



PEPPERDINE

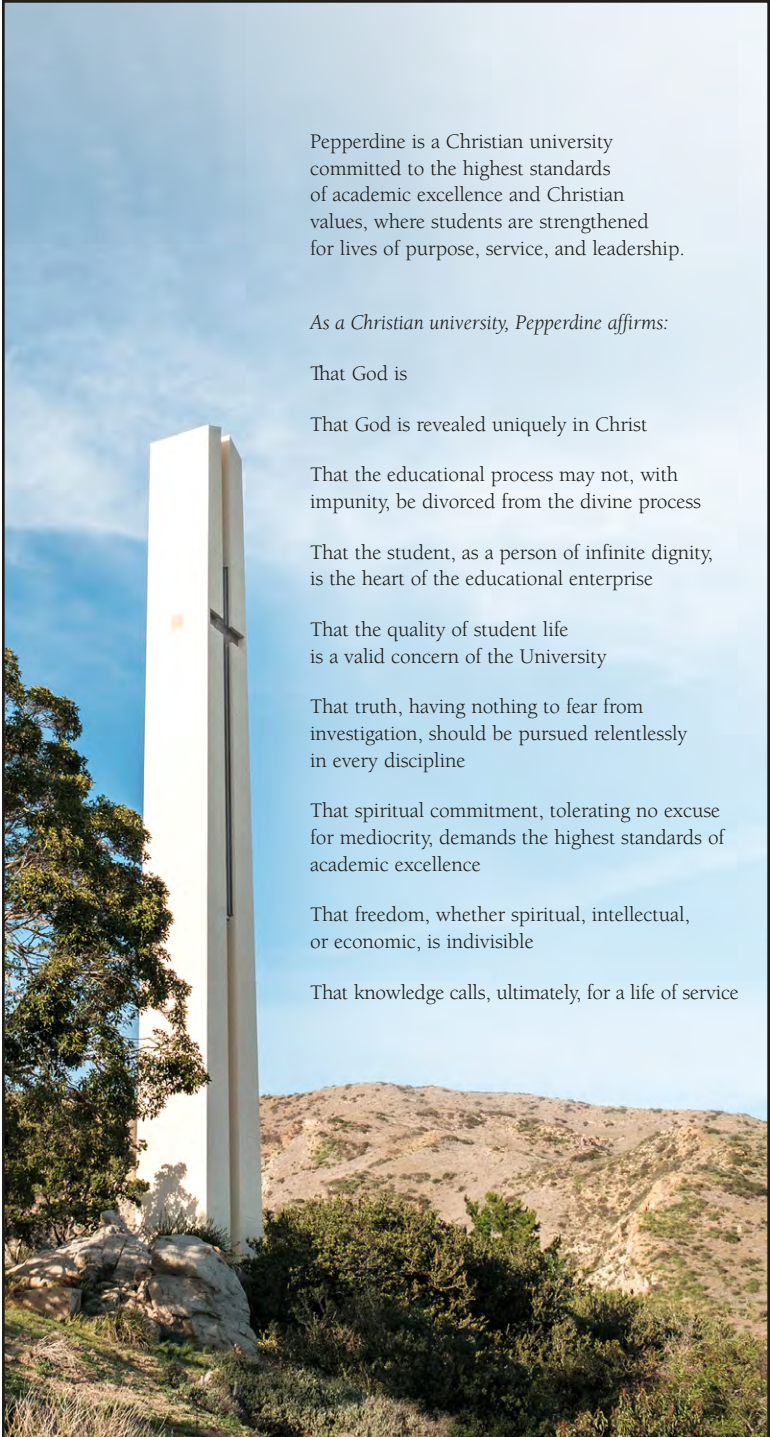
School of Education
and Psychology

2024–2025
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

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**GRADUATE SCHOOL OF
EDUCATION AND PSYCHOLOGY
2024–2025 ACADEMIC CALENDAR**

Fall 2024

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: Graduation application due for Fall 2024 graduates
Tuesday	Oct. 15	Degree conferral date 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 conferral date
Saturday Sunday	Dec. 14– Jan. 5	Term break

Spring 2025

Monday	Jan. 6	Spring 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	Martin Luther King, Jr., Day holiday
Friday	Jan. 31	MA/MS students: Graduation application due for Spring 2025 graduates
Friday	Feb. 28	Last day to withdraw with grade of W
Friday	April 18	Last day of Spring term; degree conferral date
Saturday Sunday	April 19– April 27	Term break

Summer 2025

Administrative dates for all programs

Monday	May 26	Memorial Day holiday
Saturday	May 31	MA/MS students: Graduation application due for Summer 2025 graduates
Thursday	June 19	Juneteenth National Independence Day holiday
Friday	July 4	Independence Day holiday

Class dates for Education Division programs

Monday	April 28	Summer term classes begin
Monday	April 28–	Add/drop period; withdrawal fee applies
Sunday	May 4	
Monday	May 5	Tuition due; refund schedule applies; late registration fee applies
Friday	June 13	Last day to withdraw with grade of W
Friday	Aug. 1	Last day of Summer term; degree conferral date for the Education Division

Class dates for Psychology Division programs

Session I

Monday	April 28	Classes begin for Summer session I
Monday	April 28–	Add/drop period; withdrawal fee applies
Sunday	May 4	
Monday	May 5	Tuition due; Summer refund schedule applies; late registration fee applies
Friday	May 23	Last day to withdraw with grade of W
Friday	June 13	Last day of Summer session I; first degree conferral date for the Psychology Division

Session II

Monday	June 16	Classes begin for Summer session II
Monday	June 16–	Add/drop period; withdrawal fee applies
Sunday	June 22	
Monday	June 23	Tuition due; Summer refund schedule applies; late registration fee applies
Friday	July 11	Last day to withdraw with grade of W
Friday	Aug. 1	Last day of Summer session II; second degree conferral date for the Psychology Division

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
2024–2025 ACADEMIC CALENDAR**

Fall 2024

Monday	Sept. 30	Fall term classes begin
Monday	Sept. 30–	Add/drop period; withdrawal fee applies
Sunday	Oct. 6	
Monday	Oct. 7	Tuition due; refund schedule applies; late registration fee applies
Thursday	Oct. 31	MA/MS students: Graduation application due for Fall 2024 graduates
Friday	Nov. 8	Last day to withdraw with grade of W
Thursday	Nov. 28–	Thanksgiving holiday
Friday	Nov. 29	
Sunday	Dec. 15	Last day of Fall term; degree conferral date
Monday	Dec. 16–	Term break
Sunday	Jan. 5	

Winter 2025

Monday	Jan. 6	Winter term classes begin
Monday	Jan. 6–	Add/drop period; withdrawal fee applies
Sunday	Jan. 12	
Monday	Jan. 13	Tuition due; refund schedule applies; late registration fee applies
Monday	Jan. 20	Martin Luther King, Jr., Day holiday
Friday	Jan. 31	MA/MS students: Graduation application due for Winter 2025 graduates
Friday	Feb. 14	Last day to withdraw with grade of W
Sunday	March 23	Last day of Winter term; degree conferral date
Monday	March 24–	Term break
Sunday	April 6	

Spring 2025

Monday	April 7	Spring term classes begin
Monday	April 7–	Add/drop period; withdrawal fee applies
Sunday	April 13	
Monday	April 14	Tuition due; refund schedule applies; late registration fee applies
Wednesday	April 30	MA/MS students: Graduation application due for Spring 2025 graduates
Friday	May 16	Last day to withdraw with grade of W
Monday	May 26	Memorial Day holiday
Thursday	June 19	Juneteenth National Independence Day holiday
Sunday	June 22	Last day of Spring term; degree conferral date
Monday	June 23–	Term break
Sunday	July 6	

Summer 2025

Friday	July 4	Independence Day holiday
Monday	July 7	Summer term classes begin
Monday	July 7–	Add/drop period; withdrawal fee applies
Sunday	July 13	
Monday	July 14	Tuition due; refund schedule applies; late registration fee applies
Thursday	July 31	MA/MS students: Graduation application due for Summer 2025 graduates
Friday	Aug. 15	Last day to withdraw with grade of W
Monday	Sept. 1	Labor Day holiday
Sunday	Sept. 21	Last day of Summer term; degree conferral date
Monday	Sept. 22–	Term break
Sunday	Sept. 28	

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

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

President's Message



Pepperdine is a premier, global, Christian university. Our mission is to strengthen students for lives of purpose, service, and leadership. Our world is in need of brave, young leaders who know the difference between truth and its counterfeit and possess the character to stand for the truth at all cost. However, these kinds of leaders are not born—they are built—and I believe that Pepperdine is uniquely positioned to deliver on the promise of building and sending these leaders into the world. That promise is for you.

Over the course of history, nearly every college or university that began as a faith-based institution felt it had to choose between excellence in academics and excellence in faith. But at Pepperdine, we believe they are intertwined and that they can—and they must—ascend together. Intellectual excellence starts with the academic culture created by our nationally esteemed faculty through their scholarship and teaching. We refuse to compromise on the rigor, scholarship, and mentoring that it takes to shape brilliant leaders.

Equally important, Jesus modeled an “open arms” and “open table” approach to life and faith. At Pepperdine, we are unapologetically Christian, which means that we invite and welcome the world into our community. We invite everyone here because God designed life that way. He designed us to do life together. He designed us to need each other—to belong to each other. He designed us with different gifts and different views, and he strengthens us and teaches us through the vehicle of different perspectives.

Welcome to Pepperdine. I hope and pray that you are challenged and equipped here to be the best leader you could possibly be.

Jim Gash

President and Chief Executive Officer

Dean's Message



Welcome to the Graduate School of Education and Psychology (GSEP).

I am delighted and humbled to serve as the eighth dean of GSEP and honored to follow in the footsteps of my predecessors. GSEP has a rich tradition as a premier global graduate school, dedicated to improving the human condition, transforming communities, and strengthening students for lives of purpose, service, and leadership.

Built on a foundation of Christian values, we honor the sanctity, dignity, and sovereignty of every individual as a unique person created in one of the infinite, diverse images of the Lord. We are humbly and foremost led by God's words and God's call for us to honor and care for everyone. We hear and elevate every voice and listen to every story. We engage with each other and our community with grace, kindness, compassion, and forgiveness: to whom much is given, much is expected.

As researchers, clinicians, and scholar-practitioners, we engage in robust intellectual inquiry, challenge the status quo, and pursue the truth. We are committed to providing quality education, affirmative support, and friendly services to our students. Through our in-person daytime, evening, and hybrid formats and our fully online model, we provide unprecedented access to our global student body. Our Learning and Design Technology department leads in promoting optimal pedagogy in our online spaces. While leading in the fields of education and psychology, our doctoral students engage in research and practice. We remain relentless in our pursuit of academic excellence. Ultimately, we seek to serve the Lord by transforming lives to make a difference.

As mental health experts, we educate and train future psychologists and therapists with a spirit of dedication and justice. Through our graduate programs in Clinical Psychology and Applied Behavioral Analysis, we prepare the next generation of purpose-driven mental health professionals. We extend our support and access to underserved communities through programs such as the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinx Communities.

As educators, we inspire our students to make a difference in the classroom with the skills and tools needed to become transformative K-12 teachers. Our graduates have studied leadership, change, and social entrepreneurship and continue to make impactful and lasting differences in their communities.

Our faculty, administrators, support teams, and I open our arms to welcome you to our community. God's brilliant light in each of you will illuminate our community ever more brightly.

Farzin Madjidi

Dean, Professor of Leadership





GENERAL INFORMATION

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 9,500 students in five colleges and schools. Seaver College, the Caruso 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 three graduate campuses throughout California, at the campus in Washington, DC, and at international campuses in Germany, the United Kingdom, Italy, Argentina, and Switzerland.

The University was founded in 1937 by 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. Following the expansion of new schools, the college was announced as Pepperdine University in 1971. 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 3,650 students. With its main headquarters located at the West Los Angeles Graduate Campus, the school also offers select programs at graduate campuses in Calabasas, 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 psychology, applied behavior analysis, 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 3,550 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 1,400 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, Jr. 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; and the master of science (MS) across a variety of business disciplines. Special programs include joint degrees with Pepperdine University's Caruso School of Law and the School of Public Policy, 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 at additional graduate campuses located in Calabasas and Irvine, and online.

The Caruso School of Law provides an excellent legal education within a values-centered context. It has an enrollment of approximately 900 students. Special programs include the acclaimed Straus Institute for Dispute Resolution; the Parris Institute for Professional Excellence; 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 Institute 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 Caruso School of Law attracts students from around the nation.

The School of Public Policy enrolls approximately 50 students and offers its master of public policy (MPP) 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 Caruso 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, and the school officially changed its name to the Graduate School of Education and Psychology the following year.

Accordingly, the Graduate School of Education and Psychology celebrated its 50th anniversary in 2021.

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
- 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 the Calabasas 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 Calabasas, 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 has 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, Irvine, and Malibu. These locations have 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

Irvine Graduate Campus

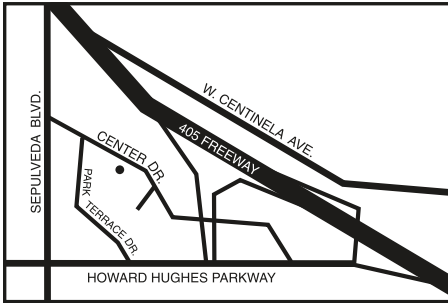
18111 Von Karman Avenue
Irvine, CA 92612
(949) 223-2500

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.

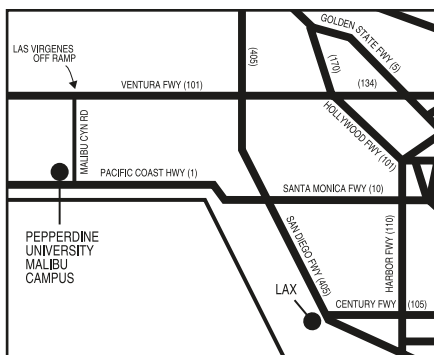
From the south:

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.

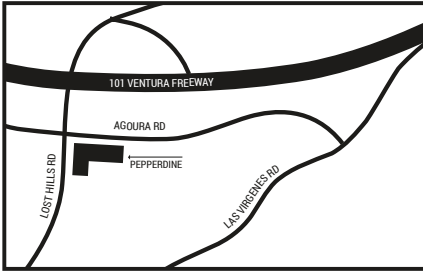
From the San Fernando Valley:

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



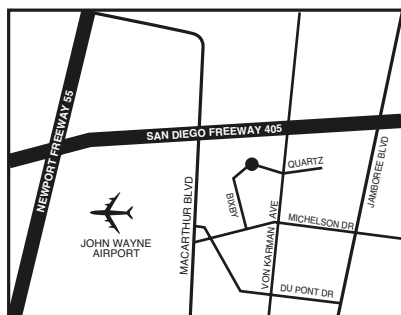
The Calabasas Graduate Campus is located between Las Virgenes Road and Lost Hills Road, with close proximity to the Ventura Freeway (101). The campus features a two-story building with ample free parking. Card access is required for entry. A building ambassador will be available at the reception desk 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.



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:

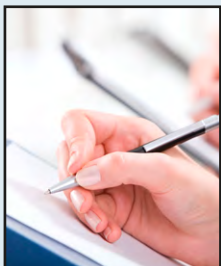
Take the San Diego Freeway (405) south, exit at MacArthur Boulevard, and turn left. Turn left at the first light, which is Michelson. Turn left at Bixby; continue on this street to the stop sign, and turn right. The entrance to the parking structure is 200 feet on the right.

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 a term other than the one indicated in their application for up to two academic years (six to eight terms, from and including original application term).¹ For each deferral period, applicant must provide a request of deferral through written notification to the Enrollment Officer. Applicant does not need to submit a new application unless two academic years have elapsed since original application.

Admission to Pepperdine University is valid only for the term indicated on the letter of admission. Admitted students may request to defer their admission to another term for up to two academic years (six to eight terms, from and including the term in which they first applied to begin their academic program).¹ An admitted student must provide a request of deferral

¹For the purposes of this policy, applicants have two academic years (six to eight terms) from and including the term in which they first applied to begin their academic program. Education and on-campus psychology programs consist of three terms per academic year: Fall, Spring, and Summer. Online psychology programs consist of four terms per academic year: Fall, Winter, Spring, and Summer. The MA Clinical Psychology, Daytime Format and PsyD programs do not allow for deferrals to future terms. Academic programs with a Fall intake only result in deferment limited to one full academic year based on the full deferment period of two academic years (six academic terms from and including the term in which they first applied) ending in the Summer prior to the subsequent Fall. This includes all education doctoral programs, the master's in Social Entrepreneurship and Change, the master's in Teaching English to Speakers of Other Languages (TESOL), and the master's in Clinical Psychology Latinx format.

through written notification to the Enrollment Officer, and admission to the deferred term is not guaranteed. Deferred admission files may be re-evaluated with the applicant pool for that term. In order to secure a seat in the future term, an Intent to Enroll form must be provided to the Office of Admissions and Enrollment upon requesting the deferment.

A deferred admission stipulates that the student will be required to comply with the current academic catalog requirements based on the first term of enrollment.

Deferments after registration are handled by the Student Services Office and addressed in the “Academic Policies” section of this academic catalog.

Readmission

Students who have not enrolled in classes for a single term should contact their advisor for their academic program and follow instructions to begin classes again.

Students who have been absent from class enrollment for two consecutive terms, but less than two academic years (six to eight terms),² will be inactivated from the student system and must complete a Readmission Application with an academic advisor, student success advisor, or program administrator. (Inactivated students will lose access to the WaveNet portal.) If approved for readmittance, students will be reactivated in the student system and will be required to comply with current program and graduation requirements.

Students who have been absent from class enrollment for more than two full academic years² are required to file a new application with the Office of Admissions and Enrollment, 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 registration and financial holds before being permitted to register for classes.

Application Record Retention and Reactivation

Documents for applicants who do not enroll are retained for two years and subsequently destroyed. All documents submitted to the Office of Admissions and Enrollment become the property of Pepperdine University. Documents will not be returned or duplicated for any purpose.

Applicants must request in writing to withdraw their application prior to an admission decision. Application files that remain incomplete or non-matriculated after the specified deadline(s) are subject to administrative withdrawal by the Office of Admissions and Enrollment.

² Education and on-campus psychology programs consist of three terms per academic year: Fall, Spring, and Summer. Online psychology programs consists of four terms per academic year: Fall, Winter, Spring, and Summer.

Previous applicants who have been withdrawn and wish to be reconsidered for admission may request to have their original application reactivated by the Office of Admissions and Enrollment, including supplemental materials previously submitted. The maximum reactivation period is two academic years³ from and including the term to which they first applied. Applicants who exceed the two-year reactivation period must submit a new Application for Admission, including new supplemental materials, and meet all current requirements for admission eligibility.

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 the student has registered in classes. The deposit can be kept on the student's account for up to two academic years (six or eight terms),³ from and including the term in which they first applied to begin their academic program, if the student requests to defer enrollment. If an applicant does not defer or enroll in the term to which they were admitted, the tuition deposit is forfeited. For students that choose to permanently withdraw from the program or are administratively 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. In addition to the application requirements, international applicants (non-US citizens) must provide evidence of English language proficiency and submit evaluated and translated transcripts.

International applicants to GSEP whose native language is not English are required to provide evidence of English proficiency. Applicants must submit one of the following to fulfill the English proficiency requirement and be considered for admission to the University:

- A test score for the Internet-based test (IBT) of English as a Foreign Language (TOEFL) examination taken in the last two years with a minimum score of 85. (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. Please note that Pepperdine does not accept TOEFL "My Best Scores.")
- A test score for the verbal portion of the SAT 1 examination with a minimum score of 450.

