, functional behavior assessment, and severe challenging behavior as well as organizational behavior management. Her research interests include the evaluation of instructional methodology and delay discounting.

Susan R. Hall, JD, PhD
Associate Professor of Psychology

BA, Georgetown University
MA, JD, PhD, University of Arizona

Dr. Hall's scholarship seeks to collaboratively build connections between research and clinical/counseling practice and training, spirituality/religion, and psychology and law. She co-directs the Pepperdine Applied Research Center in the GSEP Community Counseling Clinics as well as a mindfulness/contemplative practice study with therapists in training. Dr. Hall has published and presented nationally on topics related to positive psychology and psychotherapy, mindfulness training, psychology, public policy, and law. She recently served as treasurer for the American Psychological Association's Section on Child Maltreatment (Division 37). A recipient of Pepperdine's Howard A. White Award for Teaching Excellence in 2006, she teaches theories and techniques of psychotherapy, individual and family development, behavioral principles and theories of learning, and clinical practicum.

Eric Hamilton, PhD
Professor of Education

BA, MAT, University of Chicago
PhD, 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 Pepperdine 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 US 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.

Pamela H. Harmell, PhD
Senior Lecturer of Psychology

BA, University of California, Los Angeles
MA, PhD, 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 was the 2004–05 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, PhD
Professor of Psychology

BA, Harvard University
MA, PhD, University of California, Los Angeles

Dr. Harrell is a licensed clinical psychologist with areas of specialization in multicultural and community psychology. Her areas of scholarship include cultural dimensions of psychological well-being, stress management interventions, contemplative practices in cultural context, intergroup relations, racism-related stress, and African American mental health. Her current research focuses on the development of wellness and strengths-based interventions with diverse populations in community and clinical settings. She currently serves as research coordinator for the PsyD program where she chairs dissertations, does clinical supervision, and teaches in the areas of psychotherapy skills and cultural competence. Dr. Harrell maintains a small psychotherapy practice where she specializes in work with couples and people of color.

Susan Himelstein, PhD
Senior Lecturer of Psychology

BS, Miami University
MA, PhD, University of California, Los Angeles

Dr. Himelstein is a licensed psychologist who has taught psychological assessment courses at Pepperdine since 1989. She also supervises doctoral students conducting psycho-diagnostic evaluations in the Psychology Division's training clinic. She maintains an active private practice specializing in psycho-educational assessment and psychotherapy of children, adolescents, and adults. She has worked in a variety of clinical settings including the community-based Reiss-Davis Child Study Center, the multidisciplinary UCLA Pediatric Psychology Clinic, and the adult psychiatric inpatient unit at UCLA Neuropsychiatric Institute. Dr. Himelstein's research interests include learning disabilities, attention deficit hyperactivity disorder, the impact of anxiety and mood on the learning process, creativity, and resiliency.

Judy Ho, PhD, ABPP, CFMHE
Associate Professor of Psychology

BA, BS, University of California, Berkeley
MS, PhD, University of California, San Diego/San Diego State University Joint Doctoral Program in Clinical Psychology

Dr. Ho is a licensed and board-certified clinical psychologist, a two-time recipient of the National Institute of Mental Health (NIMH) National Research Services Award, and a two-time board diplomate of the American Board of Professional Psychology and the National Board of Forensic Evaluators. She specializes in neuropsychological and forensic evaluations and evidence-based treatments including CBT, DBT, ACT, and behavioral management. Dr. Ho serves as a forensic expert witness and as a consultant for television, radio, and media outlets to help the public learn about effective treatments and reduce the stigma toward mentally ill individuals. She hosts an active research lab, regularly contributes journal articles and invited publications regarding assessment and treatment for high-need populations, and published a book with HarperCollins on her six-step CBT-based program entitled *Stop Self-Sabotage*.