³ Education and on-campus psychology programs consist of three terms per academic year: Fall, Spring, and Summer. Online psychology programs consist of four terms per academic year: Fall, Winter, Spring, and Summer.

- An academic transcript for a completed bachelor's or master's degree from a US university or college.
- A test score for the International English Language Testing System (IELTS) examination, sponsored by Cambridge Examinations with a minimum score of 7.
- An academic transcript from a regionally accredited US college or university, reflecting a grade of C or better in a college-level English Composition course.
- An academic transcript for the A-Level English Examination (UK system) reflecting a grade of C or better.
- An academic transcript for the HKALE English Examination (Hong Kong system) reflecting a grade of C or better.
- An academic transcript for the English Language School (ELS) Language Centers' Master Level 112 class reflecting a grade of B or better.

The Office of Admissions and Enrollment 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 transcript evaluation report from any foreign credential evaluation service that is a member organization of the National Association of Credential Evaluation Services (NACES), such as the International Education Research Foundation at ierf.org or the World Education Services, Inc., at wes.org.

A detailed foreign transcript evaluation report must contain the following:

- Official foreign transcripts translated into English. Note: If you are attending school outside of the US and have not completed your bachelor's degree at the time of application, we would need your current "in progress" NACES member international transcripts evaluation (please see above for requirements). Upon degree completion, you are required to provide an official, updated NACES member evaluation reflecting your full and complete courses, final cumulative GPA equivalency and US degree equivalency.
- A detailed course-by-course report with the GPA converted or calculated based on the standard 4.0 scale applicable to the US educational system.
- Determination of US degree equivalency (regional accreditation equivalency is required).

Admitted students who are not US citizens or legal permanent residents must submit an International Student Data form with the Office of International Student Services (OISS) in order to verify eligibility, create a Student and Exchange Visitor program (SEVIS) record, and enroll at Pepperdine University.

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/international-students.

Admission of Veterans

Veterans who seek admission should follow the regular admission policies and should also contact the school certifying official in the Office of the Registrar. This should be done as early as possible to expedite the handling of applicant forms and admission counseling. The school certifying officials are the primary veteran services support and resources for VA education benefits information and processing (including Yellow Ribbon Program), and VA Veteran Readiness and Employment Program benefits advisement and orientation. They process requests for payment for all student VA benefits. Applicants must be fully admitted before receiving benefits. The Student Veterans Affairs Office in Malibu also serves as a resource to help veteran and military-connected students navigate their Pepperdine journey once admitted.

Application Procedures

The Application for Admission contains complete instructions and all appropriate forms for properly completing the application process. In an effort to process applications in a timely manner, the Office of Admissions and Enrollment 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 Office of Admissions and Enrollment 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

The Graduate School of Education and Psychology applications are available online. Application fees are nonrefundable. Applications are evaluated only after all the necessary information and materials have been received by the Office of Admissions and Enrollment. Application files that remain incomplete after the specified deadline(s) are subject to administrative withdrawal by the Office of Admissions and Enrollment.

Completed files are processed and evaluated by the admissions 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 and doctoral programs may

utilize interviews 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. An applicant that is denied admission may not reapply for admission to the same academic program for one full academic year.⁴

All documents submitted to the Office of Admissions and Enrollment become the property of Pepperdine University. Documents will not be returned or duplicated for any purpose. Additional information regarding this policy may be found under the Application Record Retention and Reactivation section within Admissions Information.

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 (3.0) 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. No amount of coursework taken while in nondegree status will assure or influence a student's chance of admission to a degree program at GSEP. Enrollment in nondegree coursework does not count toward minimum eligibility requirements for financial aid.

If a student applies to a GSEP Education Division degree program, meets all the admission requirements, and is admitted to the program, the student may request that courses completed by the student in nondegree-seeking

⁴Education and on-campus psychology programs consist of three terms per academic year: Fall, Spring, and Summer. Online psychology programs consist of four terms per academic year: Fall, Winter, Spring, and Summer.

status count toward the requirements of that program. Such requests may be approved by the program chair or the associate dean. Courses eligible for consideration:

1. Must be substantially the same as when taken by the applicant;
2. Must be a current degree requirement in the program to which the applicant has been admitted;
3. Must have been completed with a grade of B (3.0) or higher;
4. Must have been taken within seven years of the admission date to the program.

A maximum of 9 units of coursework may be transferred to a program.

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 Office of Admissions and Enrollment. It is the applicant's responsibility to make certain that the application file is completed within 30 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

To transfer courses, the applicant must complete a Transfer Credit Petition form indicating the courses the applicant wishes to transfer as part of the admission process and submit the official transcript. Admitted students will be notified in writing concerning the decision on the transfer courses during the first term of enrollment.

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

Courses to be transferred for master's or doctoral programs must have been taken from a regionally accredited college or university within the last seven years, and the student must have earned a grade of B (3.0) or better in each course. Continuing education units are not acceptable for transfer credit.

Students are expected to complete all coursework at Pepperdine University. In order for special circumstances and exceptions of transfer courses to

be considered after the first term of enrollment, the student must receive approval in advance from the associate dean.

Applicants should refer to the academic program to which they are applying for admission for any exceptions to the Transfer of Graduate Credit policy. Several GSEP academic programs have internal Pepperdine transfer credit from a master's to a doctoral program or special licensure requirements that do not allow transfer credit to be considered. Please reference the "Academic Programs" section of this academic catalog for additional information.





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 2024. 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	\$1,565
Doctor of Education courses	\$1,970
Doctor of Philosophy in Global Leadership and Change ¹	\$2,330

Program Fees

Academic-related travel fee ² :	
EDD 754 and EGLC 754	\$3,000–\$8,000
Academic travel cancellation fee ³	Variable

Psychology Programs

Tuition, per unit

Master's-level courses at graduate campuses	\$1,565
Master's-level courses at Malibu campus	\$1,945
Master's-level online courses	\$1,945
Doctoral-level courses	\$1,970

Program Fees

Academic-related travel fee ²	\$3,000–\$8,000
Academic travel cancellation fee ³	Variable

¹ The PhD in Global Leadership and Change program includes courses charged \$1,970 per unit at the EdD level and \$2,330 per unit at the PhD level.

² Academic-related travel fees: EDD 754, EGLC 754, 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 \$3,000 to \$8,000 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 \$1,000 to \$3,000, 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.

Student Government Association Activity Fees, Annual

Doctor of Psychology in Clinical Psychology Program	\$40
MA in Clinical Psychology: Daytime Format Program	\$30
MA in Clinical Psychology: Evening Format Program (including Latinx Communities Program)	\$10
MA in Psychology Program	\$10

GSEP Wellness Fees**Malibu-based Students (3 terms per year)**

More than half-time status, per term	\$179
Less than half-time status, per term	\$88

Non-Malibu-based Students (3 terms per year)

More than half-time status, per term	\$88
Less than half-time status, per term	\$44

Online Psychology Students (4 terms per year)

More than half-time status, per term	\$67
Less than half-time status, per term	\$34

General Fees

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 before end of add/drop period. For terms with multiple sessions, the fee will not be applied if students withdraw from one session and remain enrolled in another session beyond add/drop period within 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 forbear 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 the student's 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 prepay the expected charges owed prior to registration, including, but not limited to, tuition, term fees, and the \$150 late registration fee. 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 using certified funds (e.g. cash, cashier's check, money order, or wire transfer).

In the event that the student fails to attend or leaves the University for any reason, the student must formally withdraw by written notification to 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 will be added to the student account once per term and is due with

the first payment. The two-payment option is available every term for any academic program, regardless of academic term structure.

Two-Payment Option Payment Due Dates

Fall, Winter, Spring, and Summer Terms

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 will be added once per term to the student account and due with the first payment. Due to the lengths of each term, the three-payment option is not available for the online psychology master's programs.

Three-Payment Option Payment Due Dates

Fall, Spring, and Summer Terms

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 place of employment, experiences a change in company policy, withdraws from a term, or the form covers only 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 regular tuition due date for the term.

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 Due Dates

Fall	Winter	Spring	Summer
January 15	April 15	May 15	September 15

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 Financial 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 be aware of pertinent due dates and deadlines relating to tuition and enrollment, to apply for financial aid, and to confirm completion of all requirements for disbursement of aid several months prior to the start of the term or financial aid year. 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 community.pepperdine.edu/gsep/financial-aid/policy-procedures.htm.

Federal Student Loans

If a student plans to use a federal student loan, a Master Promissory note, loan application, loan entrance counseling, and any other requested financial aid documentation 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 medical/mental health withdrawal, 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 Student Services Office or the Office of the Registrar of the student's intention to drop a course or withdraw from the University. The date this notice is received by the Student Services Office or the Office of the Registrar 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 withdrawal fee of \$150 will be assessed. Students withdrawing from courses for any reason after the add/drop period are subject to the partial tuition refund policies listed below.

Students are not entitled to a refund of tuition or fees if GSEP or Pepperdine University changes or alters course offerings, including mode of instruction (e.g., remote or online education).

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%

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.*

Summer 2025 Refund Schedule

Psychology Summer Session I (46 days in session)

April 28, 2025–May 4, 2025	100% less \$150 withdrawal fee ¹⁰
May 5, 2025–May 7, 2025	75%
May 8, 2025–May 10, 2025	50%
May 11, 2025–May 14, 2025	25%
May 15, 2025–June 13, 2025	0%

Psychology Summer Session II (45 days in session)

June 16, 2025–June 22, 2025	100% less \$150 withdrawal fee ¹⁰
June 23, 2025–June 25, 2025	75%
June 26, 2025–June 28, 2025	50%
June 29, 2025–July 1, 2025	25%
July 2, 2025–August 1, 2025	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, and they apply only to the Online Psychology programs. Please contact the Student Accounts Office for additional information.

Refunds

Credit balances resulting from financial aid will be processed automatically starting either the date of disbursement, or up to a week prior to the start of the term, whichever is the latter of the two. Refunds will be issued through direct deposit, which means the funds will be sent directly to a bank account (determined by the student) shortly after the refund is processed. Students may sign up online for direct deposit with their bank information. Students

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

who do not sign up for direct deposit will be issued a check that will be mailed to the local or permanent address (if no local address) the student provided online through WaveNet.

To receive a refund for a credit balance not related to financial aid that remains 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 minimum 10-day waiting period before the funds may be returned.

The amount of the refund is based on the tuition and fees charged and financial aid disbursed at the time of processing. As a refund from excess financial aid may be processed prior to the end of the add/drop period, a student's enrollment changes may result in a refund that may be too large or too small. If enrollment changes and/or financial aid adjustments made after a refund is processed to the student cause a balance to be owed on the student's account, the student is responsible for repaying the University the difference (paying any balance owed on the account) based on the established due dates and policies. 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.

Students should consult with the Financial Aid Office concerning the effect of withdrawal or change in course load on financial assistance. The student must pay all charges owed at the time of withdrawal or dismissal.

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. Payments made in excess of the outstanding charges minus financial aid (disbursed and/or anticipated by the University) may be subject to the overpayment refund policy outlined above. Students who need help determining the amount to pay should contact the Student Accounts Office for assistance.

Security Interest in Student Records

Outstanding balances on a student account, or defaulting on other financial obligations with the University by the student, will prevent the student from registering for classes and will result in the University not

publishing the student's grades for the last term in attendance on the student's transcripts.

Additionally, degrees and/or certificates will not be conferred nor posted on the student's transcript until all University obligations (academic, financial, and otherwise) are fulfilled.

To the extent not prohibited by law, if a student defaults on payment of a Pepperdine student loan and/or has an outstanding student account balance, all other records, with the exception of academic transcripts, will be withheld until the student either brings the loan to current status or pays off the account balance. Every student with a loan must complete an exit interview with the Financial Aid Office before their student records will be released. Each student also agrees to pay all costs of collection upon default, including, but not limited to, collection agency fees, attorney fees, and location services.

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/**.

To apply for financial assistance through the federal government, you will need to be a US citizen or a Permanent Resident (green card holder). More information can be found by visiting **<https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens>**. Note: DACA and F-1 Visa students are not eligible for federal student aid at the graduate level.

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 qualifying 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

Pepperdine University is required by federal regulations (Sections 668.16 (e), 668.32 (f), and 668.34) to establish specific standards for measuring Satisfactory Academic Progress (SAP) for students receiving financial assistance. Pursuant to federal law, the University's SAP policy ensures that all students who receive University, state, private, and/or federal financial aid progress toward degree completion. The Financial Aid Office will monitor compliance with the SAP policy for each student. Students must meet the requirements of the SAP policy outlined below to be eligible to receive financial aid. Questions about SAP policy should be addressed to the Financial Aid Office. The SAP standards consist of the following:

- **GPA Standard:** graduate students must maintain a minimum cumulative 3.000 GPA.
- **Pace Standard:** students must maintain a 67 percent completion rate of all attempted units per term, which will be reevaluated at the close of each term.

GPA Standard: This standard is a qualitative measure of progress as determined by the student's cumulative grade point average (GPA). Graduate students must meet the minimum GPA (3.000) required by their program.

Pace Standard: This standard is a quantitative measure of progress that calculates the pace at which a student is moving toward program completion by dividing the number of units completed by the number of units attempted. Graduate students must successfully complete for credit 67 percent of the units they attempt. For example, students who attempt 12 units during their fall term must pass 8 units or more to meet Pace Standard $[(8/12) \times 100 = 67\%]$. Please note the following regarding attempted units and completion rate (pace):

- Students must complete at least 67 percent of all attempted units including transfer units, if applicable. For example if a student has attempted 9 units, the minimum earned hours must be 6. See the chart below for additional examples.

Credit Hours Attempted	Minimum Earned Hours To Meet Pace
6	4
3	2

- Classes with grades of A, B, C, and CR (credit) are considered to have been completed. Classes with grades of D, F, NC (no credit), I (incomplete) and WD, W, WF (grade withheld) will not be considered as completed but will be calculated in the attempted units.
- Courses graded as Incomplete, Failed, Not Passed, or Withdrawn count toward attempted units.
- In the event that a student receives permission to repeat a previously passed course, only the first repeat will apply toward the completed unit count; subsequent repeats will not. Only the first repeat of a passed course may be covered using federal financial aid. Any second or subsequent repetition of a passed course may not be covered using federal financial aid funds.
- Transfer units will be counted toward both the attempted and completed units that have been accepted by the University for degree credit.

Maximum Time Frame Standard: This standard is also a quantitative measure of progress; it determines whether a student is completing the academic program within a reasonable overall time frame, based on both units attempted and years enrolled. The maximum time frame is calculated by multiplying the units/time normally required to complete an academic program by 150 percent. Graduate students must complete all degree requirements within 150 percent of the maximum time frame described in the academic catalog and measured in attempted units.

Time Limit: All requirements for an MS or MA degree must be completed within seven calendar years from the date on which the student begins graduate work at Pepperdine University. All requirements for EdD, PhD, or PsyD degrees must be completed within eight calendar years from the date on which the student begins graduate work at Pepperdine University.

Failure to complete all program requirements within the maximum time frame will deem a student ineligible for financial aid regardless of whether or not the student is permitted to re-enroll via a plan limit extension. In order to regain eligibility for financial aid, students must complete and submit a Satisfactory Academic Progress Appeal Form (<https://gsep.pepperdine.edu/admission/financial-aid/content/sapappealform2122.pdf>), along with an approved current Student Education Plan, to the GSEP Financial Aid Office.

Transfer Students

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. 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 presently enrolled in the EdD program or alumni of the program who graduated within the last seven years may transfer up to 39 semester units of courses taken in the EdD program to the PhD in Global Leadership and Change program.

Monitoring SAP Standards

The Financial Aid Office will monitor GPA, Pace, and Maximum Time Frame Standards for graduate students at the end of each fall, winter (for GRD2 career), spring, and summer term. Students who fail to meet SAP standards will be notified via email of the impact on their aid eligibility.

Warning Status

Students who fail to meet SAP for the first time (excluding students who have already exceeded their maximum number of units attempted or years enrolled) are placed on Warning Status for one term and are expected to meet SAP standards by the end of the following term of enrollment. Students who fail to meet SAP requirements the following term will be placed on financial aid suspension (FAS).

Financial Aid Suspension (FAS)

Students on FAS are not eligible to receive financial assistance, and all aid (federal, state, and University) will be cancelled for future semesters unless the student successfully appeals the suspension and is placed on financial aid probation. Students may also gain future financial aid eligibility, subject to availability of funds, if they are allowed to enroll at their own expense and do well enough in their coursework to regain SAP. Please note that this will only make students eligible for future aid once reinstated; it is not retroactive.

SAP Appeal Guidelines

If special circumstances cause a student to be placed on FAS as a result of failure to meet SAP standards, a written appeal may be submitted. Specific instructions for submitting an SAP appeal will be emailed to the student. Examples of special circumstances include, but are not limited to, death of an immediate family member, injury, or medical condition of the student. The SAP appeal must address and document these special circumstances and describe how those circumstances have changed to allow for the student to demonstrate SAP at the next evaluation. The student is encouraged, and may be required, to seek academic advisement as part of the appeal process. The student will be notified via email of the decision to approve or deny financial aid eligibility. SAP appeals must be submitted to the Financial Aid Office and must include the Appeal Form and supporting documentation. Incomplete SAP appeals or those missing adequate documentation will not be reviewed.

Financial Aid Probation

Students who have successfully appealed FAS are placed on probation status. Students on probation are eligible to receive financial aid for one term, subject to availability of funds, after which the student must meet SAP or the requirements of the academic plan approved by their academic advisor. Financial aid probation is for financial aid purposes only and is separate from academic or disciplinary policies for other University scholarships.

Student Permission, Title IV Aid to Pay Other Allowable Educational Charges

Scholarships and grants will normally pay toward tuition charges. Some may also pay toward room and board. Title IV Federal Aid will pay toward tuition, room/board, and association fees charged to all students. If the student grants authorization by completing the Title IV Authorization Form, Title IV Federal Aid will then also pay toward other allowable educational charges (departmental/lab fees, overseas program/travel charges, and facility fees). The Title IV Authorization Form is located in WaveNet under the Finances section and the Permissions link.

Note that any fees not covered by aid, federal or otherwise, are still due by the due date attached to that fee regardless of whether or not there is a credit from federal aid. Fees not paid by the due date will accrue finance charges. Due dates can be found in WaveNet under the Finances section and the Charges Due link.

Federal Programs

TEACH Grant

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides up to \$4,000 per year, less applicable sequestration, in grants for graduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Part-time students are eligible, but the maximum grant will be reduced. For more information regarding this program, review the website at studentaid.gov/understand-aid/types/grants/teach.

Federal Work-Study Program

Federal Work Study provides part-time jobs for graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. These awards range from \$2,000 to \$4,000 based on financial need and the availability of funds. To be considered, a student must secure a position through Student Employment at Pepperdine (community.pepperdine.edu/gsep/student-services/student-employment/), complete a FAFSA (studentaid.gov), be enrolled at least part time, and demonstrate financial need.

Federal Direct 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.¹¹ 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 (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. 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 loan options, visit gsep.pepperdine.edu/admission/financial-aid/loans.

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 in Clinical 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. See gsep.pepperdine.edu/admission/financial-aid/grants for more information.

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.
- 100 percent online MS in Education students are not eligible.
- The Merit, Education for Life, Pathway to Purpose, and Give a Gift of Education Scholarships are not available to students enrolled in the MA in Clinical Psychology with an emphasis in Marriage and

¹¹Federal interest rates and loan origination fees are subject to change. Please see gsep.pepperdine.edu/admission/financial-aid/loans for the most current rates.