Barbara Ingram, PhD
Professor of Psychology

AB, Cornell University
MEd, Boston College
MA, PhD, University of Southern California

Dr. Ingram, a licensed clinical psychologist, has been on the psychology faculty since 1978. Prior to receiving her PhD in clinical psychology from USC, she served in the National Teacher Corps, earning her MEd in urban education. She is the author of *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client* as well as the chapter on "Case Formulation and Treatment Planning" in the *APA Handbook of Clinical Psychology*. She is a member of the Society for the Exploration of Psychotherapy Integration (SEPI) and a founding member of the Unified Psychotherapy Movement—clinicians, researchers, and theoreticians who seek to enhance practitioners' capacity to draw from the diversity of approaches, processes, techniques, and research findings. She was honored as a recipient of the Howard A. White Award for Teaching Exellence.

Martine A. Jago, PhD
Professor of Education

BA, MA, University of Oxford
PGCE, University of Cambridge
PhD, University of Kent

Dr. Jago was awarded a three-year scholarship for her doctoral study to explore the impact of policy on practice regarding social change and curriculum innovation and a two-year grant from the European Union for teacher education. As a research fellow, she participated in a study of early literacy in England, France, Australia, and Singapore and developed language awareness projects with colleagues from the University of Cambridge and educators in the Netherlands. She has taught in England, Germany, California, and Alaska. At Pepperdine, she designed the TESOL program and has served as director of TESOL, chair of teacher education, and associate dean. In 2001, she was appointed a fellow of the Royal Society for Arts, Manufactures, and Commerce in London for her contribution to language education.

Carolyn Keatinge, PhD
Senior Lecturer of Psychology

BA, Mod., MA, Trinity College, Dublin
MA, PhD, 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 nonprofits 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. Dr. Keatinge has published papers on schizophrenia and community mental health as well as 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 underserved adolescents.

Steve Kirnon, EdD
Visiting Professor of Education

BA, Harvard University
MBA, EdD, Pepperdine University

Dr. Kirnon is a scholar-practitioner with proven leadership, team-building, entrepreneurial, and teaching skills. His areas of expertise include organizational behavior and management, governance, transformational leadership and change, and business development and marketing. His experience also includes capital planning management, strategy development and implementation, as well as visioning in both industry and academia. Dr. Kirnon has more than 20 years of operational experience in biomedical organizations. He also served as life science practice lead at a top 5 executive search recruiting firm. Dr. Kirnon currently serves as the co-founder and executive director of a company which commercializes technology developed in university laboratories.

Veronia Kuhn, PhD, LMFT
Assistant Professor of Psychology

BA, California State University, San Marcos
MA, University of San Diego
PhD, Loma Linda University

Dr. Kuhn joins Pepperdine University after two years at Texas Woman's University. She is a licensed marriage and family therapist and board-approved supervisor in California and Texas and holds national approved supervisor designation from the American Association of Marriage and Family Therapy (AAMFT). Her research in biopsychosocial-spiritual factors and their influence on health behaviors of marginalized families has been presented nationally and internationally. Dr. Kuhn received the Loma Linda University Research Excellence Award, the Family Process Institute New Writers Fellowship, and the Texas Woman's University Research Enhancement Award. Her clinical experience includes nearly 10 years in community mental health and private practice.

Doug Leigh, PhD
Professor of Education

BA, MA, Florida State University
MDR, Pepperdine University
PhD, Florida State University

Dr. Leigh earned his PhD in instructional systems from Florida State University, where he served as a technical director for projects with various local, state, and federal agencies. His current research, publication, and lecture interests concern cause analysis, organizational trust, leadership visions, and dispute resolution. He is coeditor of *The Handbook of Selecting and Implementing Performance Interventions* (Wiley, 2010) and coauthor of *The Assessment Book* (HRD Press, 2008), *Strategic Planning for Success* (Jossey-Bass, 2003), and *Useful Educational Results* (Proactive Publishing, 2001). Dr. Leigh served on a two-year special assignment to the National Science Foundation, is two-time chair of the American Evaluation Association's Needs Assessment Topic Interest Group, and past editor-in-chief of the International Society for Performance Improvement's (ISPI) monthly professional journal, *Performance Improvement*.