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

Family Therapy: Daytime Format or Doctor of Psychology in Clinical Psychology programs.

- Students in the Doctor of Philosophy in Global Leadership and Change program are not eligible for the Education for Life and the Give a Gift of Education Scholarships.
- Students who complete a GSEP Doctor of Education program and are now applying to the GSEP Doctor of Philosophy in Global Leadership and Change program are eligible only for the Waves of Change Scholarship.
- The GSEP Diversity Scholarship cannot be combined with the Colleagues Grant.
- 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, the student forfeits eligibility for the term. Students who withdraw or drop below 6 units will have their scholarship(s) decreased according to GSEP's tuition refund schedule. The scholarship is not put on hold for any additional term. Students who transition into clinical practicum or dissertation research after selection are eligible to retain their awarded scholarship. Please note: Any adjustments to awarded amounts will be at the University's discretion.
- These scholarships are tuition-specific and not renewable. Exceptions: The Endowed GSEP Fellows Fund, GSEP Endowed Faith/Missions Fellowship, GSEP Diversity Scholarship, Evelyn B. Blake Scholarship, WAVES Got Your Six Scholarship, and City Year University Partnerships Program are eligible for renewal.
- GSEP-specific scholarships cannot be combined with partner scholarships or sponsorships.
- Leaves of absence or withdrawals before the add/drop deadline of the term will result in the cancellation of the scholarship for the term; otherwise, the scholarship(s) will be decreased according to GSEP's tuition refund schedule.

Assistantships¹³

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 15 per week. The positions start at \$20.14 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

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

the web at community.pepperdine.edu/gsep/student-services/student-employment or may call GSEP Student Employment at (310) 568-2887.

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.

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

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

Financial aid programs created by the federal government are Title IV funds and include the Federal Direct Loan Program and Federal Direct Graduate PLUS Loan Program. Title IV funds are awarded with the understanding that the student will attend school for the entire period for which the assistance was offered. A student who withdraws from all classes may lose eligibility to keep the full amount of disbursed federal funds. The withdrawal date will determine the amount of unearned aid. The University is required to return unearned federal Title IV funds (Federal Direct Loan Program and Federal Direct Graduate PLUS Loan Program) as stated in Federal Regulations, 34 CFR part 668.22, Return of Title IV Aid.

Pepperdine Grants and Scholarships

Eligibility for Pepperdine funding is dependent on full-time enrollment in regular coursework.

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.

When a student withdraws from school, financial aid awards will be adjusted according to federal guidelines and the school's refund policy. If a student drops a course after the add/drop period and that course has not yet begun, the student's aid eligibility will be reviewed and adjusted if necessary.

How Students' Financial Aid is Adjusted

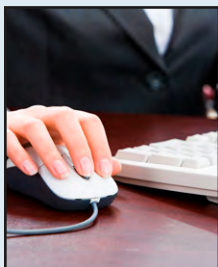
The federal government provides financial aid offices with a schedule that is used to determine how much of the Title IV funds students have earned if they take a leave of absence or withdrawal.

The Financial Aid Office will determine what amount will be returned to the federal program based on the last date of attendance. If students have completed 60 percent or less of a given term, the Financial Aid Office uses the Return of Title IV Funds Program calculations in order to determine the amount of federal funding to be returned. 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 federal funding will be returned. Federal funds are returned in the following order: Federal Direct Unsubsidized Loan, Federal Direct Graduate PLUS Loan, and Federal TEACH Grant.

The return of federal funds may result in an outstanding balance on the student's account. If a student's account is not paid in full by the due date, it will accrue finance charges and late fees. 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. Additional information regarding return of federal funds may be obtained from 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 at **gsep.pepperdine.edu**.

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, Calabasas, 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 complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students with disabilities. 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 10 NCAA national championships, more than 350 All-Americans, approximately 60 Olympians (coach and player), and more than 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 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
Malibu Bookstore	(310) 506-8569

Career Services

GSEP Career Services operates from an innovative approach that promotes clarity of purpose, self-confidence, and community connections. We offer customized services for our graduate students and alumni throughout their career, whether they are preparing for a transition, positioning themselves for advancement, clarifying their next goal, navigating workplace dynamics, or launching their own business. Through career design sessions, self-marketing consultations, and our signature programs, we provide lifelong career development support for accessing and thriving in a rapidly changing workforce. By honoring the intersectionality of identities, GSEP Career Services empowers each individual's unique career journey of purpose, service, and leadership. GSEP uses Handshake as its official career portal—a modern career management platform that provides students and alumni with access to over 850K employers globally, as well as career resources and events, appointment scheduling, and peer-to-peer networking. 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 four graduate campuses. Student computer services are available at the following locations:

Calabasas	(818) 702-1000
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.

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 and Tech Central

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, and photocopying.

Students may visit community.pepperdine.edu/it and select “Student” for self-help guides and support information. Information Technology staff members are available to provide technology assistance through the Tech

Central Office in any Southern California campus. In addition, students may contact Tech Central 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 published on the Information Technology website at community.pepperdine.edu/it/security/policies/usagepolicy. 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 in to 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, and other matters necessary for compliance and maintenance of lawful visa status in the United States. Health 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: Calabasas, 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 and email. 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 academic program requirements, 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.

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.

The Calabasas Graduate Campus and Drescher Graduate Campus in Malibu offer free parking. Vehicle registration is required.

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) (community.pepperdine.edu/healthcenter) provides high-quality, no- or low-cost healthcare services Monday through Friday, 8 AM to 5 PM to any enrolled Pepperdine student, regardless of insurance type. As part of the Thrive Wellness Program, in-person office visits are offered free of charge. Students may schedule an appointment by calling (310) 506–4316, option 3, or by using the appointment feature on their Patient Portal at <https://pepperdine.medicatconnect.com>.

A wide range of services is provided, including immunizations, injections, labs, dermatology, and nutrition advice; and care is offered for illnesses, injuries, respiratory problems, and men’s and women’s health issues. The SHC also offers specialized clinics such as flu vaccination, travel medicine, massage therapy, and STI/HIV testing.

Located on the Malibu campus in the Student Assistance Center (SAC), the SHC is staffed with board-certified physicians, a physician assistant, a registered dietitian-nutritionist, registered nurses, medical assistants, and administrative personnel. Our diverse team provides a professional and welcoming environment for students seeking care. For more information see the SHC webpage at community.pepperdine.edu/healthcenter/.

If the Malibu campus is not easily accessible, scheduled and on-demand virtual care is also provided at no charge through TimelyMD using the Timely Care app. Information about this service can be found at the TimelyMD webpage: community.pepperdine.edu/healthcenter/gethelpnow/timelymd.

Wellness Fee

All students pay a mandatory wellness fee to support the University’s extensive medical, mental health, and fitness offerings. A full description of programs and resources can be found on the Thrive Student Wellness Program website (community.pepperdine.edu/thrive).

University Health Insurance Requirement

Pepperdine University requires that all students, both domestic and international (including those studying abroad), provide proof of a US-based health insurance plan or enroll in the Student Health Insurance Plan (SHIP). To meet this requirement, new and returning students attending on the Malibu campus* must select one of two options on the AHP

Insurance Dashboard (www2.academichealthplans.com/school/323) each academic year:

1. Confirm the Student Health Insurance Plan (SHIP) option by clicking the ENROLL button, or
2. Provide proof of an existing US-based health insurance plan by clicking the WAIVE button.

For questions regarding SHIP, the AHP Insurance Dashboard, or requirement deadlines, please visit the University Health Insurance Requirement webpage: community.pepperdine.edu/healthcenter/healthinsurance.

**Students enrolled in academic programs on non-Malibu campuses are not required to provide proof of insurance and are not eligible to enroll in SHIP.*

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 WASC Senior College and University Commission (WSCUC), 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 132,000, 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, Caruso 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 over 28,000 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, staff, 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**, 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) 506-4579 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. To view an updated list of student groups, visit gsep.pepperdine.edu/student-life/groups.







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

Full-Time Course Load

Students enrolled in courses totaling 6 or more units are considered full-time. Education doctoral students enrolled in the qualifying examination or dissertation 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).

Half-Time Course Load

Students enrolled in courses totaling 3–5 units in a single term are considered half-time, with the exception of students enrolled only in clinical practicum and fieldwork courses, which are also considered half-time.

Less-Than Half-Time Course Load

Students enrolled in courses totaling 1–2 units in a single term (with the exception of qualifying examination, dissertation, doctoral internship, and clinical practicum) are considered less-than 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. See the “Enrollment Requirements” section under “Financial Information” for minimum enrollment requirements for financial aid and scholarship eligibility.

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 pepperdine.edu/student-life/student-code-of-conduct.

Upon academic dismissal from the University, students will receive a letter from the Associate Dean's Office of their respective program. A student may not reapply for admission or readmission or enroll in courses while a dismissal status remains on a student's academic record. Students who wish to appeal an academic dismissal to seek readmittance to a program should make their request directly to the program director or chair. Students who wish to dispute recent grades resulting in 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. Students who are 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 their cumulative grade point average to the minimum requirement of 3.0. A student on academic probation who reaches the minimum cumulative grade point average of 3.0 or greater will be removed from academic probation. If a student is unable to raise the cumulative grade point average in the subsequent term, their academic progress is subject to review and the student may be recommended for dismissal or program continuation. In addition, any student earning a grade of D+ or below in a course must retake the course, earning a grade of C- or better before being allowed to graduate. Psychology students who earn two grades of No Credit (NC) in clinical practicum may be placed on academic probation regardless of cumulative grade point average.

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. A student must meet the academic program standards in order to successfully complete a degree. Students must earn a cumulative grade point average of 3.0 or greater in all work completed in their program to graduate. Students who are 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 their cumulative grade point average. A student who is unable to raise the cumulative grade point average in the subsequent term 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 be awarded a degree. Additionally, any student who receives a grade of B- or below requires an academic review by the program director and/or associate dean and may 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 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. PsyD students who receive two grades lower than B- are subject to dismissal.

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. 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. 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 annual commencement ceremonies for the Education and Psychology Divisions at the University’s Malibu campus. 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 request to audit certain courses, with the consent of the instructor, by submitting a written request to the academic advisor or program administrator. Course audit requests must be made during designated registration and add/drop periods for a term. An audited course appears on the student's academic transcript with a final grade of AU to indicate the audit. Degree requirements cannot be met through course auditing. Audited courses are not associated with grade points or course loads. 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 paid in advance, prior to registration. Students who are enrolled for credit in a Pepperdine course simultaneously are not required to pay the audit fee for an audited course. Additional fees may apply to specialized classes. In some instances, courses may not be audited due to class capacity, class delivery, or to prevent disruption to the cohesiveness within a group of students. Online Psychology courses are not available for course audit. Regular class participation is expected of all auditing 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 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

Students must complete an application for degree posting during the term in which final degree requirements will be satisfied.¹ Students will be notified when to complete the application for 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, providing a valid "Graduation Application" form is on file for the appropriate term. Submission of the application is required for degree posting. Deadline dates to file for degree posting are listed in the "Academic Calendar" section in this academic catalog.

Students should expect to receive their diplomas approximately 12 to 16 weeks, or 90 to 120 days, after the official posting date of the completed program given all financial obligations, and student record holds have been cleared.

Students are considered graduates/GSEP alumni immediately following degree posting. Alumni will lose WaveNet access, including e-mail access, 90 days after degree posting. Review the "Alumni-Student Relations" section

¹ A course is not considered satisfied until a final grade is received. For degree posting purposes, outstanding incomplete and in-progress grades must be received by the last day of the term.

of this academic catalog for information regarding alumni benefits, including alumni email forwarding.

Enrollment Verification

Students may verify current enrollment status by requesting an enrollment verification. Enrollment verification will not be processed until a student is officially registered in classes for a term and after the term's add/drop period ends. Future enrollment will not be verified.

Currently enrolled students may request enrollment verifications through their student WaveNet account. Students and alumni may verify degree earned, GPA, and enrollment history by requesting specified verification. Additional information may be found at pepperdine.edu/registrar/verifications.

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

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 request an incomplete and 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 approved and signed by the instructor and the associate dean by division, in consultation with the Office of the Registrar, 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 with approved extensions on file are subject to the approval of the program director and the Office of the Registrar before enrolling in additional classes.

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.² Students with grades of I are not eligible to repeat the course. Students may not continue with their program while five or more grades of I currently exist on their transcript. A student's progress toward completing the I grades will be reviewed by the program director and/or the associate dean. Students who have multiple grades of I on their academic transcript are subject to the approval of the program director and the Office of the Registrar before enrolling in additional classes.

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

² Students must request to withdraw by the last day for withdrawals as indicated in the Academic Calendar section of the catalog. See the Withdrawal from Classes academic policy for further details.

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

Students may officially request a leave of absence for a term prior to registration through written notification to their academic advisor or program administrator. Leave of absence requests will be considered only before a student registers for the term; otherwise, it is considered a withdrawal and subject to the \$150 withdrawal fee. Students who extend their leave of absence for more than one term must abide by the Readmission policy.

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.

PsyD students who need to take a leave of absence must also submit a formal petition to the PsyD Executive committee. Readmission after a leave of absence is subject to approval by the PsyD Executive 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 their academic advisor or by official email from their 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 but before the last day of the term, all courses from the term of withdrawal will be assigned a grade of W. Any withdrawal after the term has concluded will be denied. 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 they 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.

Modality Change

Students enrolled in any of the on-ground master's programs in psychology are eligible to request a modality change to transfer into the corresponding online program in psychology only if the student has completed one or more academic terms at the time of the modality change. Likewise, students enrolled in any of the online master's programs in psychology are eligible to request a modality change to transfer into the

corresponding on-ground program in psychology only if the student has completed one or more academic terms at the time of the modality change.³

Students in the master's psychology programs can request a modality change for their program through a Modality Change Request Form with the Advisor Support Specialist. A modality change will require approval from the program director or associate dean. A change in modality stipulates that the student will be required to apply for admission to the academic program plan for the new modality and comply with the current academic catalog requirements at the time of change.

Modality change requests must be submitted and approved before the application deadline to be effective for the subsequent term; otherwise, the program plan change is applicable to the next available subsequent term of request. The student's practicum placement, practicum site, expected graduation date, and financial aid may be adjusted as a result of the modality transfer.

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 two academic years from the term in which they were first admitted.⁴ 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 two academic years from and including the term to which they were first admitted will be discontinued and required to complete

³ The MA in Clinical Psychology with Latinx Communities and MA in Clinical: Daytime Format programs do not allow modality changes from the online format to the on-ground program.

⁴ Two academic years consist of 6 terms for education and on-campus psychology programs, or 8 terms for online psychology programs. The MA in Clinical Psychology: Daytime Format and PsyD programs do not allow for deferrals to future terms.

a new application for future consideration by the Office of Admissions and Enrollment.

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

Students can request to change their program plan through written notification to the academic advisor or program administrator. A program plan change is equivalent to submitting an application for admission to the requested program. Program plan changes 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 under an F-1 visa must also submit a written notification and seek approval from the Office of International Student Services (OISS).

Tuition and financial aid may be affected by a program plan change. Consult the “Financial Information” section of this academic catalog.

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 in consultation with the Office of the Registrar. 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 not been enrolled in classes for a single term should contact their advisor for their academic program and follow instructions to begin classes again.

Students who have been absent from class enrollment for two consecutive terms, but less than two academic years (six to eight terms),⁵ will be inactivated from the student system and must complete a Readmission Application with an academic advisor, student success advisor, or program administrator. (Inactive students will lose access to the WaveNet student portal). If approved for readmittance, students will be reactivated in the student system and will be required to comply with current program and graduation requirements.

Students who have been absent from class enrollment for more than two full academic years are required to file a new application with the Office of Admissions and Enrollment, 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 registration and financial aid holds before being permitted to register for classes.

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. If students are granted permission to register for classes after the add/drop period has ended, a late fee of \$150 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 the Registrar 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 are required to submit an application form and pay the application fee.

Students who have completed a Pepperdine Master of Arts in Psychology or a Master of Science in Behavioral Psychology/Applied Behavior Analysis

⁵ Education and on-campus psychology programs consist of three terms per academic year: Fall, Spring, Summer. Online psychology programs consist of four terms per academic year: Fall, Winter, Spring, and Summer.

degree may count the following courses, up to a maximum of 36 units, toward the Master of Arts in Clinical Psychology program, provided that the courses were completed within the last seven years. The following courses may apply: PSY 600, 603, 606, 612, 622, 624, 626, 627, 637, 657, 658, 659, 668, 669, or 671. The following courses may apply to the Master of Arts in Clinical Psychology with Latinx Communities program: PSY 606, 624, 626, 627, 657, 659, 668, 669, and 671.

Student Complaints

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

Official transcripts of academic records are furnished upon payment of a fee for each transcript issued and are available through physical and electronic copies. Official physical transcripts are normally delivered by mail, and can be given to the student only in a sealed envelope. If the seal is broken on an official physical transcript, the transcript ceases to be official. Official electronic transcripts are available through the National Student Clearinghouse.

Students may request transcripts in person at OneStop or online at **pepperdine.edu/registrar/transcripts**. For pick-up or walk-in service, the request should be filed at OneStop at least one day before the transcript is needed. More time may be required for transcripts from terms prior to January 1987. At the end of each term, two weeks may be required to process a transcript request due to grade processing and degree postings. Requests for partial transcripts will not be accepted. No transcript will be supplied for coursework taken at other institutions. Current students may obtain unofficial transcripts through WaveNet.

Outstanding balances on a student account, or defaulting on other financial obligations with the University, will prevent a student from registering for classes and will result in the University not publishing grades for the last term in attendance on the student's transcripts.

Additionally, degrees and/or certificates will not be conferred nor posted on the student's transcript until all University obligations (academic, financial, and otherwise) are fulfilled. Transcripts will be released excluding any degrees/certificates earned and grades from the last term until all of the aforementioned obligations have been met (per AB-1313 guidelines).

Transfer Work After Enrollment

Students wishing to take courses outside the University after enrollment must receive prior approval from the associate dean by division before transfer credit will be accepted.

Withdrawal from Classes

A student may officially withdraw with a grade of W 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.⁶ 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 instructor.

Withdrawals are official only upon timely written notification from a student's Pepperdine email account 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. Students who withdraw from all courses in the term between initial registration and the last day of the add/drop period will be charged \$150 withdrawal fee.

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

⁶For sessions shorter than a regular term, the withdrawal period is noted in the "Academic Calendar" section in this academic catalog.

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 Military-connected School Certifying Official for additional information at (310) 506-6129.

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 from the student's Pepperdine email account to the academic advisor or program administrator or the Office of the Registrar. The student must also check out from appropriate campus offices, as designated by the Office of the Registrar. 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 financial aid may be adjusted. 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.

Exceptions to any of the policies mentioned in this section must be approved by the associate dean by division or dean of the Graduate School of Education and Psychology and will be made in consultation with the Office of the Registrar.





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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 34-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 and/or the Pepperdine Washington, DC campus.
- 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.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer ESEC 610 Ethical Leadership, Equity, Cultural Proficiency, and Social Justice and ESEC 680 Program Learning Design and Impact Evaluation to the doctoral program.

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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two letters of recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and potential to complete rigorous graduate studies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement. If you are a recent college graduate, you should have at least one academic

recommendation. If you graduated from college more than three years ago, you should use professional recommendations.

- A two-to-three-page statement of educational purpose addressing the following areas:
 - a. Discuss your motivation for applying to the MA in Social Entrepreneurship and Change program and how the program aligns with your professional goals and objectives;
 - b. Highlight important elements of your personal, cultural, academic, or professional background, providing details about your potential to succeed in the program; and
 - c. Explain your passion for addressing a social issue important to you, expanding on your mission and vision, work, or volunteer experience with diverse populations.
- A personal interview may be required.