David A. Levy, PhD
Professor of Psychology

BA, University of California, Los Angeles
MA, Pepperdine University
MA, PhD, University of California, Los Angeles

Dr. Levy has extensive experience as a teacher, therapist, researcher, and author. He earned his doctorate in social psychology and has served as a visiting professor of psychology at Leningrad State University. He was honored as a recipient of the Howard A. White Award for Teaching Excellence and as a Harriet and Charles Luckman Distinguished Teaching Fellow at Pepperdine. He holds licenses in both psychology and in marriage and family therapy and is actively involved in clinical practice. Dr. Levy's numerous theoretical and empirical research studies have been published in scientific journals and presented at professional conferences. His books *Tools of Critical Thinking* and *Cross-Cultural Psychology* have gained international recognition.

Dennis W. Lowe, PhD
Professor of Psychology and
Young Endowed Chair in Family Life

BA, MA, Pepperdine University
PhD, Florida State University

Dr. Lowe's teaching areas include the diagnosis and treatment of mental health disorders, couple and family therapy, and social psychology. He is a recipient of the Howard A. White Award for Teaching Excellence and the Distinguished Alumnus Award from Pepperdine University. In addition to teaching on multiple campuses, he has also taught online as well as internationally in Argentina, Italy, and Germany. Dr. Lowe was the founding director of Pepperdine's Center for the Family and holds the M. Norvel and Helen M. Young Endowed Chair in Family Life.

Tomás Martinez, PhD
Professor of Psychology, Seaver College

BA, California State University, Long Beach
MA, PhD, University of Michigan

Dr. Martinez is a full-time faculty member of Seaver College who has a joint appointment at the Graduate School of Education and Psychology. 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.

Cary L. Mitchell, PhD
Professor of Psychology

BA, Pepperdine University
MA, PhD, University of Kentucky

Dr. Mitchell's graduate degrees are in clinical psychology. He has served as associate dean of the Psychology Division, director of clinical training of the PsyD program, and program director of the Master of Arts in Clinical Psychology (Daytime Format). He currently teaches courses in psychological assessment, chairs doctoral dissertations, and co-directs the Pepperdine University mental health clinic at the Union Rescue Mission in Los Angeles. He has authored multiple grants used to support the Psychology Division's clinical training/service partnerships with the Union Rescue Mission. Dr. Mitchell is coeditor of *Police Psychology and Its Growing Influence on Modern Law Enforcement.* A licensed psychologist, he conducts assessment-related consultation to law enforcement agencies throughout California.
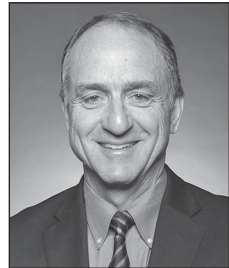
Jennifer Miyake-Trapp, EdD
Assistant Professor of Education

BA, Claremont McKenna College
MAT, University of Southern California
MA, California State University, Los Angeles
EdD, University of Southern California

Dr. Miyake-Trapp has more than a decade of experience in K–12 public schools. She has taught middle school and continuation high school, coached new teachers, and designed professional development workshops focused on meeting the needs of linguistically and ethnically diverse learners. Her primary interests center on teacher preparation for urban contexts, project-based learning, and teacher reflection. Other areas of interest include second language acquisition and online learning. Dr. Miyake-Trapp currently serves as program director for GSEP's Master of Arts in Teaching English to Speakers of Other Languages and Master of Science in Leadership programs.

Kfir Mordechay, PhD
Assistant Professor of Education

BA, San Francisco State University
MEd, PhD, University of California, Los Angeles

Dr. Mordechay's current research looks at inequality, gentrification, and segregation in American cities and schools and the role of policy in shaping equitable educational opportunities. Dr. Mordechay works with the UCLA Civil Rights Project as a research affiliate where he is collaborating on a bi-national study examining the educational and social challenges faced by immigrant youth across the Southern California/Tijuana mega region. His work has been featured in the *New York Times*, in the *Washington Post*, and on NPR. His recent publications include "Does Neighborhood Gentrification Create School Desegregation?" published in *Teachers College Record* and "More Than Just Class: School Mobility Among Black Children in the Great Recession" published in *Urban Education*.

Adel Najdowski, PhD, BCBA-D
Associate Professor of Psychology

BA, MA, PhD, University of Nevada, Reno

Dr. Najdowski is an associate professor and the director of the Master of Science in Behavioral Psychology program at Pepperdine University. Dr. Najdowski has more than 40 publications to her credit, including her books *Flexible and Focused! Teaching Executive Function Skills to Individuals with Autism and Attention Disorders* and *A Workbook of Ethical Case Scenarios in Applied Behavior Analysis.* She currently serves on the editorial board of the *Journal of Applied Behavior Analysis* and has previously served on the editorial board for *Behavior Analysis in Practice* and as a guest editor for a special issue of *Research in Autism Spectrum Disorders.* Her research interests include teaching higher order skills to children with autism. She is a frequent speaker at conferences and on radio and web-based shows.

Kent Rhodes, EdD, DMin
Lecturer of Education

BA, Lubbock Christian University
MA, Texas Tech University
EdD, Pepperdine University
DMin, Lipscomb University

Dr. Rhodes serves as lecturer with Pepperdine's doctoral program in organizational leadership. An expert in the field of conflict management and organizational development, he also serves as a consultant with the Family Business Consulting Group, advising privately held and family-owned enterprises. He was the founder and chief executive officer for OnCourse Network, Inc., an internet education company, until 2001 when he accepted a full-time appointment with executive and doctoral programs with Pepperdine. Dr. Rhodes is the author of *Managing Conflict in the Family Business: Understanding Challenges at the Intersection of Family and Business.* He is a member of the Academy of Management and the Family Firm Institute.

June Schmieder-Ramirez, PhD
Professor of Education

BA, San Jose State University
MBA, St. Mary's College
MA, PhD, Stanford University

Dr. Schmieder-Ramirez chairs the Leadership Studies Department at Pepperdine University, leading the PhD in Global Leadership and Change as well as several EdD programs. Her current research is focused on possessing and acquiring a global mindset—especially starting at the elementary and junior high levels. She works closely with the GlobalSmart Intercultural Assessment Test team on the Kendall Hunt Publishing website. This test is essential for self-awareness of globally competent educational leaders. Dr. Schmieder-Ramirez was superintendent of a large unified school district and also serves as a consultant in higher education. She has participated on numerous WSCUC visits and as an external evaluator. She also leads the annual Intercultural Conference on Global Leadership.

Edward P. Shafranske, PhD, ABPP
Professor of Psychology and Muriel Lipsey Endowed Chair for Counseling and Clinical Psychology

BA, Immaculate Heart College
MA, PhD, United States International University
PhD, Southern California Psychoanalytic Institute

Dr. Shafranske is a psychologist/psychoanalyst experienced in private practice, community mental health, and educational settings. His primary interests are in clinical and applied psychoanalysis, clinical supervision and training, and the psychology of religion. He is a fellow of the American Psychological Association, board certified in psychoanalytic psychology, a member of the American and International Psychoanalytic Associations, and chair of the California Psychological Association (CPA) Division of Education and Training. His coauthored or coedited 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.

Paul R. Sparks, PhD
Associate Professor of Education

BS, Brigham Young University
MS, California State University, Los Angeles
PhD, University of Southern California

Dr. Sparks is the chair of the Department of Learning Technologies. He leads courses in human-computer interaction, consulting, constructivist leadership, mentoring, and action research. Previously, Dr. Sparks was chief learning officer at a national internet company, where he developed the corporate university, and he led national learning technology efforts for Rockwell International. Dr. Sparks is interested in the role of relationships in learning and currently researches virtual learning environments including serious games, virtual worlds, and online communities.
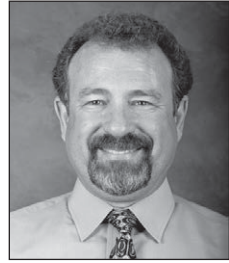
Natasha Thapar-Olmos, PhD
Assistant Professor of Psychology

BA, University of Southern California
MA, PhD, University of California, Los Angeles