Course Requirements

YEAR 1

Fall

ESEC 600	Leadership and Service.....	(3)
ESEC 620	Social Entrepreneurship.....	(3)

Spring

ESEC 610	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
ESEC 630	Creating a Compelling Vision for Change	(3)

Summer

ESEC 640	Globalization and Social Change	(3)
ESEC 670	Global Change Experience	(3)
ESEC 692	Contemporary Topics in Social Entrepreneurship Technology ...	(1)

YEAR 2

Fall

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

Spring

ESEC 680	Program Learning Design and Impact Evaluation.....	(3)
ESEC 690	Managing the Philanthropic Enterprise	(3)
ESEC 691B	SEC Capstone Part 2	(1.5)

Course Descriptions

ESEC 600 Leadership and Service (3)

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 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.

ESEC 620 Social Entrepreneurship (3)

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 (3)

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 (3)

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 (3)

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 Learning Design and Impact 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. 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 (3)

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.

ESEC 692 Contemporary Topics in Social Entrepreneurship Technology (1)

Students are introduced, from an experiential perspective, to recent developments in technology and practices in a variety of areas supporting social entrepreneurship. Students will learn about tools which will help them to detect an opportunity and develop an idea of how to create a business for social change. Topics may include websites and apps, project management, social media and dashboards, design thinking, online communities, and virtual organizations.

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 30 units and is offered in a hybrid modality with in-person classes and activities located at the Calabasas, Irvine, 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. Submission of the Teacher Performance Assessment (edTPA) is a program requirement. No waiver or transfer credits will be allowed.

Note: The MAT on-ground and fully online programs are separate, and students enrolled in one program are not eligible to take courses in the other program. There is no cross-enrollment between the online MAT program and the existing on-ground MAT program.

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. The program will prepare students to fulfill California Commission on Teacher Credentialing standards on Reading and Literacy Instruction as highlighted in Senate Bill 488 (Chap. 678, Stats. 2021). 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.

There are 10 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 before March 2016 = score of 500 or above) (math score requirement before March 2016 = score of 550 or above) (English score requirement on or after March

2016 = score of 560 or above) (math score requirement on or after March 2016 = score of 570 or above)

- College ACT (English score requirement = score of 22 or above) (math score requirement = score of 23 or above)
- College Board AP (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)
- Appropriate coursework fulfilling the domains of reading, writing, and mathematics (consultation with program required)
- A combination of coursework and exam options listed above (consultation with program required)

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. For candidates pursuing a credential in English, the program will prepare students to fulfill California Commission on Teacher Credentialing standards on Reading and Literacy Instruction as highlighted in Senate Bill 488 (Chap. 678, Stats. 2021). 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 ten 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 before March 2016 = score of 500 or above) (math score requirement before March 2016 = score of 550 or above) (English score requirement on or after March 2016 = score of 560 or above) (math score requirement on or after March 2016 = score of 570 or above)

- College ACT (English score requirement = score of 22 or above) (math score requirement = score of 23 or above)
- College Board AP (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)
- Appropriate coursework fulfilling the domains of reading, writing, and mathematics (consultation with program required)
- A combination of coursework and exam options listed above (consultation with program required)

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.

Program Mission Statement

As a Christian university where students are strengthened for lives of purpose, service, and leadership, the Pepperdine Teacher Preparation Program . . .

Is a learning community committed to the education of the whole individual.

We are dedicated to the continuous cultivation of coursework and clinical practice that acknowledges and addresses the unique intellectual, spiritual, and emotional dimensions of what it means to be an educator. Because becoming an educator involves the rigorous work of discovering meaning, developing identity, and discerning a pedagogical approach, we are committed to humanizing the educational experience for all students.

Is committed to praxis—linking theory to practice.

We are dedicated to providing authentic learning environments that reflect the complex lived experiences of our students. Our coursework and clinical practice are linked to rigorous explorations of theoretical foundations, research-based methodologies, and reflective practice to produce educators

who effectively confront the daily issues of teaching within a diverse educational landscape.

Is engaged in improving the educational opportunities for *all* students, specifically the marginalized and underserved.

As a faith-based institution, we uphold the inherent worth of each individual and are dedicated to growing in our knowledge and ability to meet the unique needs of all learners. We are devoted to building a more diverse, equitable, and inclusive educational environment within the communities we serve.

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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two letters of recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and potential to complete rigorous graduate studies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement. If you are a recent college graduate, you should have at least one academic recommendation. If you graduated from college more than three years ago, you should use professional recommendations.
- A two-to-three page statement of purpose addressing the following areas:
 - a. Discuss your motivations for applying to the Master of Arts in Teaching program and how the program aligns with your future aspirations;

- b. Highlight important elements of your personal, cultural, academic, or professional background that provide insight into your potential to succeed in an intensive graduate program and how engagement with cultural diversity and social justice or plans for growth in these areas support your plans as a future teacher; and
 - c. Explain how your values align with the mission and vision of the Pepperdine University Graduate School of Education and Psychology.
- Certificate of Clearance (COC) and current tuberculosis (TB) test results.
 - A photocopy of any currently held teaching, instructional, or services credentials.
 - Statement of Responsibility.
 - Official proof of passing the Basic Skills Requirement.
 - Passing score report, Subject Matter Equivalency Program letter, or Coursework Waiver letter 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 or Coursework Waiver must obtain an original Subject Matter Equivalency letter from an accredited college or university with with California Commission on Teacher Credentialing authorization, where applicable. If properly completed, the original letter will be accepted in lieu of the CSET report.
 - A personal interview may be required.

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).

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer up to six units to a doctoral program. Transfer units must be approved by the doctoral program.

Course Requirements

Core Courses

MATP 610	Instructional Design for Teaching.....	(3)
MATP 620	Literacy Theory and Methods	(3)
MATP 624	Educational Foundations, Equity, and Social Justice.....	(3)
MATP 630	Teaching Multilingual Learners.....	(3)
MATP 661	Teaching in Inclusive Classrooms.....	(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)

Elective Courses

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

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, characteristics of child development from birth through adolescence and their implications on teaching and learning will be explored.

MATP 620 Literacy Theory and Methods (3)

This course is an introduction to theoretical foundations and strategies for teaching English language literacy. Through the integration of literacy coursework and clinical practice, teacher candidates will learn about materials and practices that support effective instruction in five key themes of literacy instruction: meaning making, language development, effective expression, content knowledge, and foundational skills. Candidates will learn how to plan and implement evidence-based instructional practices and understand how children develop language and literacy with a focus on multiple, critical, and disciplinary literacies. They will implement multiple assessment measures to monitor students' literacy development and plan instruction that meets the unique needs of all students to advance learning. The clinical experience will provide authentic opportunities for the implementation of standards-based instruction.

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

This course examines social, cultural, philosophical, historical, and ethical foundations and their impact on education and schools in society. Teacher candidates will analyze how the context, structure, and history of education influence current school policies and practices. This course describes how this foundational knowledge can inform teaching and provide strategies for working with students' families and the school community to support student learning. Teacher candidates will explore multiple pedagogical

frameworks to foster culturally relevant and responsive classrooms and how to access resources to support students with a variety of lived experiences and diverse needs. Focus is placed on helping education candidates use this foundational knowledge toward effective teaching and learning in classroom settings and learning environments. Students will recognize their values and implicit and explicit biases and examine multiple perspectives of equity-based education to foster growth as an ethical leader committed to social justice.

MATP 630 Teaching Multilingual Learners (3)

In this course, candidates will learn evidence-based, practical strategies for promoting literacy for multilingual learners in dual-language and English classrooms. Candidates will study contemporary language acquisition theory as it relates to instruction, as well as evidence-based approaches to ensure the inclusion and promote academic success of all students. Candidates will learn how to appropriately assess and interpret results for multilingual students and the identification of special accommodations, including giftedness. Sessions will focus on issues regarding cultural and linguistic diversity, historical perspectives, current legislation, language development theories, classroom organization, teaching strategies, integrated and designated English language development, and assessment procedures for multilingual learners. The clinical experience will provide authentic opportunities for the implementation of standards-based instruction.

MATP 661 Teaching in Inclusive Classrooms (3)

The purpose of this course is to equip teacher candidates to teach in a general education classroom that includes students with a range of cognitive, socioemotional, and physical abilities. Candidates will learn how to implement Universal Design for Learning and Multi-Tiered Systems of Support, collaborate with education specialists and students' parents, understand and participate in the IEP process, provide accommodations and modifications for students with disabilities, and advocate for students. Candidates will examine pertinent legislation and court decisions, the history of special education, and the notion of disability as a social and cultural construct. This course includes a study of the California Dyslexia Guidelines.

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 681 Clinical Experience 1 (2)

The purpose of this course is to help teacher candidates move toward mastery of the TPEs in order to demonstrate professional responsibility for all aspects of student learning and classroom management 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. Critical policies regarding privacy, health, and safety of students and families and ethical conduct are reviewed. Under the supervision of certified mentor teachers, this course is the first in a developmental sequence of clinical experiences in which candidates observe, assist, tutor, and facilitate small group instruction, as well as monitor student learning and adjust instruction while teaching. 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 Online Format

The Online Master of Arts in Teaching program enables candidates to pursue coursework for a master's degree in conjunction with a state teaching license. The program is 30 units and is offered fully online. Not all courses will be offered each term. The Online Master of Arts in Teaching program reflects academic, testing, and document-based deadlines and requirements established by the states in which it is authorized for teacher credentialing. Further information about state-specific requirements can be found on the website of that state's teacher licensure authority. No waiver or transfer credits will be allowed.

Note: The MAT on-ground and fully online programs are separate, and students enrolled in one program are not eligible to take courses in the other program. There is no cross-enrollment between the online MAT program and the existing on-ground MAT program.

Elementary Teacher Credentialing

Elementary teacher credentialing is generally considered to be most applicable to kindergarten and grades 1 through 6, where traditionally one classroom teacher is responsible for multiple subjects in the curriculum. The program will prepare students to fulfill state-specific teacher licensure standards for elementary education in states where the Online Master of Arts in Teaching program is authorized to operate. Candidates must follow all deadlines and requirements related to coursework, testing, and documents for the state in which they intend to obtain their teacher credential.

Secondary Teacher Credentialing

Secondary teacher credentialing is generally considered to be most applicable to middle and secondary schools, grades 6 through 12. The program will prepare students to fulfill state-specific teacher licensure standards for secondary education in states where the Online Master of Arts in Teaching program is authorized to operate. Candidates must follow all deadlines and requirements related to coursework, testing, and documents for the state in which they intend to obtain their teacher credential.

Intern Credentialing

Some states have intern credentialing options that enable candidates to work as full-time, salaried teachers while pursuing a teaching license. Candidates must follow all deadlines and requirements related to coursework, testing, and documents for the state in which the Online Master of Arts in Teaching program is authorized to support intern credentialing.

Program Mission Statement

As a Christian university where students are strengthened for lives of purpose, service, and leadership, the Pepperdine Teacher Preparation Program . . .

Is a learning community committed to the education of the whole individual.

We are dedicated to the continuous cultivation of coursework and clinical practice that acknowledges and addresses the unique intellectual, spiritual, and emotional dimensions of what it means to be an educator. Because becoming an educator involves the rigorous work of discovering meaning, developing identity, and discerning a pedagogical approach, we are committed to humanizing the educational experience for all students.

Is committed to praxis—linking theory to practice.

We are dedicated to providing authentic learning environments that reflect the complex lived experiences of our students. Our coursework and clinical practice are linked to rigorous explorations of theoretical foundations, research-based methodologies, and reflective practice to produce educators who effectively confront the daily issues of teaching within a diverse educational landscape.

Is engaged in improving the educational opportunities for *all* students, specifically the marginalized and underserved.

As a faith-based institution, we uphold the inherent worth of each individual and are dedicated to growing in our knowledge and ability to meet the unique needs of all learners. We are devoted to building a more diverse, equitable, and inclusive educational environment within the communities we serve.

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.
- 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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.

- Two letters of recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and potential to complete rigorous graduate studies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement. If you are a recent college graduate, you should have at least one academic recommendation. If you graduated from college more than three years ago, you should use professional recommendations.
- A two-to-three page statement of purpose addressing the following areas:
 - a. Discuss your motivations for applying to the Master of Arts in Teaching program and how the program aligns with your future aspirations;
 - b. Highlight important elements of your personal, cultural, academic, or professional background that provide insight into your potential to succeed in an intensive graduate program and how engagement with cultural diversity and social justice or plans for growth in these areas support your plans as a future teacher; and
 - c. Explain how your values align with the mission and vision of the Pepperdine University Graduate School of Education and Psychology.
- A photocopy of any currently held teaching, instructional, or services credentials.
- Any state-specific coursework, testing, or documents required prior to entering a teacher preparation program.
- A personal interview may be required.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer up to six units to a doctoral program. Transfer units must be approved by the doctoral program.

Course Requirements

Core Courses

OMAT 610	Instructional Design for Teaching.....	(3)
OMAT 620	Literacy Theory and Methods	(3)
OMAT 624	Educational Foundations, Equity, and Social Justice.....	(3)
OMAT 630	Teaching Multilingual Learners.....	(3)
OMAT 661	Teaching in Inclusive Classrooms.....	(3)
OMAT 681	Clinical Experience 1	(2)
OMAT 682	Clinical Experience 2	(2)
OMAT 683	Clinical Experience 3.....	(2)
OMAT 699	Contemporary Issues in Education	(3)

Elementary Methods

OMAT 671	Elementary Developing Teaching Methods.....	(3)
OMAT 675	Elementary Advanced Teaching Methods.....	(3)

Secondary Methods

OMAT 673	Secondary Developing Teaching Methods	(3)
OMAT 677	Secondary Advanced Teaching Methods	(3)

Elective Courses

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

OMAT 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.

OMAT 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, characteristics of child development from birth through adolescence and their implications on teaching and learning will be explored.

OMAT 620 Literacy Theory and Methods (3)

This course is an introduction to theoretical foundations and strategies for teaching English language literacy. Through the integration of literacy coursework and clinical practice, teacher candidates will learn about materials and practices that support effective instruction in five key themes of literacy instruction: meaning making, language development, effective expression, content knowledge, and foundational skills. Candidates will learn how to plan and implement evidence-based instructional practices and understand how children develop language and literacy with a focus on multiple, critical, and disciplinary literacies. They will implement multiple assessment measures to monitor students' literacy development and plan instruction that meets the unique needs of all students to advance learning.

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

This course examines social, cultural, philosophical, historical, and ethical foundations and their impact on education and schools in society. Teacher candidates will analyze how the context, structure, and history of education influence current school policies and practices. This course describes how this foundational knowledge can inform teaching and provide strategies for working with students' families and the school community to support student learning. Teacher candidates will explore multiple pedagogical frameworks to foster culturally relevant and responsive classrooms and how

to access resources to support students with a variety of lived experiences and diverse needs. Focus is placed on helping education candidates use this foundational knowledge toward effective teaching and learning in classroom settings and learning environments. Students will recognize their values and implicit and explicit biases and examine multiple perspectives of equity-based education to foster growth as an ethical leader committed to social justice.

OMAT 630 Teaching Multilingual Learners (3)

In this course, candidates will learn evidence-based, practical strategies for promoting literacy for multilingual learners in dual-language and English classrooms. Candidates will study contemporary language acquisition theory as it relates to instruction, as well as evidence-based approaches to ensure the inclusion and promote academic success of all students. Candidates will learn how to appropriately assess and interpret results for multilingual students. Sessions will focus on issues regarding cultural and linguistic diversity, historical perspectives, current legislation, language development theories, classroom organization, teaching strategies, integrated and designated English language development, and assessment procedures for multilingual learners.

OMAT 661 Teaching in Inclusive Classrooms (3)

The purpose of this course is to equip teacher candidates to teach in a general education classroom that includes students with a range of cognitive, socioemotional, and physical abilities. Candidates will learn how to implement Universal Design for Learning and Multi-Tiered Systems of Support, collaborate with education specialists and students' parents, understand and participate in the IEP process, provide accommodations and modifications for students with disabilities, and advocate for students. Candidates will examine pertinent legislation and court decisions, the history of special education, and the notion of disability as a social and cultural construct. For California candidates, this course includes a study of the California Dyslexia Guidelines.

OMAT 671 Elementary Developing Teaching Methods (3)

This elementary methodology course addresses the planning and developing of integrated content-specific instruction consistent with state-specific teacher performance expectations and content frameworks. For example, Multiple Subject candidates in California will follow California Teacher Performance Expectations and content in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Emphasis is placed on differentiating instruction for all students in content areas including 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.

OMAT 673 Secondary Developing Teaching Methods (3)

Candidates working toward secondary teacher licensure 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 consistent with state-specific teacher performance expectations and content frameworks. For example, Single Subject candidates in California will follow California Teacher Performance Expectations and content frameworks specified by the California Department of Education. 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.

OMAT 675 Elementary Advanced Teaching Methods (3)

This methodology course addresses the advanced study of integrated content-specific instruction consistent with state-specific teacher performance expectations and content frameworks. For example, Multiple Subject candidates in California will follow California Teacher Performance Expectations and content in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). It addresses the differentiation of instructional needs of all elementary learners for mathematics, science, history and social science, and visual and performing arts. 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.

OMAT 677 Secondary Advanced Teaching Methods (3)

Candidates working toward secondary teacher licensure 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 consistent with state-specific teacher performance expectations and content frameworks. For example, Single Subject candidates in California will follow California Teacher Performance Expectations and content frameworks specified by the California Department of Education. 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.

OMAT 681 Clinical Experience 1 (2)

The purpose of this course is to help teacher candidates move toward mastery of state-specific teaching standards in order to demonstrate professional responsibility for all aspects of student learning and classroom management. 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. Critical policies regarding privacy, health, and safety of students and families and ethical conduct are reviewed. Under the supervision of certified mentor teachers, this course is the first in a developmental sequence of clinical experiences in which candidates observe, assist, tutor, and facilitate small group instruction, as well as monitor student learning and adjust instruction while teaching. Candidates must complete all state-specific requirements for beginning student teaching prior to enrolling in this course. The successful completion of this course and the submission of state-specific coursework,

testing, and document-based requirements to the office of the certificate manager are prerequisites for promotion and enrollment into OMAT 682 and OMAT 683.

OMAT 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 OMAT 681 and the submission of state-specific coursework, testing, and document-based requirements 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 state-specific teacher performance assessment requirements.

OMAT 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 state-specific teaching responsibilities in 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 OMAT 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 state-specific teacher performance assessment requirements.

OMAT 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 2018 TESOL/CAEP Standards for P–12 Teacher Education Programs 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 multicultural and multilingual environments. Distinctive program features include educational technology integration, individualized clinical practicum placements, and opportunities for participation in professional organizations and conferences. Additionally, TESOL students have the ability to choose between practice- or scholarship-focused Capstone Integration Experiences in preparation for the next stages of their professional and academic careers.

This full-time, technology-infused residency program includes 30 required units, with optional 6-unit specializations listed below. The program is offered at the Malibu campus with some courses taught at the Calabasas campus as a cohort model for completion within one academic year (three terms).