Dr. Thapar-Olmos has been at Pepperdine for six years and is the director of the online psychology programs. She teaches in the online, on-ground, and doctoral programs. Most of her teaching is on research methods, psychometrics, and behavior modification. In 2017, she received the Howard A. White Award for Teaching Excellence. Dr. Thapar-Olmos also directs the Recovery and Evidence-Based Practice Lab at GSEP. Her projects focus on the effectiveness of peer support for individuals in recovery, and she also supervises projects related to multicultural psychology. She has held leadership positions in national psychology associations including APA Division 12 and the Asian American Psychological Association, Division on South Asian Americans. In addition to her position at GSEP, Dr. Thapar-Olmos maintains a small private practice in Beverly Hills.

Amy R. Tuttle, PhD
Associate Professor of Psychology

BA, MS, California State University, Fresno
PhD, Loma Linda University

Dr. Tuttle is a licensed couple and family therapist and an American Association for Marriage and Family Therapy (AAMFT)-approved supervisor. She has served in various leadership roles in professional organizations and is the founder and faculty sponsor for the Social Justice Collaborative at GSEP's Irvine Graduate Campus. Her clinical, research, and teaching/training interests include multicultural and diversity issues; relational and dialogical family therapy theories; family and relational processes; intergenerational experiences of trauma and resilience; playful therapy with children and families; and working with disadvantaged, multi-stressed families and communities. Dr. Tuttle maintains a clinical practice serving disadvantaged youth and their families. She coauthored *Theory-Based Treatment Planning for Marriage and Family Therapists* (2003) and published research in *Family Process* on parenting and collaborative, relational therapies.

Ricardo J. Vigil, EdD
Director of Field Experience

BS, Santa Clara University
MA, Pepperdine University
EdD, University of Southern California

Dr. Vigil serves as the director of field experience for the teacher preparation program at GSEP. Previously, he taught as a secondary social studies instructor and was a K–12 administrator and adjunct professor. Dr. Vigil uses his background knowledge of K–12 education to maintain and develop partnerships with schools in the greater Los Angeles area. He currently teaches clinical courses, secondary methods, and instructional design and enjoys guiding and developing new educators as they journey through their programs and into their careers. In 2011, Dr. Vigil was a finalist nominee for dissertation of the year at the University of Southern California, and other research interests include technology and teacher feedback and instruction. Dr. Vigil is a passionate supporter of STEM, urban education, and innovative schools.

Duncan Wigg, PhD
Senior Clinician and Clinic Director,
Irvine Community Counseling Clinic

BA, California State University, Sonoma
MA, PhD, California School of Professional Psychology

Dr. Wigg has been affiliated with the Graduate School of Education and Psychology since 1987 and is the director of the Community Counseling Clinic at the Irvine Graduate Campus. As a licensed clinical psychologist, licensed marriage and family therapist, and licensed professional clinical counselor, 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, PhD
Professor of Psychology

BA, MA, PhD, University of California, Los Angeles

Dr. Woo completed a postdoctoral fellowship at the UCLA Neuropsychiatric Institute in psychological assessment. She 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 is a coauthor of a graduate-level textbook on the diagnosis and treatment of mental disorders across the life span. She has served 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 Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format program at the Malibu campus.

Latonya Wood, PhD
Clinical Professor of Psychology and
Director of Clinical Training, PsyD Program

BS, EdS, University of Georgia
PhD, University of Virginia

Dr. Wood completed her PhD in clinical psychology at the University of Virginia in 2000. She then completed a postdoctoral fellowship in child psychology at the Harbor UCLA Medical Center Department of Psychiatry. She has provided clinical supervision in a variety of public mental health and community settings and has taught courses in the areas of child development, clinical interventions, and psychological testing. Dr. Wood also has made numerous public presentations on various subjects including cultural diversity, clinical supervision, psychological assessment, and personal self-care skills. She is currently a board member on Division I: Clinical and Professional Practice and Division II: Education and Training of the California Psychological Association. Dr. Wood has a small private practice in the Los Angeles area, with emphasis on relationships, women's health, and infertility.

Faculty Emeriti

Joy Keiko Asamen, PhD .... *Emerita Professor of Psychology*
BA, University of California, Los Angeles
MA, California State University, Northridge
PhD, University of California, Los Angeles

John Chandler, EdD .... *Emeritus Professor of Education*
BA, University of San Francisco
MA, San Jose State University
EdD, Stanford University

David N. Elkins, PhD .... *Emeritus Professor of Psychology*
BA, Harding University
MS, University of Bridgeport
PhD, US International University

David W. Foy, PhD .... *Emeritus Professor of Psychology*
BS, Mississippi College
MA, PhD, University of Southern Mississippi

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BS, Central Michigan University
MA, California State University, Los Angeles
PhD, University of Arizona

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EdD, University of Southern California

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MS, University of Connecticut
EdD, University of California, Los Angeles

Clarence Hibbs, PhD .... *Emeritus Professor of Psychology*
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MA, PhD, University of Iowa

H. Woodrow Hughes, PhD .... *Emeritus Professor of Education*
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MA, Seattle University
PhD, University of Oregon

Ruth N. Johnson, PhD .... *Emerita Professor of Education*
BS, MS, Colorado State University
PhD, University of California, Davis

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AB, Holy Cross College
MA, Clark University
PhD, University of Connecticut

Frances W. Neely, PhD.................................. *Emerita Professor of Psychology*
BA, Catholic University of America
MA, PhD, University of Kansas

Robert C. Paull, PhD.................................. *Emeritus Professor of Education*
BA, Dickinson College
MAT, Duke University
PhD, University of Southern California

Linda Polin, PhD .... *Emerita Professor of Education*
BA, University of California, Santa Barbara
MA, PhD, University of California, Los Angeles

Daryl Rowe, PhD .... *Emeritus Professor of Psychology*
BA, Hampton Institute
MA, PhD, Ohio State University

Michele Stimac, EdD.................................... *Emerita Professor of Education*
BA, Webster College
MA, St. Louis University
EdD, Boston University

Margaret Weber, PhD .... *Emerita Dean and Professor of Education*
BS, MS, Eastern Illinois University
PhD, University of Missouri

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University Phone Directory

West Los Angeles Graduate Campus	(310 area code)
General Information	568-5717
Advancement	568-5517
Alumni Relations	568-5649
Bookstore	568-5741
Career Services	568-5666
Enrollment Services	258-2850
Financial Aid	568-5775
Information Technology	568-5688
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Library (Reference)	568-5670
Psychological and Educational Clinic	568-5752
Registration and Records	568-2328
Student Accounts	568-5588
Writing Support	258-2815

Malibu Campus	(310 area code)
General Information	506-4000
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Health Insurance	506-4316
International Student Services	506-4246
Library (Circulation)	506-7273
Office of Student Accessibility	506-6500
Office of Student Information and Services	506-7999
Public Safety	506-4442
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Travel Agency	506-4562

Drescher Graduate Campus (Malibu)	**(310 area code)**
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Library (Circulation)	506-8566

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Information Technology	702-1484

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Community Counseling Clinic	501-1678
Information Technology	501-1614
Library	501-1615

Irvine Graduate Campus	**(949 area code)**
General Information	223-2500
Community Counseling Clinic	223-2570
Information Technology	223-2510
Library	223-2520