Optional Specializations

Students may choose to pursue one optional 6-unit specialization while enrolled in the TESOL program. Specialization courses are offered only during the second and third terms of enrollment and are taken in addition to required program courses. Successful completion of both courses is required to earn a specialization. TESOL students may select one of the following specializations:

- Leadership in Higher Education
- Leadership in Learning Design and Technology
- Leadership in Pre-K to 12 Education
- Organizational Leadership and Learning

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer EDMS 602 Virtual Learning, Collaboration, and Transmedia and EDTE 607 Ethics, Values, and Inclusion 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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two letters of recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and potential to complete rigorous graduate studies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement. If you are a recent college graduate, you should have at least one academic recommendation. If you graduated from college more than three years ago, you should use professional recommendations.
- A two-to-three-page statement of educational purpose addressing the following areas:
 - a. Discuss your motivation for applying to the MA in TESOL program and how the program aligns with your future aspirations;
 - b. Highlight important elements of your personal, cultural, academic, or professional background that provide insight into your potential to succeed in a graduate program and beyond; and
 - c. Explain how your values align with the mission and vision of the Pepperdine University Graduate School of Education and Psychology.
- A personal interview may be required.

Course Requirements

Core Courses

EDMS 602	Virtual Learning, Collaboration, and Transmedia.....	(3)
EDTE 601	Applied Linguistics for Language Educators.....	(3)
EDTE 602	Second Language Acquisition Educators.....	(3)
EDTE 603	Sociolinguistics: Language, Literacy, and Culture.....	(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 A	Capstone Integration Experience: Practice.....	(3)
or		
EDTE 611 B	Capstone Integration Experience: Scholarship.....	(3)

Specialization Courses (optional)

Leadership in Higher Education Specialization

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

Leadership in Learning Design and Technology Specialization

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

Leadership in Pre-K to 12 Education Specialization

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

Organizational Leadership and Learning Specialization

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

Course Descriptions

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

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 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 611A Capstone Integration Experience: Practice (3)

Students will engage in a mid-program undertaking to demonstrate their ability to integrate their learning consistent with the MA TESOL program's learning outcomes. In this course, EDTE 611A, students will collaborate to create and deliver instructional units for an audience of doctoral scholars preparing to study abroad in China. Students will apply their understandings of second-language acquisition, sociolinguistics, language pedagogy, and instructional design to develop and present engaging lessons focused on Chinese language and culture.

EDTE 611B Capstone Integration Experience: Scholarship (3)

Capstone Integration Experience will provide students opportunities to demonstrate their ability to integrate their knowledge and practical expertise in TESOL discipline consistent with their program's learning outcomes. The ePortfolio project will be a signature assignment for this course and for MA in TESOL program. Students will develop an action research project to reflect upon and demonstrate mastery of the MA TESOL Program Learning Outcomes (PLOs). Students will present their action research projects at our culminating TESOL Graduate Symposium. Students will also evaluate the extent to which this Capstone Integration Experience demonstrates mastery of the PLOs using an established program rubric.

Master of Science in Education

The Master of Science in Education is a 30-unit program with a comprehensive and well-rounded curriculum that emphasizes value-centered and inclusive leadership, collaboration, and advanced learning theory and technology. The program has four concentrations: Leadership in Higher Education, Leadership in Learning Design and Technology, Leadership in Pre-K to 12 Education, and Organizational Leadership and Learning. Through their chosen concentration, this program provides students with unique opportunities to develop deeper and practical knowledge in their respective fields. The coursework for the program is offered fully online with required attendance at all synchronous class sessions. Online delivery will use both synchronous and asynchronous modalities.

The program emphasizes developing students' leadership skills and capabilities in their selected concentration, detailed below.

- **Leadership in Higher Education** emphasizes student services, governance, policy, budgeting, diversity, and innovation in institutions of higher education. This concentration is intended for candidates who seek leadership or administrative positions in higher education, such as department chairs, directors, deans, or higher positions at public or private universities, vocational schools, and community colleges.
- **Leadership in Learning Design and Technology** emphasizes leadership in formal and informal learning settings and explores innovative and emerging technologies and their influence on learning. This concentration is 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 technology integration.
- **Leadership in Pre-K to 12 Education** emphasizes community engagement, instruction leadership, policy development, program assessment, and change management. This concentration is intended for educators with leadership responsibilities such as PK–12 and adult classroom teachers, coaches, teachers on special assignment, counselors, district and/or county coordinators, principals, assistant principals, and deans.
- **Organizational Leadership and Learning** emphasizes stewardship of resources, developing leadership strategies, managing organizations and their cultures, leading teams, and developing, implementing, and evaluating change initiatives. This concentration is intended for individuals seeking to advance their careers and deepen their impact within private and public industries, not-for-profits, nongovernmental organizations (NGOs), healthcare organizations, faith-based organizations, and leadership consulting.

Doctoral Pathway

Students who successfully complete this degree, if accepted to an EdD or PhD program offered by the Education Division, may transfer EDMS 602 Virtual Learning, Collaboration, and Transmedia; EDMS 603 Ethics, Values, and Inclusion; and EDMS 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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two letters of recommendation submitted directly from individuals familiar with the applicant's academic or professional competencies, character, and potential to complete rigorous graduate studies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement. If you are a recent college graduate, you should have at least one academic recommendation. If you graduated from college more than three years ago, you should use professional recommendations.
- Write a two-to-three-page personal statement addressing the following areas:
 - a. Discuss your motivations for applying to the online Master of Science in Education program and how the program aligns with your future aspirations;
 - b. Highlight important elements of your personal, cultural, academic, or professional background that provide insight into your potential to succeed in an intensive online graduate program and beyond; and
 - c. Explain how your values align with the mission and vision of the Pepperdine University Graduate School of Education and Psychology.
- A personal interview may be required.

Accepted students for the Master of Science in Education degree must attend program orientation, student success workshops, and all class meetings.

Course Requirements

MS Core Courses

EDMS 601	Critical Thinking and Communication.....	(3)
EDMS 602	Virtual Learning, Collaboration, and Transmedia.....	(3)
EDMS 603	Ethics, Values, and Inclusion.....	(3)
EDMS 604	Program Design and Evaluation.....	(3)
EDMS 605	Applied Analytics and Data Visualization.....	(3)
EDMS 606	Entrepreneurial Leadership for Innovation and Change.....	(3)
EDMS 699	Capstone Integration Experience.....	(3)

MS Concentration Courses

Students must complete all courses in one concentration to complete the MS in Education degree.

MS Concentration in Leadership in Higher Education

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

MS Concentration in Leadership in Learning Design and Technology

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

MS Concentration in Leadership in Pre-K to 12 Education

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

MS Concentration in Organizational Leadership and Learning

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

Course Descriptions

EDMS 601 Critical Thinking and Communications (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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 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.

EDMS 699 Capstone Integration Experience (3)

In collaboration with program faculty, students will engage in a culminating undertaking in the form of a scholarly paper, a learning/training program, or a technology-infused product design in which students apply academic, theoretical, and/or practitioner perspectives explored throughout the coursework. All projects must be grounded in literature relevant to students' degree programs and presented using advanced transmedia. The Capstone Integration Experience serves as one of the final program learning outcomes assessments.

Doctor of Education

The Education Division offers four distinct doctoral programs. Doctor of Education (EdD) degrees are offered to scholar-practitioners in Educational Leadership Pre-K–12 (EDLP); 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 Pre-K–12

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 Pre-K–12 (EDLP) 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 EDLP program is offered in the Global Access Format with a hybrid delivery format that consists of face-to-face and online instruction. For specific scheduling information, contact the Program Office.

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 with a hybrid delivery format that consists of face-to-face and online instruction. For specific scheduling information, contact the Program Office.

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 EDOL program is offered in the Global Access Format with a hybrid delivery format that consists of face-to-face and online instruction. For specific scheduling information, contact the Program Office.

Qualifying Examination Seminar

EdD students are required to register for EDD 787, Qualifying 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 qualifying examination 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 No Credit (NC) for two terms is subject to dismissal from the program. Students who concurrently register in coursework and dissertation in the same term may file to schedule a preliminary oral defense only after official notification of passing the qualifying 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). A minimum of two terms of enrollment in Dissertation Research, under the guidance of their dissertation chair, is required. Students are required to successfully complete all coursework and receive official notification they have passed the qualifying examination without any modifications prior to holding a final defense. Students may conduct a final defense of their dissertation in the third semester of registration in Dissertation Research courses.

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 Dissertation Advisory and Support Committee. 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.

In order to formally conduct dissertation research under the supervision of a faculty member, or to hold a preliminary or final dissertation defense, students must be enrolled in a Dissertation Research course, ED 791, EDOL 791, EDEL 791, or PGLC 791. To enroll in ED 791, EDOL 791, or EDEL 791, EdD students must have completed EDD 734, EDD 766, and EDD 767. To enroll in PGLC 791, PhD students must have completed EGLC 734, EGLC 766, EGLC 767, and PGLC 734.

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may be eligible to enroll in ED 792, Dissertation Completion, for a fee of \$100. Enrollment is subject to term registration deadlines. To enroll in the course, students must complete Form F4, submit it to the associate program director, and verify their eligibility for APA review. 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 Pre-K–12

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 Pre-K–12 (EDLP) 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 EDLP program is offered in the Global Access Format with a hybrid delivery format that consists of face-to-face and online instruction. For specific scheduling information, contact the Program Office.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A master's or doctoral 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 submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 1,000- to 2,000-word applicant statement of interest in the EdD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required 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.

Optional:

- The Graduate Records Exam (GRE).
- A record of academic written and presented research experience form.

Students who are in enrolled status in the EdD program or alumni of the program who have graduated from the Pepperdine EdD program 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(s) 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 Office of Admissions and Enrollment based upon analysis of official transcripts, syllabi, and other relevant material submitted by the candidate.

Accepted students for the Doctor of Education in Educational Leadership Pre-K-12 must

- Have a personal laptop computer, which is mandatory for participation in face-to-face and online sessions including new student orientation. Students will receive a list of required technical specifications.
- Submit a nonrefundable \$500 deposit that will be applied to the first term's tuition.
- Participate in the Doctoral Learning Community and Leadership Disposition Seminar.

Doctoral Pathway for Students and Graduates in the School of Public Policy and the Pepperdine Graziadio Business School

Upon approval of the program chair and the associate dean of the Education Division, students from Pepperdine University's School of Public Policy and the Graziadio School of Business may request to transfer as many as nine semester units of their graduate-level coursework to meet the requirements for the EdD or the PhD in Global Leadership and Change program. These transfer credits must meet all equivalency requirements as determined solely by GSEP. Students must have completed these transfer units within the last seven years of their application. Students must have earned a grade of B (3.0) or better in each course.

Course Requirements

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

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 703	Scholarly Writing and Digital Literacy.....	(0)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753	Leadership Advocacy and Policy Development	(4)
EDD 754	International Leadership and Policy Development	(5)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution	(3)
EDD 763	Learning Design, Cognition, and Evaluation.....	(3)
EDD 765	Leading Strategic Change	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics...	(3)
EDD 767	Qualitative Research Design and Analysis.....	(3)

Program-Specific Courses

EDLP 700	Education Finance and Policy	(3)
EDLP 701	Leadership and Action Research in Pre-K-12 Education	(3)
EDD 785	Advances in Theory and Practice.....	(3, 3)

Qualifying Exam and Dissertation

EDD 787	Qualifying Examination Seminar	(3, 1)
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 703 Scholarly Writing and Digital Literacy (0)

In this course, students engage in direct study and one-on-one mentorship to develop and improve their scholarly writing and academic voice, advancing their skills in conducting literature reviews utilizing university resources and improving digital literacy skills that are conducive to the successful completion of the doctoral program. Students may petition to take a writing proficiency exam in lieu of taking this class. In order to complete the class requirements, students must receive a score of 80 or higher on the Education Division provided writing proficiency exam.

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. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. 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 753 Leadership Advocacy and Policy Development (4)

This course introduces major theories and approaches to leading the effort and developing policy in local and national settings. 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).

EDD 754 International Leadership and Policy Development (5)

Students learn to apply theories and principles of international leadership, micro and macroeconomics to analyze, design, and evaluate policies which address business, political and educational challenges in other countries. Additionally, students will observe and study the leadership and cultural practices of other countries studied. Students will visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing, as well as cultural norms and practices and contrast them with those of the United States. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

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 Leading Strategic Change (3)

This course introduces theories and strategies related to leading organizational change within organizations. The course will include theories and practice of organization change; the impact of organizational culture and processes, including strategies and methods employed in forecasting and in implementing change; and strategic planning related to organizational change interventions that increase an organization's effectiveness. Research literature and best practices in sustainable change efforts in education, health

care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined.

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, 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 Qualifying Examination Seminar (3, 1)

The purpose of the Qualifying 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 who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the associate dean of Education. Prerequisites: EDD 700, 724, 755, 759, 763, and 765.

EDLP 700 Education Finance and Policy (3)

This course provides a conceptual and a practitioner's perspective in the process of understanding that resources, social progress, technological advancement, and health are created through a sound and continuously improving Pre-K–12 educational system. The bureaucratic or political systems that support these processes require resources, most notably among them is adequate funding. This course reviews and examines the sources and processes of obtaining educational funding. Additionally, the political and bureaucratic challenges around how funding is acquired, administered, and dispersed by the federal government, states, communities and local school districts are described.

EDLP 701 Leadership and Action Research in Pre-K–12 (3)

Students investigate the historical context and multiple traditions of participatory action research (PAR) and its application to leadership in the private and public pre-K–12 settings. Students will select and complete a PAR project within their schools. 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 talent and strengths to build individual and learning community capacity.

EDEL 791 Dissertation Research (2)

Dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Students are qualified to register in 791, Dissertation Research, once they have successfully completed their research methods and data analysis courses. For EdD students, these courses include EDD 734, EDD 766, and EDD 767. Under the direction of a faculty member with endorsement to serve in the role as chairperson, students engage in preparing their research proposal with their chairperson and formally present their proposal in a Preliminary Oral to their faculty committee, advancing them to Doctoral Candidate status. To schedule a Preliminary Oral, students must be enrolled in EDEL 791 in the same term they hold their Preliminary Oral. Upon successfully completing the Preliminary Oral, students officially become doctoral candidates. Students then continue their dissertation research under the direction of their faculty chairperson and committee, obtaining IRB approval for implementation of study methods and writing up findings and study conclusions. Students defend their research at a Final Defense and make modifications as required by the committee and subsequently submit their full manuscript for final clearance leading to publication. Students must be enrolled continuously in dissertation research for 2 units per term until completion. Registration in and completion of a minimum of two terms in ED 791, EDEL 791, EDOL 791, or PGLC 791 and successful completion of coursework and the qualifying exam are required prior to holding a Final Defense. The earliest a student may hold a final dissertation defense is in the third term in which they have registered for ED 791, EDEL 791, EDOL 791 or PGLC 791.

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 with a hybrid delivery format that consists of face-to-face and online instruction. For specific scheduling information, contact the Program Office.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A master's degree or a doctorate 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 submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 1,000- to 2,000-word applicant statement of interest in the EdD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required 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.

Optional:

- The Graduate Records Exam (GRE).

- A record of academic written and presented research experience form.

Students who are in enrolled status in the EdD program or alumni of the program who have graduated from the Pepperdine EdD program 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(s) 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 Office of Admissions and Enrollment based upon analysis of official transcripts, syllabi, and other relevant material submitted by the candidate.

Accepted students for the Doctor of Education in Learning Technologies must

- Have a personal laptop computer, which is mandatory for participation in face-to-face and online sessions including new student orientation. Students will receive a list of required technical specifications.
- Submit a nonrefundable \$500 deposit that will be applied to the first term's tuition.
- Participate in the Doctoral Learning Community and Leadership Disposition Seminar.

Doctoral Pathway for Students and Graduates in the School of Public Policy and the Pepperdine Graziadio Business School

Upon approval of the program chair and the associate dean of the Education Division, students from Pepperdine University's School of Public Policy and the Graziadio School of Business may request to transfer as many as nine semester units of their graduate-level coursework to meet the requirements for the EdD or the PhD in Global Leadership and Change program. These transfer credits must meet all equivalency requirements as determined solely by GSEP. Students must have completed these transfer units within the last seven years of their application. Students must have earned a grade of B (3.0) or better in each course.

Course Requirements

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

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 703	Scholarly Writing and Digital Literacy.....	(0)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753	Leadership Advocacy and Policy Development	(4)
EDD 754	International Leadership and Policy Development	(5)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution	(3)
EDD 763	Learning Design, Cognition, and Evaluation	(3)
EDD 765	Leading Strategic Change	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics...	(3)
EDD 767	Qualitative Research Design and Analysis	(3)

Program-Specific Courses

EDLT 702	Futuring: Jobs and Technology of the Future.....	(3)
EDLT 728	Games, Simulations, and Virtual Worlds for Learning.....	(3)
EDD 785	Advances in Theory and Practice.....	(3, 3)

Qualifying Exam and Dissertation

EDD 787	Qualifying Examination Seminar	(3, 1)
ED 791	Dissertation Research (until completion).....	(2)
ED 792	Dissertation Completion ²	(1)

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 703 Scholarly Writing and Digital Literacy (0)

In this course, students engage in direct study and one-on-one mentorship to develop and improve their scholarly writing and academic voice, advancing their skills in conducting literature reviews utilizing university resources and improving digital literacy skills that are conducive to the successful completion of the doctoral program. Students may petition to take a writing proficiency exam in lieu of taking this class. In order to complete the class requirements, students must receive a score of 80 or higher on the Education Division provided writing proficiency exam.

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. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. 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 753 Leadership Advocacy and Policy Development (4)

This course introduces major theories and approaches to leading the effort and developing policy in local and national settings. 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).

EDD 754 International Leadership and Policy Development (5)

Students learn to apply theories and principles of international leadership, micro and macroeconomics to analyze, design, and evaluate policies which address business, political and educational challenges in other countries. Additionally, students will observe and study the leadership and cultural practices of other countries studied. Students will visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing, as well as cultural norms and practices and contrast them with those of the United States. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

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 Leading Strategic Change (3)

This course introduces theories and strategies related to leading organizational change within organizations. The course will include theories and practice of organization change; the impact of organizational culture and processes, including strategies and methods employed in forecasting and in implementing change; and strategic planning related to organizational change interventions that increase an organization's effectiveness. Research literature and best practices in sustainable change efforts in education, health

care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined.

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, 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 Qualifying Examination Seminar (3, 1)

The purpose of the Qualifying 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 who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the Associate Dean of Education. Prerequisites: EDD 700, 724, 755, 759, 763, and 765.

EDLT 702 Futuring: Jobs and Technology of the Future (3)

Technology is a ubiquitous part of our everyday lives that mediates the way we work, learn, and function as a society. Already recognized as rapidly changing, technological advances are nevertheless certain to accelerate at rates even faster than in the past, and in ways that will reshape virtually every sector of society, especially including the jobs of the future. This course surveys key technological drivers from a global perspective. The course seeks to help students form understandings of how and why advances are reshaping society and the future of work. In broad terms, it helps students address two questions: How do we prepare the current and future workforce to navigate an unpredictable future that will require continuous learning, adaptation to new technologies, and jobs that do not yet exist replacing those that have been fixtures in society? And, what are the moral and ethical dimensions of navigating that future?

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.

ED 791 Dissertation Research (2)

Dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Students are qualified to register in 791, Dissertation Research, once they have successfully completed their research methods and data analysis courses. For EdD students, these courses include EDD 734, EDD 766, and EDD 767. Under the direction of a faculty member with endorsement to serve in the role as chairperson, students engage in preparing their research proposal with their chairperson and formally present their proposal in a Preliminary Oral to their faculty committee, advancing them to Doctoral Candidate status. To schedule a Preliminary Oral, students must be enrolled in ED 791 in the same term they hold their Preliminary Oral. Upon successfully completing the Preliminary Oral, students officially become doctoral candidates. Students then continue their dissertation research under the direction of their faculty chairperson and committee, obtaining IRB approval for implementation of study methods and writing up findings and study conclusions. Students defend their research at a Final Defense and make modifications as required by the committee and subsequently submit their full manuscript for final clearance leading to publication. Students must be enrolled continuously in dissertation research for 2 units per term until completion. Registration in and completion of a minimum of two terms in ED 791, EDEL 791, EDOL 791, or PGLC 791, successful completion of coursework and their qualifying

exam are required prior to holding a Final Defense. The earliest a student may hold a final dissertation defense is in the third term in which they have registered for ED 791, EDEL 791, EDOL 791 or PGLC 791.

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 EDOL program is offered in the Global Access Format with a hybrid delivery format that consists of face-to-face and online instruction. For specific scheduling information, contact the Program Office.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A master's or doctoral 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 submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 1,000- to 2,000-word applicant statement of interest in the EdD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required 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.

Optional:

- The Graduate Records Exam (GRE).
- A record of academic written and presented research experience form.

Students who are in enrolled status in the EdD program or alumni of the program who have graduated from the Pepperdine EdD program 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(s) 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 Office of Admissions and Enrollment based upon analysis of official transcripts, syllabi, and other relevant material submitted by the candidate.

Accepted students for the Doctor of Education in Organizational Leadership must

- Have a personal laptop computer, which is mandatory for participation in face-to-face and online sessions including new student orientation. Students will receive a list of required technical specifications.
- Submit a nonrefundable \$500 deposit that will be applied to the first term's tuition.
- Participate in the Doctoral Learning Community and Leadership Disposition Seminar.

Doctoral Pathway for Students and Graduates in the School of Public Policy and the Pepperdine Graziadio Business School

Upon approval of the program chair and the associate dean of the Education Division, students from Pepperdine University's School of Public Policy and the Graziadio School of Business may request to transfer as many as nine semester units of their graduate-level coursework to meet the requirements for the EdD or the PhD in Global Leadership and Change program. These transfer credits must meet all equivalency requirements as determined solely by GSEP. Students must have completed these transfer units within the last seven years of their application. Students must have earned a grade of B (3.0) or better in each course.

Course Requirements

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

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 703	Scholarly Writing and Digital Literacy.....	(0)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753	Leadership Advocacy and Policy Development	(4)
EDD 754	International Leadership and Policy Development	(5)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution	(3)
EDD 763	Learning Design, Cognition, and Evaluation	(3)
EDD 765	Leading Strategic Change	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics...	(3)
EDD 767	Qualitative Research Design and Analysis	(3)

Program-Specific Courses

EDOL 701	Higher Education Professions Preparation	(3)
EDD 714	Organizational Behavior, Theory, and Design	(3)
EDD 785	Advances in Theory and Practice.....	(3, 3)

Qualifying Exam and Dissertation

EDD 787	Qualifying Examination Seminar	(3, 1)
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 703 Scholarly Writing and Digital Literacy (0)

In this course, students engage in direct study and one-on-one mentorship to develop and improve their scholarly writing and academic voice, advancing their skills in conducting literature reviews utilizing university resources and improving digital literacy skills that are conducive to the successful completion of the doctoral program. Students may petition to take a writing proficiency exam in lieu of taking this class. In order to complete the class requirements, students must receive a score of 80 or higher on the Education Division provided writing proficiency exam.

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

This 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.

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. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. 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 753 Leadership Advocacy and Policy Development (4)

This course introduces major theories and approaches to leading the effort and developing policy in local and national settings. 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).

EDD 754 International Leadership and Policy Development (5)

Students learn to apply theories and principles of international leadership, micro and macroeconomics to analyze, design, and evaluate policies which address business, political and educational challenges in other countries. Additionally, students will observe and study the leadership and cultural practices of other countries studied. Students will visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing, as well as cultural norms and practices and contrast them with those of the United States. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

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 Leading Strategic Change (3)

This course introduces theories and strategies related to leading organizational change within organizations. The course will include theories and practice of organization change; the impact of organizational culture and processes, including strategies and methods employed in forecasting and in implementing change; and strategic planning related to organizational change interventions that increase an organization's effectiveness. Research literature and best practices in sustainable change efforts in education, health care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined.

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, 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 Qualifying Examination Seminar (3, 1)

The purpose of the Qualifying 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 who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the Associate Dean of Education. Prerequisites: EDD 700, 724, 755, 759, 763, and 765.

EDOL 701 Higher Education Professions Preparation (3)

Higher Education Professions Preparation is a doctoral level course designed to introduce students to various professions in Higher Education. Information will be provided to familiarize doctoral students with the roles and general expectations for teaching, research, service, and leadership responsibilities in higher education environments. Designed to introduce the future academic professional to careers in higher education, topics include: types of higher education institutions; varied occupations, e.g.: administration; tenure-track faculty vs. non tenure-track faculty; the academic portfolio including the curriculum vitae (CV); peer-reviewed vs. non-peer reviewed writing, research, and publishing; funding, grants, etc., and why it all matters.

EDOL 791 Dissertation Research (2)

Dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Students are qualified to register in 791, Dissertation Research, once they have successfully completed their research methods and data analysis courses. For EdD students, these courses include EDD 734, EDD 766, and EDD 767. Under the direction of a faculty member with endorsement to serve in the role as chairperson, students engage in preparing their research proposal with their chairperson and formally present their proposal in a Preliminary Oral to their faculty committee, advancing them to Doctoral Candidate status. To schedule a Preliminary Oral, students must be enrolled in EDOL 791 in the same term they hold their Preliminary Oral. Upon successfully completing the Preliminary Oral, students officially become doctoral candidates. Students then continue their dissertation research under the direction of their faculty chairperson and committee, obtaining IRB approval for implementation of study methods and writing up findings and study conclusions. Students defend their research at a Final Defense and make modifications as required by the committee and subsequently submit their full manuscript for final clearance leading to publication. Students must be enrolled continuously in dissertation research for 2 units per term until completion. Registration in and completion of a minimum of two terms in ED 791, EDEL 791, EDOL 791, or PGLC 791, successful completion of coursework and their qualifying exam are required prior to holding a Final Defense. The earliest a student may hold a final dissertation defense is in the third term in which they have registered for ED 791, EDEL 791, EDOL 791 or PGLC 791.

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 PhD program is offered in the Global Access Format with a hybrid delivery format that consists of face-to-face and online instruction. For specific scheduling information, contact the Program Office. 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 master’s or doctoral 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 submitted directly from individuals that attest to the applicant’s academic and/or professional character and

leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.

- A 1,000- to 2,000-word applicant statement of interest in the PhD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required 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.

Optional:

- The Graduate Records Exam (GRE).
- A record of academic written and presented 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 Office of Admissions and Enrollment 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, which is mandatory for participation in face-to-face and online sessions including new student orientation. Students will receive a list of required technical specifications.
- Submit a nonrefundable \$500 deposit that will be applied to the first term's tuition.
- Participate in the Doctoral Learning Community and Leadership Disposition Seminar.

Doctoral Pathway for Students and Graduates in the School of Public Policy and the Pepperdine Graziadio Business School

Upon approval of the program chair and the associate dean of the Education Division, students from Pepperdine University's School of Public Policy and the Graziadio School of Business may request to transfer as many as nine semester units of their graduate-level coursework to meet the requirements for the EdD or the PhD in Global Leadership and Change program. These transfer credits must meet all equivalency requirements as determined solely by GSEP. Students must have completed these transfer units within the last seven years of their application. Students must have earned a grade of B (3.0) or better in each course.

Course Requirements

The following courses, the Qualifying Examination, 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	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EGLC 734	Advanced Data Analysis and Interpretation	(3)
EGLC 753	Leadership, Advocacy, and Policy Development	(4)
EGLC 754	International Leadership and Policy Systems	(5)
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	Leading Global Strategic 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 769	Intercultural Competency	(3)
PGLC 800	Disseminating and Funding Scholarship	(3)
PGLC 885	Advances in Scholarship and Theory	(3, 3)

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

PGLC 787	Qualifying Examination	(3, 1)
PGLC 791	Dissertation Research (until completion)	(2)
ED 792	Dissertation Completion ⁴	(1)

⁴This 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 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. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. Students will investigate applications and practices relevant to their academic and professional interests.

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 754 International Leadership and Policy Systems (5)

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. To gain an international perspective on policy development, students will also visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing and contrast them with those of the United States. Students are required to participate in a trip to an international location. Students will incur travel costs (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 Leading Global Strategic Change (3)

This course introduces theories and strategies related to leading organizational change within organizations. The course will include theories and practice of organization change; the impact of organizational culture and processes, including strategies and methods employed in forecasting and in implementing change; and strategic planning related to organizational change interventions that increase an organization's effectiveness. Research literature and best practices in sustainable change efforts in education, health

care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined.

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 769 Intercultural Competency (3)

In this course, students examine and contribute to research and practice in intercultural competence—a range of cognitive and behavioral skills that enables individuals from various backgrounds to connect, form relationships, and work in a cohesive and respectful manner. Students will focus on specific skills, attitudes, and behaviors one must understand, acknowledge, and be able to communicate to recognize appropriate cultural interactions. In addition, the course will also focus on understanding the multidimensional facets of Eastern and Western cultures of the world, which are critical as they enter a more interconnected global workforce and gain perspective on the international differences in work-related matters. It also examines effective leadership that creates cultural context and needs to be more pervasive as it increases social, human, and intercultural capital.

PGLC 787 Qualifying Examination (3, 1)

The purpose of the Qualifying Examination 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. Students who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the associate dean of Education. Prerequisites: EGLC 700, 724, 734, 754, 755, 759, 763, 765, 766, and 767.

PGLC 791 Dissertation Research (2)

Dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Students are qualified to register in 791. For PhD students, these courses include: EGLC 734, EGLC 766, EGLC 767, and PGLC 734. Under the direction of a faculty member with endorsement to serve in the role as chairperson, students engage in preparing their research proposal with their chairperson and formally present their proposal in a Preliminary Oral to their faculty committee, advancing them to Doctoral Candidate status. To schedule a Preliminary Oral, students are required to be registered in PGLC 791 course. To schedule a Final Oral, students are required to be registered in PGLC 791 and have completed 4 units of PGLC 791 prior to registration. Upon successfully completing the Preliminary Oral, students officially become doctoral candidates. Students then continue their dissertation research under the direction of their faculty

chairperson and committee, obtaining IRB approval for implementation of study methods and writing up findings and study conclusions. Students defend their research at a Final Defense and make modifications as required by the committee and subsequently submit their full manuscript for final clearance leading to publication. Students must be enrolled continuously in dissertation research for 2 units per term until completion. Registration in and completion of a minimum of two terms in ED 791, EDEL 791, EDOL 791, or PGLC 791, successful completion of coursework and their qualifying exam are required prior to holding a Final Defense. The earliest a student may hold a final dissertation defense is in the third term in which they have registered for ED 791, EDEL 791, EDOL 791 or PGLC 791.

PGLC 800 Disseminating and Funding Scholarship (3)

This course will help students to develop and practice their doctoral voice, vocation, and areas of expertise. In this course, students will examine the process of academic publishing, assessing the credibility of mediums in which to publish, and peer review processes. In addition, students will learn the process of grant writing and competing for various sources of funding to support their research.

PGLC 885 Advances in Scholarship and Theory (3, 3)

Students examine a broad range of scholarly topics related to their various areas of research in global leadership and change. These topics include faith and leadership, Global Digital Entrepreneurship, Innovation and Artificial Intelligence (AI), Global Leadership and Spiritual Development, and Global Governance, Human Rights, and Global Cybersecurity. Students will engage in a scholarly review of thought leaders in the field and prepare conference-ready literature reviews of developments in research in their area of interest. Students may not complete the same area of study for credit more than once.

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 Calabasas, Irvine, and West Los Angeles Graduate Campuses. Up to, but not more than 25% of this program may be offered virtually. International students cannot enroll in any programs (including a shift in modality) that are not yet approved by the OISS and the SEVP Certification Unit. Please consult with OISS prior to registering for any online classes.

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 (3.0) 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, clinical training in University clinics, external practicum rotations, and internships, they may be required or invited to disclose personal information that 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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two recommendations submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.

- A two- to five-page typed statement of purpose describing previous training and experience, current interests, engagement with cultural diversity and social justice plus plans for growth in these areas, future professional goals, and reasons for applying to the program.
- A personal interview may be required.

Student Participation in Governance

The on-ground MAP program has 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. Program students elect representatives to the association. An annual activities fee supports events sponsored by the onground MAP SGA.

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 (3.0) 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 curriculum similar 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 asynchronous coursework to enhance class discussions. In contrast to the on-campus MAP program, students enrolled in the online program participate in four 11-week terms during the academic year. Courses are offered in semester units. Credit hours completed for online MAP courses are equivalent to the same courses in the on-ground MAP program. 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 (3.0) 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)

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 MAP program director, in concert with faculty and staff members, may require discussions with a student who has presented significant behavioral or academic concerns to University faculty or staff. These discussions may result in requirements of student improvement to include efforts such as faculty or peer mentoring and specific evidence of improvement in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's improvement 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 meaningfully participate in and complete coursework, the student may then be required to participate in a more formal assessment of the problems with a MAP faculty panel.

A faculty panel will review feedback from faculty and staff 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. The details of the "Continuation in Program Policy Review Procedures" can be found in the "Regulations and Legal Notices" section of this academic catalog.

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. 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. 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. 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. Students 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.

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. Up to, but not more than 25% of this program may be offered virtually. International students cannot enroll in any programs (including a shift in modality) that are not yet approved by the OISS and the SEVP Certification Unit. Please consult with OISS prior to registering for any online classes.

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, contact the senior 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, clinical training in University clinics, and external practicum rotations, they may be required or invited to disclose personal information that 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 in psychology (or closely related field) or the equivalent of a minor in psychology (or closely related field) from a regionally accredited institution. For applicants who did not major or minor in psychology or a closely related field, enough psychology classes should be taken to constitute a minor in psychology. These applicants would need to take the following undergraduate-level classes for a grade from a regionally accredited institution: (1) Abnormal Psychology, (2) Behavioral Principles and Theories of Learning/Cognitive Psychology or Clinical or Counseling Psychology, (3) Introduction or General Psychology, (4) Human Development (or Lifespan Development or Child Development), and (5) Research Methods (or Statistics) in Psychology or Social Sciences. If courses are being completed at the time of application, applicants should submit proof of registration for the courses with their application materials. Additionally, taking these

courses is not a guarantee that an applicant will be admitted to the program.

- 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 transcripts from all other colleges or universities attended for 12 or more units or containing any psychology classes. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Scores from the Graduate Record Examination (GRE—General Test), taken within the past five years or a completed GRE waiver form.
- Two recommendations from individuals familiar with the applicant's academic and/or professional competencies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose describing previous training and experience, current interests, engagement with cultural diversity and social justice plus plans for growth in these areas, future professional goals, and reasons for applying to the program.

Student Participation in Governance

The daytime MACLP program has 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. Program students elect representatives to the association. An annual activities fee supports events sponsored by the daytime MACLP SGA.

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 negatively impact clinical training, clinical training staff, and/or 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, staff, students, or practicum site personnel. These discussions may result in requirements of student improvement to include efforts such as faculty or peer mentoring, delayed entry into or temporary suspension of clinical work, and specific evidence of improvement in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's improvement 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, students, 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. The details of the “Continuation in Program Policy Review Procedures” can be found in the “Regulations and Legal Notices” section of this academic catalog.

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 MACLP Daytime Format program can utilize the Tevera platform, clinical training staff, and their Preparation for Practicum course instructor to assist them in locating potential practicum 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 Pepperdine MACLP 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 taught in the fields of religion and family studies. Dr. Dennis Lowe, professor of psychology and former director of the Pepperdine Boone 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, clinical case presentation skills, and timely documentation of requirements related to graduation and licensure eligibility. 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. Daytime and Online format programs students must register for PSY 662 for two units each term, over a period of four consecutive terms (8 units); Evening and Aliento format program students must register for PSY 662 for 2 units each term, over a period of at least three consecutive terms (6 units). Students must obtain a placement in an approved clinical setting, with a signed, written agreement on file. Clinical hours gained and documented appropriately while enrolled in practicum count toward MFT and LPCC eligibility 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.

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 offered on weeknights and afternoons at the Calabasas, Irvine, and West Los Angeles Graduate Campuses. Up to, but not more than 25% of this program may be offered virtually. International students cannot enroll in any programs (including a shift in modality) that are not yet approved by the OISS and the SEVP Certification Unit. Please consult with OISS prior to registering for any online classes. This evening 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.

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format 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 that 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. 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. Students 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.

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, clinical training in University clinics, and external practicum rotations, they may be required or invited to disclose personal information that 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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two recommendations from individuals familiar with the applicant's academic and/or professional competencies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose describing previous training and experience, current interests, engagement with cultural diversity and social justice plus plans for growth in these areas, future professional goals, and reasons for applying to the program.
- A personal interview may be required.

Student Participation in Governance

The on-ground Evening Format MACLP and MACLP with Latinx Communities programs have 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 program improvements; and to help solve problems students encounter. Students in the programs elect representatives to the association. An annual activities fee supports events sponsored by the on-ground Evening Format MACLP and MACLP with Latinx Communities SGA.

Course Requirements

Students with bachelor's degrees in fields other than psychology may be considered for admission to this format. The program requires 60–66 units depending upon previous coursework. The total number of units students complete toward the degree will depend upon the number of foundation courses waived and current 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 completed a Pepperdine Master of Arts in Psychology or a Master of Science in Behavioral Psychology/Applied Behavior Analysis degree may count the following courses, up to a maximum of 36 units, toward the Master of Arts in Clinical Psychology program, provided that the courses were completed within the last seven years. The following courses may apply: PSY 600, 603, 606, 612, 622, 624, 626, 627, 637, 657, 658, 659, 668, 669, or 671. The following courses may apply to the Master of Arts in Clinical Psychology with Latinx Communities program: PSY 606, 624, 626, 627, 657, 659, 668, 669, and 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 (3.0) 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)

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.

PSY 659	Behavioral Principles and Theories of Learning	(3)
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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) ⁶
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 669	Trauma in Diverse Populations	(3)
PSY 671	Career Development Theory and Techniques	(3)

⁶ The Online MACLP program requires a fourth term of practicum for degree completion.

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 counseling and 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 asynchronous 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 terms during the academic year. Courses are offered in semester units. Credit hours completed for online MACLP courses are equivalent to the same courses in the on-ground MACLP program. 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 Latinx Communities

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy program with a Latinx mental health emphasis trains students to work with Latinx communities within a Latinx mental health context. The program is 60–72 units depending on the approved waivers or transfer credit to complete the degree. The training program is committed to developing strong foundations in cultural and linguistic responsiveness. The Latinx 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 Latinx communities. While the program has a particular emphasis in training students to work with Latinx 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 Latinx courses and experiential language development. A fundamental tenet of the Latinx mental health emphasis is to assist students in developing their Spanish language skills as future therapists.

The Latinx mental health emphasis is provided at the Irvine Graduate Campus. Up to, but not more than 25% of this program may be offered virtually. International students cannot enroll in any programs (including a shift in modality) that are not yet approved by the OISS and the SEVP Certification Unit. Please consult with OISS prior to registering for any online classes. In order to make the program accessible to students across all campuses, students are permitted to enroll in the Latinx mental health emphasis from any of the three graduate campuses in Calabasas, Irvine, or West Los Angeles. However, all Latinx-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. In order to meet the requirements for the Licensed Marriage and Family Therapist (LMFT) and Licensed Professional Clinical Counselor (LPCC) designations, the Latinx mental health emphasis provides students with an opportunity to obtain either licensure upon graduation.