PEPPERDINE UNIVERSITY
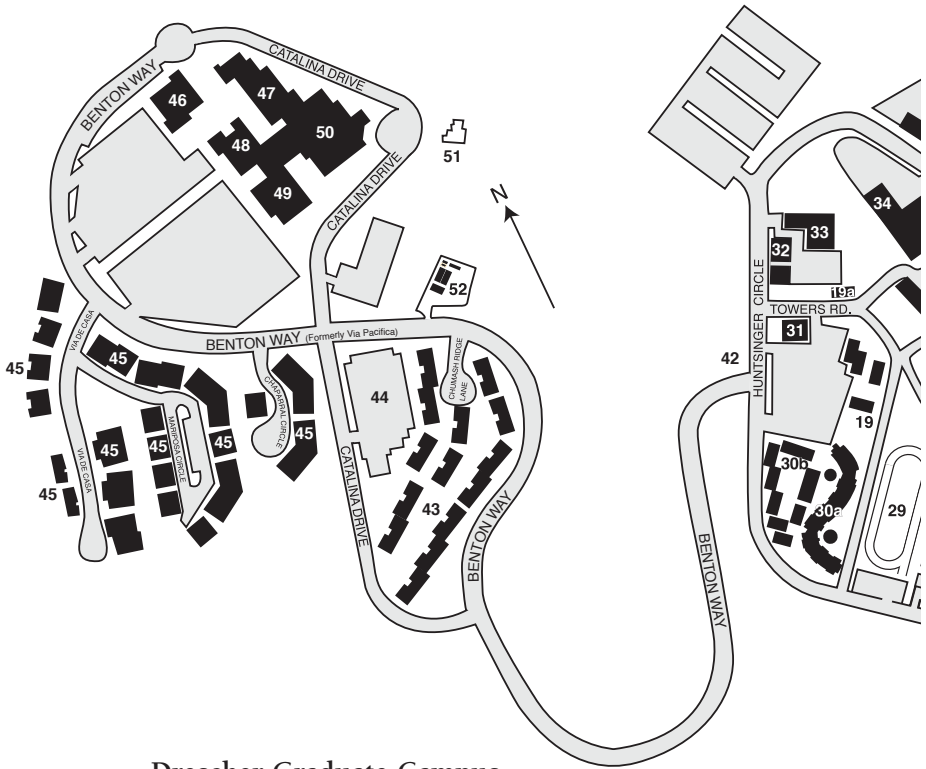
Drescher Graduate Campus
Graduate School of Education and Psychology
Graziadio Business School
School of Public Policy

1. Information Booth
2. Phillips Theme Tower
3. Charles B. Thornton Administrative Center
   OneStop
   Tech Central
4. Pendleton Computer Center
5a. Payson Library
5b. Pendleton Learning Center
6. Amphitheatre
7. Stauffer Chapel
8. Tyler Campus Center
   Beaman Patio
   Bookstore
   Nature's Edge Convenience Store
   Rockwell Dining Center
   Sandbar Student Lounge
   Student Counseling and Testing Center
   Waves Cafe

9. Mullin Town Square
   Adamson Plaza
   Biggers Family Courtyard
   Joslyn Plaza
   Scaife Terrace and Bridge
10. Stauffer Greenhouse
11. Rockwell Academic Center
12. Keck Science Center
13. Appleby American Studies Center
14. Elkins Auditorium
15a. Black Family Plaza Classrooms
15b. Plaza Terrace (rooftop)
16. Weisman Museum of Art
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17c. Smothers Theatre
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   Housing and Residence Life

MALIBU CAMPUS

Lower Campus
School of Law
Seaver College

20. Rockwell Towers Residence Hall
21. Alumni Park
22. Crest Tennis Courts
23. Helen Field Heritage Hall
24. Firestone Fieldhouse
25. Raleigh Runnels Memorial Pool
26. Ralphs-Straus Tennis Center
27. Harilela International Tennis Stadium
28. Eddy D. Field Baseball Stadium
29. Stotsenberg Track
    Tari Frahm Rokus Field
30a. Seaside Residence Hall
30b. Lovernich Residential Complex
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32. Mail Services
33. Facilities Management and Planning
34. Odell McConnell Law Center
35. George C. Page Residential Complex
36. Faculty/Staff Homes

37. Student Assistance Center
38. Faculty/Staff Homes
39. Mallmann House
40. Brock House
41. Center for Communication and Business
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42. Entrance to Drescher Graduate Campus
43. Student Residential Complex
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46. Young Center for the Graduate School of
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47. Beckman Management Center,
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48. Braun Center for the School of Public Policy
49. Center for Learning and Technology
50. Villa Graziadio Executive Center
51. Thomas E. Burnett Jr. Heroes Garden
52. Design and Construction

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Accreditation

Pepperdine University is accredited by
WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
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Specific Graduate School of Education and Psychology programs are accredited by
The California Commission on Teacher Credentialing (CCTC)
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