As part of the Latinx emphasis curriculum, students are required to gain supervised fieldwork experience in approved clinical settings with Latinx communities. Additionally, part of the academic requirements for the Latinx program requires students to conduct community service projects to assist local communities. The Latinx 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.

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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two recommendations from individuals familiar with the applicant's academic and/or professional competencies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose that serves as an autobiographical description of how experiences, interests, and goals relate to working with Latinx communities.
- Interviews will be conducted with all final candidates.

Student Participation in Governance

The on-ground Evening Format MACLP and MACLP with Latinx Communities programs have 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 program improvements; and to help solve problems students encounter. Students in the programs elect representatives to the association. An annual activities fee supports events sponsored by the on-ground Evening Format MACLP and MACLP with Latinx Communities SGA.

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 (3.0) 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, with the exception of the Spanish Language requirements. Students who have earned a bachelor's degree in psychology from a Spanish-speaking country and successfully completed the Aliento Spanish Assessment exam are eligible to waive the Spanish Language required courses. Waiver petitions should be submitted to the program administrator and program director. Permission to waive courses should be requested at the time of admission and is subject to final approval.

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: Latinx 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 Latinx: Intermediate/Advanced.....	(3, 3)
PSY 674	Diagnosis and Treatment of Mental Health Disorders: Latinx Emphasis	(3)
PSY 675	Assessment of Individuals, Couples, and Families: Latinx Emphasis	(3)
PSY 676	Theories of Counseling and Psychotherapy: Latinx Emphasis	(3)
PSY 677	Multicultural Counseling: Latinx Emphasis.....	(3)
PSY 678	Techniques of Counseling and Psychotherapy: Latinx Emphasis	(3)
PSY 679	Individual, Couple, and Family Development: A Life Cycle Approach—Latinx 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 negatively impact clinical training, clinical training staff, and/or constitute a potential threat to the welfare of the public to be served.

The Evening Format/Latinx Program/Online 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 improvement to include efforts such as faculty mentoring, delayed entry into or temporary suspension of clinical work, and specific evidence of improvement in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's improvement 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. The details of the “Continuation in Program Policy Review Procedures” can be found in the “Regulations and Legal Notices” section of this academic catalog.

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 Evening on-ground MACLP Clinical Training team works closely with students, faculty, supervisors and mental health agency representatives to support a student's practicum experience (i.e., traineeship at a mental health agency) while enrolled in the program. The MACLP Clinical Training staff can assist students in accessing approved practicum sites via Tevera, the MACLP program's clinical training web-based platform. The MACLP Clinical Training team develops and maintains strong relationships with approved mental health agencies all over Southern California in order to provide traineeship opportunities to MACLP students. The department regularly visits, evaluates and approves practicum settings in Southern California. The MACLP Clinical Training team also oversees essential University and CA BBS Licensure requirements in practicum-related classes that students, supervisors, and faculty must complete while in the program in order for the student to graduate and pursue licensure. To satisfy graduation requirements, students must accrue sufficient client-contact hours to meet requirements qualifying them for registration as an Associate Marriage and Family Therapist (AMFT) and/or Associate Professional Clinical Counselor (APCC).

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. Online program students are required to be knowledgeable about the requirements for mandated reporting in the state where they reside and are completing practicum. 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 taught in the fields of religion and family studies. Dr. Dennis Lowe, professor of psychology and former director of the Pepperdine Boone 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/Online Format Programs: 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/Online Format Programs: 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/Online Format Programs: PSY 606 and 612; Latinx 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/Online Format Programs: PSY 600, 606, and 612; Latinx 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/Online Format Programs: PSY 600; Latinx 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/Online Format Programs: 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/Online Format Programs: PSY 600, 606, and 612; Latinx 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/Online Format Programs: 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/Online Format Programs: PSY 622, 639, 640, and one semester of 662; Latinx Emphasis Program: PSY 639, 640, 677, and one semester of 662 or 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/Online Format Programs: PSY 600, 606, 612, and 623; Latinx 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, clinical case presentation skills, and timely documentation of requirements related to graduation and licensure eligibility. 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. Daytime and Online format programs students must register for PSY 662 for two units each term, over a period of four consecutive terms (8 units); Evening and Aliento format program students must register for PSY 662 for 2 units each term, over a period of at least three consecutive terms (6 units). Students must obtain a placement in an approved clinical setting, with a signed, written agreement on file. Clinical hours gained and documented appropriately while enrolled in practicum count toward MFT and LPCC eligibility requirements. Prerequisites: Evening/Online Format Programs: PSY 600, 606, 612, 623, 637, 639, and 661.

PSY 663 Bilingual Clinical Practicum: Latinx Emphasis (2)*

The purpose of this course is to provide students with an opportunity to integrate their knowledge of family systems and community-based theories 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 culturally and linguistically responsive practices with Spanish-speaking Latinx communities. This course will address issues related to language and psychosocial variables in interviews and assessment of individual/communities 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 and timely documentation of requirements related to graduation and licensure eligibility. 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 signed, written agreement. Clinical hours

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gained and documented appropriately while enrolled in practicum count toward MFT and LPCC eligibility requirements. This course is limited to students in the MACLP Latinx Emphasis only. Prerequisites: 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 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/Online Format Programs: PSY 658; Latinx 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. Prerequisite: Evening/Online Format Programs: PSY 600; Latinx 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 Latinx Emphasis (Evening Format) only.

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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 in the MACLP Latinx 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: Latinx Emphasis Program: PSY 672.

PSY 673 Spanish Language and Culture in Counseling Latinx: 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 Latinx Emphasis (Evening Format) only.

PSY 673A Spanish Language and Culture in Counseling Latinx: 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 Latinx 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: Latinx Emphasis Program: PSY 673.

PSY 674 Diagnosis and Treatment of Mental Health Disorders: Latinx Emphasis (3)*

This course is designed to build practical clinical skills in diagnosis, problem formulation, and crisis intervention in a culturally responsive manner with Latinx individuals and families. In addition to the DSM,

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the course examines psychopathology from psychodynamic, behavioral, humanistic, multicultural, and psychosocial perspectives. Particular emphasis is placed on the examination of Latinx communities within contextually congruent and strength-based perspectives. Students are also taught standard intake skills with Latinx individuals and families and are introduced to psychopharmacology. This course is limited to students enrolled in the MACLP Latinx Emphasis (Evening Format) only. Prerequisite: Latinx Emphasis Program: PSY 657.

PSY 675 Assessment of Individuals, Couples, and Families: Latinx Emphasis (3)*

This course covers the fundamentals of psychological testing and examines the application of psychological instruments in the assessment of Latinx 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-Latinx and Latinx communities. Language and psychosocial issues will be discussed in the context of conducting culturally responsive interviews and assessments with Latinx 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 Latinx Emphasis (Evening Format) only. Prerequisite: Latinx Emphasis Program: PSY 626.

PSY 676 Theories of Counseling and Psychotherapy: Latinx Emphasis (3)*

Major theoretical approaches to personality are surveyed from a historical perspective and critiqued for their applicability with Latinx individuals. Emphasis is placed upon contemporary clinical/counseling expressions of these approaches with Latinx and the operation of theoretical assumptions in clinical practice. A major focus of this course attends to the critical ways in which Latinx 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 Latinx Emphasis (Evening Format) only.

PSY 677 Multicultural Counseling: Latinx Emphasis (3)*

This course is designed to provide an understanding of Latinx 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 Latinx population. This course is limited to students enrolled in the MACLP Latinx Emphasis (Evening Format) only.

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PSY 678 Techniques of Counseling and Psychotherapy: Latinx 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 Latinx 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 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 Latinx Emphasis (Evening Format) only. Prerequisites: Latinx Emphasis Program: PSY 674 and 676.

PSY 679 Individual, Couple, and Family Development: A Life Cycle Approach—Latinx 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 Latinx 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 Latinx Emphasis (Evening Format) only.

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Master of Science in Applied Behavior Analysis

The Master of Science in Applied Behavior Analysis (MSABA) is a 30-unit program designed to prepare students for careers in applied behavior analysis (ABA). The program is offered at the West Los Angeles Graduate Campus. Up to, but not more than, 25% of this program may be offered virtually. International students cannot enroll in any programs (including a shift in modality) that are not yet approved by the OISS and the SEVP Certification Unit. Please consult with OISS prior to registering for any online classes.

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 and other developmental disabilities 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 study multiculturalism and diversity in ABA and throughout the program. 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 and other developmental disabilities.

Incorporated into the program are three semesters of practicum in ABA, providing the opportunity to begin accruing the hours of fieldwork required by the Behavior Analyst Certification Board to become a BCBA. Students who have experience working in ABA-based settings will be allowed to begin fieldwork their first term and will have the opportunity to obtain fieldwork hours at the site of their current employment. Other students will spend their first term receiving the foundation needed to begin fieldwork their second term and will receive assistance in finding fieldwork placements.

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, clinical training in University clinics, external practicum rotations, and internships, they may be required or invited to disclose personal information that is deemed relevant to their performance in coursework and in training-related activities as well as to their professional development. For example, during fieldwork or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the students' learning of a 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. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two recommendations from individuals familiar with the applicant's academic and/or professional competencies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose that serves as an autobiographical description of previous training and experience, current interests, engagement with cultural diversity and social justice plus plans for growth in these areas, future professional goals, and reasons for applying to the program.
- A personal interview may be required.

Course Requirements

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

PSY 613	Experimental Analysis of Behavior	(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 620	Practicum in Applied Behavior Analysis	(2, 2, 2)*
PSY 629	Radical Behaviorism	(3)
PSY 634	Principles and Applications of ABA	(3)
PSY 635	Supervision, Management, and Consultation in ABA	(3)
PSY 638	Behavioral Assessment and Intervention I	(3)
PSY 644	Behavioral Assessment and Intervention II	(3)

* There is a \$498 fee for PSY 620 in the first term of enrollment.

Online Master of Science in Applied Behavior Analysis

The Online Master of Science in Applied Behavior Analysis (MSABA) program provides students with the same curriculum required of students enrolled in the on-campus MSABA 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 asynchronous coursework to enhance class discussions. In contrast to the on-campus MSABA program, students enrolled in the online program participate in four sessions during the academic year. Courses are offered in semester units. Credit hours completed for online MSABA courses are equivalent to the same courses in the on-ground MSABA program. 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 negatively impact clinical training, clinical training staff, and/or constitute a potential threat to the welfare of the public to be served.

The Master of Science in Applied Behavior Analysis 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 improvement to include efforts such as faculty or peer mentoring, delayed entry into or temporary suspension of clinical work, and specific evidence of improvement in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's improvement 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 an MSABA 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. The details of the "Continuation in Program Policy Review Procedures" can be found in the "Regulations and Legal Notices" section of this academic catalog.

Supervised Clinical Practicum

The Master of Science in Applied Behavior Analysis program provides resources to students to secure supervised clinical training sites. The program approves established and potential sites, while assisting potential practicum students in locating a variety of supervised clinical placements. The program can assist students in accessing Handshake, an online directory maintained by Career Services which specifies employment opportunities and approved sites.

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 in practicum 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.

Online program students are required to be knowledgeable about the requirements for mandated reporting in the state where they reside and are completing practicum.

Course Descriptions

PSY 613 Experimental Analysis of Behavior (3)

This course teaches foundational concepts and principles of behavior analysis. Students will learn about the experimental procedures and findings of basic behavior analysis (i.e., the experimental analysis of behavior [EAB]) and 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 620 Practicum in Applied Behavior Analysis (2, 2, 2)

This course focuses on the development of clinical and professional skills for aspiring behavior analysts. Students must accrue fieldwork hours at approved ABA-based organizations under the supervision of a Board Certified Behavior Analyst (BCBA) and discuss these experiences through case presentations and other assignments. Students receive feedback from both the practicum instructor and their classmates regarding a variety of topics, including ethics, assessment, and interventions. This course must be taken across three terms (2 units each for a total of 6 units). Prerequisites: PSY 613 and 615. Corequisites: PSY 614 and 634.

PSY 629 Radical Behaviorism (3)

This class covers radical behaviorism—the philosophy of the science of behavior analysis—and demonstrates how traditional psychological concepts can be viewed through a radical behavioral lens and how an understanding of radical behaviorism can inform the practice of applied behavior analysis. Prerequisites: PSY 613 and 615.

PSY 634 Principles and Applications of ABA (3)

Building on foundational knowledge of the concepts and principles of applied behavior analysis, this course teaches fundamental elements of behavior change and specific behavior-change procedures. Prerequisites: PSY 613 and 615.

PSY 635 Supervision, Management, and Consultation in ABA (3)

This course develops understanding of using applied behavior analytic strategies to provide effective training to caregivers and staff, as well as to provide supervision, management and consultation both at the individual level and organizational levels and when providing mentorship to future behavior analysts. Prerequisites: PSY 613 and 615.

PSY 638 Behavioral Assessment and Intervention I (3)

This course provides a contemporary behavior-analytic approach to functional behavior assessment and the development of compassionate, trauma-informed interventions for challenging behavior. Students will learn to conduct behavioral assessments, organize, analyze, and interpret observed data, and develop individualized behavior-change programs. This course will strengthen case conceptualization and clinical skills associated with developing interventions for reducing challenging behavior. Prerequisites: PSY 613, 615, and 634 (or may be taken concurrently with PSY 634).

PSY 644 Behavioral Assessment and Intervention II (3)

This course provides a contemporary behavior-analytic approach to skills assessment and the development of interventions for skill acquisition. This course will strengthen the student's verbal repertoire for developing individualized behavior change protocols on topics such as intensive early interventions, social skills building, and interventions for older adults, as well as special areas of behavior-analytic service provision. The course material will strengthen case conceptualization and clinical skills associated with developing interventions for behavioral skill acquisition. Prerequisites: PSY 613, 615, and 634 (or may be taken concurrently with PSY 634).

Doctor of Psychology in Clinical Psychology

The doctoral program in clinical psychology is accredited by the American Psychological Association⁷ 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.⁸ 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 program is offered at the West Los Angeles Graduate Campus. Up to, but not more, than 25% of this program may be offered virtually. International students cannot enroll in any programs (including a shift in modality) that are not yet approved by the OISS and the SEVP Certification Unit. Please consult with OISS prior to registering for any online classes.

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 and also 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,

⁷Pepperdine'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.

⁸Applicants should contact state and provincial psychology licensing boards to obtain information about their licensing requirements.

and professional standards throughout their academic, clinical, and research training. Courses are offered on ground; no more than 25% of courses may be offered online.

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 1 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.

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 advisor, 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.

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*.

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 that includes evaluations of coursework, supervised clinical experience in practicum and internship rotations, clinical dissertation progress, and compliance with ethical standards, legal requirements, and professionalism, consistent with the professional role of a clinical psychologist.

Doctoral students are allotted a maximum of eight calendar years from the admit term until the time all degree requirements are complete (see p. 45). An extension to complete program requirements may be granted following a review of the student's academic standing, progress, and recommendation by the dissertation chairperson. The student must submit the Petition for Extension to Complete PsyD Program Requirements three weeks before the beginning of each academic term. Failure to meet the requirements specified in the petition may result in a change in academic status or dismissal from the PsyD program.

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 (3.0) 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 skills, 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 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.

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.

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.

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. A review of undergraduate and graduate transcripts provides an assessment of an applicant’s academic background. 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.
- A five- to eight-page (single-spaced) autobiographical statement that addresses each of the following: (1) key life experiences (e.g., personal, family, social, educational, job, etc.) that led to your interest in clinical psychology; (2) why you believe you are a good fit for a career as a psychologist (e.g., personal qualities, values, strengths, skills, preparation, etc.); (3) current areas of scholarly and professional interest; (4) experiences and perspectives regarding any aspect(s) of your own social identities and how diversity and culture inform your relevant professional work and future work as a clinical psychologist; (5) your reasons for applying specifically to Pepperdine's PsyD Program; and (6) your vision for your career 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**.
- 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: 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.

YEAR 1

Fall

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 714	Advanced Clinical Psychopathology.....	(3)
PSY 770	Doctoral Practicum: Clinical Skills Intensive A	(2)
PSY 790	Dissertation Development	(0)

Spring

PSY 701	Research Methods in Clinical Psychology	(2)
PSY 708	Foundations of Conceptualization and Psychotherapy in a Multicultural Context	(2)
PSY 711	Personality Assessment.....	(3)
PSY 715	Cognitive-Behavioral Foundations in Clinical Psychology: Assessment and Intervention.....	(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 704	Cognitive-Affective Foundations of Behavior	(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	(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: Consultation and Clinical Supervision	(1)
PSY 797	Dissertation Writing A	(1)

Summer

PSY 798	Dissertation Writing B ⁹	(1)
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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 ¹⁰	(0)
PSY 799	Dissertation Completion (if needed)	(2)

⁹Students enrolled prior to Fall 2014 and those petitioning and approved for Research Emphasis will enroll in PSY 800 Dissertation Supervision: Research Emphasis.

¹⁰Enrollment 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 Cognitive-Behavioral Foundations in Clinical Psychology: Assessment and Intervention (3)

This course examines the use of assessment and intervention techniques that are consistent with theoretical orientations in cognitive, behavioral, and short-term therapy models. These overall procedures provide a structure for conceptualization, treatment, and implementation of empirically-supported, evidence-based 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 Doctoral Practicum: Clinical Supervision (1.5)

This course introduces the theory and practice of competency-based clinical supervision. Topics include supervisory alliance, supervision contract, law and ethics, diversity and multicultural competence, personal factors and reactivity, feedback and evaluation, and approaches to address problems in professional performance. Experiences in clinical training, including internship application, are addressed to support the practicum experience as well as to examine contemporary supervision practice.

PSY 777 Doctoral Practicum: Consultation and Clinical Supervision (1)

This course introduces the theory and practice of competency-based consultation in psychology and provides support to enhance clinical training in practicum. Topics include consultation as a distinct professional practice, roles and competencies of consultant and consultee, interprofessional practice, law and ethics, and cultural context in consultation. Experiences in clinical training, including internship application, are addressed to support the practicum experience as well as to examine contemporary supervision 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)

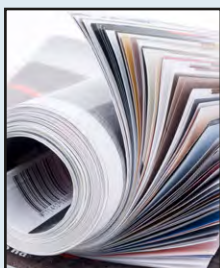
Dissertation supervision is tailored to aid the student in the development of a dissertation that (1) is conducted within an existing applied scholarship community research lab; (2) utilizes an existing database or accesses data from an external source; or (3) involves original data collection (qualitative, 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 academic catalog carefully. This academic catalog, along with other published policies, describes student rights and duties with respect to the University. Students enrolled at Pepperdine University must abide by the rules, regulations and policies of Pepperdine University.

Academic Dispute Resolution

The following is the procedure for the resolution of academic disputes. Disputes subject to this procedure include, but are not limited to, grade challenges, academic dishonesty (e.g., plagiarism and cheating), and failure to meet program academic standards. GSEP reserves the right, in its sole discretion, to process disputes submitted pursuant to this procedure under other applicable University procedures (e.g., Student Code of Conduct, Continuation in Program, Nonacademic Student Grievance Procedure, Disability Accommodation Complaint and Appeal Procedure, and Sexual Misconduct Policy), where it deems appropriate. Disputes subject to this procedure must be submitted to the program director (see Step 2 below) no later than the last day of the following term in which the dispute arose.

Students seeking an exception to academic policy (e.g., waiver of prerequisites) or seeking readmittance to a program should make their request directly to the program director or chair. For readmission decisions resulting from an academic dismissal, the requests should not exceed one academic term from the initial dismissal decision. Such requests are not subject to this procedure.

Step 1: Discussion Between Disagreeing Parties

Academic disputes should be respectfully discussed between the disagreeing parties within 14 business days of the dispute arising (excluding University holidays and term breaks). Parties are also encouraged to consult with the division ombudsperson or faculty advisor (if applicable) regarding attempts to resolve the matter. It is expected that most disputes will be resolved between the disagreeing parties once their respective viewpoints have been considered. If the disagreeing parties cannot reach a resolution, the challenging party (typically a student disputing a grade, allegations of academic dishonesty, or failure to meet academic standards) may proceed to Step 2. Parties are encouraged to keep written notes, reflections, and records about the dispute and related discussions.

Step 2: Meet with Academic Program Director/Chair

These complaint resolution procedures assume that attempts to resolve the dispute through a discussion between the disagreeing parties has been unsuccessful. In most cases, these procedures will involve the student meeting with their 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 their 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. 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: Submission of the Dispute to the Division Associate Dean or Their Designee

The challenging party may submit a written complaint by email identifying the course, term, grade received (if applicable to the dispute), the reason for the complaint, and any supporting documentation (e.g., syllabi, returned assignments, tests, papers, etc.) to the division associate dean, with a copy to the other party, within 14 business days (excluding University holidays and term breaks) of unsuccessfully attempting to resolve the dispute with the other party pursuant to Step 1. If the division associate dean is a party in the dispute, the complaint and documentation should be submitted to the applicable program director or chair. If the challenging party does not timely submit the complaint and supporting documentation (i.e., by the last day of the following term in which the dispute arose), the associate dean or associate dean's designee ("designee") will conclude the dispute and no additional action will be taken (except in cases where the challenging party has been granted a time extension by the division associate dean or designee). The other party may email a written response and supporting documentation to the division associate dean or designee, with a copy to the challenging party, within 14 business days (excluding University holidays and term breaks) of the date of the challenging party's email transmitting the complaint and documentation. The division associate dean or designee may elect to meet (in-person or virtually) with the disagreeing parties to determine whether resolution of the dispute can be reached. If resolution is not reached at this step, the division associate dean or designee will forward the complaint, response, and supporting documentation to the GSEP Appeals Committee as described in Step 4.

Step 4: Referral to the GSEP Appeals Committee and Review of Recommendation by the GSEP Dean

As described above, if the matter is not resolved at Steps 1 through 3, the division associate dean or designee will refer the dispute to the chair of the GSEP appeals committee ("chair"). The GSEP dean will be copied on the referral.

The chair is responsible for calling the committee together and for scheduling the hearing as soon as it is reasonable and practical (excluding University holidays and term breaks) upon receiving the referral and

documentation from the division associate dean or designee. The parties involved will be notified of the time and place of the hearing (hearings may also be conducted virtually) at least 10 business days prior to its occurrence. Although all relevant documentation should have been submitted by the parties during Step 3, if either party wishes additional documentation to be considered at the hearing, they must submit the documentation to the chair and the other party by email at least 3 business days prior to the hearing. If either party wishes to present witnesses at the hearing, the party must make their request to the chair by email at least 3 business days prior to the hearing. The chair will determine at their sole discretion whether to allow a witness to participate in the hearing. Both parties will be notified the day prior to the hearing whether any witnesses will participate. Each party (and witnesses if applicable) will be permitted to present their viewpoint to the committee, and the committee may ask each party and/or witness follow-up questions.

The purpose of the hearing is for the GSEP appeals committee to make a recommendation regarding whether the challenged decision should be upheld, reversed, or modified. Within 10 business days of the conclusion of the hearing (excluding University holidays and term breaks), the GSEP appeals committee will communicate in writing to the GSEP dean its recommendation.

The final authority for determining the disposition of the challenged decision rests with the GSEP dean. Recommendations made by the GSEP appeals committee, and the ultimate decision made by the GSEP dean, may result in a less favorable resolution of the challenging party's dispute (e.g., lower grade or dismissal from the program).

ADA Compliance

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws 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.

Please see pepperdine.edu/student-accessibility/ada-compliance for more information.

Code of Ethics

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values. See community.pepperdine.edu/hr/policies/ethics to read the University Code of Ethics Policy.

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, that student may contact the WASC Senior College and University Commission (WSCUC) at wscuc.org/resources/comments if the complaint is about the institution's compliance with academic program quality and accrediting standards. WSCUC 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 WSCUC or Pepperdine, that 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 oag.ca.gov/contact/general-comment-question-or-complaint-form.

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 a student may have to seek civil or criminal legal action to resolve complaints.

Pepperdine University has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in 34 CFR §§ 600.9 and 668.43(b).

An individual may also contact the Bureau for Private Postsecondary Education (bppe.ca.gov/about_us/contact.shtml) for review of a complaint. The bureau may be contacted by mail at Bureau for Private Postsecondary

Education, P.O. Box 980818, West Sacramento, CA 95798-0818; by phone at (888) 370-7589; or by fax at (916) 263-1897.

Continuation in Program Policy Review Procedures

This procedure is applicable to all GSEP psychology programs. The standard for assessing whether a student will be permitted to continue in their program is described in the Academic Programs section of the catalog. All programs, except for the Doctor of Psychology in Clinical Psychology (PsyD) program, refer to this policy as the Continuation in Program policy. The PsyD program refers to this policy as the Program Completion and Matriculation policy.

Students will be subject to review under this procedure when referred by their program director to the chair of the Faculty Panel (FP). The student will be copied on the referral letter. The FP provides formal review of student academic, clinical, and professional performance, and makes recommendations to the Executive Committee (EC) for the PsyD program and associate dean for the master's programs, regarding academic status, matriculation, clinical training (including readiness for clinical training), and performance improvement plans. The FP also responds to additional issues as specified in the referral letter. Because the FP does not have decision-making authority, its recommendations are communicated solely to the EC or associate dean.

Composition

The FP is composed of three full-time GSEP Psychology Division faculty members (including clinic directors and faculty members with joint appointments at Seaver College), who are appointed on a rotating basis. Faculty members who serve (or have served) as the student's dissertation advisor or primary supervisor are recused. Other FP members may be recused as deemed appropriate at the sole discretion of the FP chair. The PsyD EC is composed of the program director, director of clinical training, dissertation research coordinator, and the associate dean of Psychology.

Process

A review meeting is arranged and conducted by the FP chair. The review meeting will be scheduled no earlier than 10 calendar days (excluding University holidays and term breaks) after the date of the program director's referral letter to the FP. The objective of the meeting is to review with the student the concerns identified in the referral letter and to provide the student with the opportunity to respond to those concerns.

The FP chair makes all arrangements for the review meeting (typically conducted at the WLA graduate campus or remotely at the sole discretion of the FP chair), including scheduling with each of the participants. The student

may prepare a written response and submit any documentation they deem relevant in response to the referral letter at least three business days prior to the review meeting. Further, if the student would like to present witnesses at the review meeting, the student must provide the name of the witness(es) and a summary of the information that such witness(es) intend to provide at least three business days prior to the review meeting. The decision to allow the witness(es) to participate in the review meeting is at the sole discretion of the FP chair. The student will be provided a list of all witnesses and participants no later than the day before the hearing. The general format and procedures for the review meeting are:

1. Prior to the review meeting, the FP chair may consult with the panel members and other administrators to clarify the referral issues, the review process, or to obtain additional background information or other documents.
2. The FP review meeting begins with an introduction of the FP members and participants.
3. The FP chair then presents the substantive issues under review, including a discussion of relevant University, GSEP and/or program policies, performance expectations, and professional standards.
4. Administrators (if any) who are not FP panel members will be excused from the meeting.
5. The student is given the opportunity to respond to the issues raised in the referral letter and the FP chair facilitates a discussion. An opportunity for questions is afforded the FP and student of other participants and witnesses. Once questions are completed, all participants are excused from the FP.
6. The FP meets privately and begins its deliberations. It may request additional information or clarifications from other administrators, faculty members, external institution personnel, and the student.
7. The student may provide additional statements or comments in writing to the FP chair within five calendar days of the review meeting to clarify or to add to their responses given during the meeting.
8. The FP communicates its recommendations in writing within 10 business days of the conclusion of the FP's deliberation to the EC chair or associate dean. The EC chair or associate dean may consult with the FP chair to clarify any points in the FP's letter.
9. The EC chair or associate dean may request a meeting with the student prior to making its decision. Once the EC or associate dean makes a decision, the EC chair or associate dean issues a decision letter to the student (with copies to the program director and the FP chair) advising the student of the EC or associate dean's decision concerning each of the referral issues.

10. The student has the right to appeal the EC or associate dean's decision within 10 calendar days of the determination letter date to the GSEP dean by emailing the executive assistant to the dean. The GSEP dean's decision is final.

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 2025 term and who attend Pepperdine University starting Fall 2024.

Provisions Subject to Change

The provisions of this academic catalog, including, but not limited to, rules of conduct, academic offerings and requirements, time for completion of degrees, and all financial charges are subject to change at any time by Pepperdine University. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, and/or other factors.

In the event of an epidemic, pandemic, extreme weather, natural or manmade disaster, acts or threatened acts of terrorism or war, or other force majeure events beyond its control, Graduate School of Education and Psychology and/or Pepperdine University may, in its sole discretion, decide to suspend or modify its operations, including transitioning to a remote learning environment. Such suspension or modification will not entitle students to a refund of or a reduction in tuition or fees.

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.

Issues of Health and Safety

Campus Safety App

The LiveSafe app facilitates communication between University community members and Public Safety and allows for faster emergency response in distress situations. The free app is available to all community members. See details at emergency.pepperdine.edu/livesafe.

Campus Security and Fire Safety Report

A copy of Pepperdine University's annual campus security and fire safety report is available at the Pepperdine University Department of Public Safety 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.

Medical and Mental Health Emergencies and Withdrawals

For information about the Medical and Mental Health Emergencies and Withdrawals Policy, see community.pepperdine.edu/student-care-team/emergencies-and-withdrawals.

Reporting a Threat

Any fears that an individual may pose a threat to self or others should be reported to Pepperdine's Department of Public Safety, the Center for Human Services, or the Graduate School of Education and Psychology Dean's Office. See emergency.pepperdine.edu/reporting-a-threat for more information.

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 and 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 parents' 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.

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 dean's 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.

The grievance officer may choose to 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.

Nondiscrimination Statement

As a Christian University affiliated with the Churches of Christ, Pepperdine treats everyone with the respect and kindness that we have been called to show one another. The University community is a space where lives intersect and knowledge is discovered, which fortifies the strength found in our differences and uncovers the virtues revealed in diversity, unity, and restoration. To that end, Pepperdine is committed to fostering an environment free from discrimination as described in California Education Code section 66270 and reserves its right to remain a Christian university by favoring co-religionists in its admission decisions.

Revocation of Admission and Rescindment of Degree

Applicants are advised that the University's decision to admit them may be revoked under the following circumstances:

- Discovery of inaccurate or false information contained in the application files submitted by the applicant or persons on the applicant's behalf, including, but not limited to, letters of recommendation; or
- Discovery of prior conduct by the applicant that is inconsistent with Pepperdine's mission and values.

Discovery of either of the above circumstances is 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 any academic credits earned. If either of the above circumstances is discovered after a degree has been awarded, the University may rescind the degree. The determination of either of the above circumstances rests solely within the University's discretion.

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 institute 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 and ID number, 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 the Registrar, 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, 400 Maryland Ave., SW, Washington, DC 20202-8520. Students are encouraged to utilize the internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Veterans Information

Veterans, military service personnel, and their qualified dependents intending to use VA benefits should contact the Office of the Registrar and be aware of the following policies.

- It is the students' responsibility to notify the Office of the Registrar immediately when increasing or decreasing unit load, withdrawing, or taking a leave of absence.
- Appropriate credit for previous education will be granted.
- 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 3.0 grade point average for two consecutive terms for graduate students (2.0 for undergraduate students).
- Students who withdraw from the University may have their benefits terminated as of the beginning of the term of withdrawal.
- If a student is dismissed for academic reasons, benefits will be terminated as of the date of dismissal. Students who have had their benefits terminated in this manner must be counseled by the Veterans Administration before their benefits will be restored.
- Students who fail to complete all courses attempted in a term will have their benefits adjusted. Students who withdraw from a course (or courses) in the middle of the term will have their benefits adjusted except in extenuating circumstances. In cases in which students do not return for the next term, benefits will be terminated on the ending date of the previous term.





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Chief Compliance Officer
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Partner
Accel Partners

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Orthodontist (Retired)

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Utility Trailer Manufacturing Co.

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President and Chief Executive Officer

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Partner and

Global Vice Chair, Restructuring

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President

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Christopher Farrar ('89)

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DFNDR Armor

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President, Chief Executive Officer

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President and CEO

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Sara Young Jackson ('74)

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Vice President
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President and Chief Executive Officer
The Oakland Companies

Joshua K. Oder ('98)

Founder and Principal
Oder Investment Management, LLC

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Executive Chair
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Chair and Chief Executive Officer
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President and CIO
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Managing Director
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Executive Vice President, Cofounder
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President
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('97, MBA '00, JD '01)
Co-president and COO
River Road Entertainment

University Administration

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Interim Dean, Seaver College.....	Lee B. Kats
Dean, Graduate School of Education and Psychology.....	Farzin Madjidi
Dean, School of Public Policy.....	Pete N. Peterson
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Associate Dean, Education.....	<i>Anthony Collatos*</i>
Associate Dean, Psychology	<i>Robert A. deMayo*</i>

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Assistant Dean, Online Psychology Programs.....	<i>Stephanie Woo*</i>
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Program Manager, Foster Grandparent Program	<i>Latrice Richardson</i>
Program Assistant, Foster Grandparent Program.....	<i>Sol Loew</i>
Program Assistant, Foster Grandparent Program.....	<i>Open</i>
Director, Administration and Operations	<i>Maria Wright</i>
Operations Manager.....	<i>Aeisha Palmore</i>
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Office Coordinator.....	<i>Mary Zaliznock</i>
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Associate Program Director.....	<i>Christie Dailo</i>
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Master of Arts in Social Entrepreneurship and Change Program

Chair	<i>Steve Kirnon*</i>
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Master of Arts in Teaching Program

Director, Teacher Preparation Program	<i>Reyna Garcia Ramos*</i>
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Calabasas Site Coordinator	<i>Jennaca Cotton*</i>

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Master of Arts in Teaching English to Speakers of Other Languages Program

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Master of Science Programs

Chair Jennifer Miyake-Trapp*

Doctor of Education Programs

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Doctor of Philosophy in Global Leadership and Change Program

Chair June Schmieder-Ramirez*

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Division Coordinator, Psychology Division Marianne Nicholas

Administrative Assistant Caleb Garcia

Director of Assessment LaTonya Wood*

Master of Arts in Psychology Program

Director Robert A. deMayo*

Master of Arts in Clinical Psychology Program: Daytime Format

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Master of Arts in Clinical Psychology Program: Evening Format

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Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinx Communities Program

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Master of Science in Applied Behavior Analysis Program

Director Adel Najdowski*

Associate Program Director Lusineh Gharapetian*

Program Administrator Amarillys Loew

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Online Psychology Programs

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Program Director, Online MAP/MACLP Programs	Kristen Dial*
Program Director, Online MSABA	Adel Najdowski*
Associate Director, Online MAP/MACLP Programs	Gimel Rogers*
Associate Director, Online MSABA Program	Open
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Assistant Director, Online MAP/MACLP Programs	Princess Walsh*
Assistant Director, Online MAP/MACLP Programs	Melissa Huy*
Coordinator, Curriculum and Faculty Development, Online MAP/MACLP Programs	Dennis Lowe*
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Senior Program Administrator	Alexea Howard
System Analyst	Open
Director of Clinical Training, Online MACLP Program	Amy Tuttle*
Clinical Training Coordinator, Online MACLP Program	Ruth Park
Clinical Training Coordinator, Online MACLP Program	Amanda Sharp
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Doctor of Psychology in Clinical Psychology Program

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Clinic Coordinator, Calabasas	Taylor Stophlet
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Clinic Director, West Los Angeles	Aaron Aviera*
HIPAA Privacy Coordinator and Clinics Administrator	Brandon Haynes

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Senior Learning Experience Designer	Lucy Lu

Instructional Designer	<i>Xiadani Mendoza</i>
Instructional Designer	<i>Anastasia Parhomenko</i>
Instructional Designer	<i>Harream Purdie</i>
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Manager, GSEP Technology Support.....	<i>Open</i>
Coordinator, GSEP Technology Support.....	<i>Open</i>

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Admissions and Enrollment Specialist.....	<i>Christopher Le</i>
Admissions and Enrollment Specialist.....	<i>Erendira Martinez</i>
Enrollment Processor.....	<i>Joseph Gomez</i>
Enrollment Processor.....	<i>Diego Perez</i>
Enrollment Processor.....	<i>Alexander Zakarian</i>
Manager of Admissions and Processing, Online Psychology Programs	<i>Ernesto Santiago</i>
Online Enrollment Services Officer.....	<i>Oshumare Jones</i>
Online Enrollment Processor.....	<i>Dominique McCoy</i>
Manager, Admissions and Enrollment Analytics	<i>Deonte Owens</i>

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Manager, MA Clinical Training and Professional Development.....	<i>Elizabeth Duck</i>
Coordinator, MA Clinical Training and Professional Development	<i>Lindsey Peters</i>
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Coordinator, MA Clinical Training and Professional Development	<i>Tiffany Sarris</i>

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Financial Aid Advisor.....	<i>Open</i>

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Academic Advisor, Psychology Division.....	Open
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Graduate Campuses

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Campus Coordinator, Irvine.....	Elia Lopez
Campus Coordinator, Irvine.....	Elvia Perez
HR Operations, West Los Angeles.....	Chaundra Pierce
Campus Coordinator, West Los Angeles.....	Marco Huerta
Campus Coordinator, West Los Angeles.....	Sandra Pineda
Weekend Coordinator, West Los Angeles.....	Ana Dominguez

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Public Services Assistant, Irvine.....	Dillon Condon
Head Librarian, West Los Angeles.....	Maria Brahme

Graduate School of Education and Psychology Administration and Faculty

Farzin Madjidi, EdD

Dean
and Professor of Leadership

*BS, MS, California State University, Northridge
MBA, EdD, Pepperdine University*

Dr. Madjidi holds master's degrees in business administration and structural engineering and applied dynamics. He earned his doctoral degree in institutional management from Pepperdine University.



In addition to serving as dean, Dr. Madjidi teaches doctorate-level courses in personal, organizational, and global leadership; economics; and statistics in the Organizational Leadership and Global Leadership and Change programs. He has held management positions with the City of Los Angeles, Kreation Juicery, and Matrix Capital Associates and served as a leadership training consultant to multiple organizations, including AT&T, the City of Los Angeles, Kaiser-Permanente, Federal Express, Hyundai USA, Universal Music Group, British Petroleum, and Anheuser-Busch InBev. As an entrepreneur, he was a founding partner at Kreation Juicery.

Dr. Madjidi has won several teaching awards, including Pepperdine's Howard A. White Award for Teaching Excellence in 2005 and 2013, and published extensively in the area of leadership and organizational effectiveness. Consistent with his personal vision statement of "Living life fully in love, generosity, and abundance," he serves as a life coach to executives and emerging leaders from a number of industries, including education. Dr. Madjidi has a strong commitment to faith, service, inclusivity, and diversity and has received the California Diversity Council's 2009 Diversity First Award.

**Robert A. deMayo, PhD, ABPP**

Associate Dean, Psychology,
Professor of Psychology, and
Director, MA in Psychology

BA, University of California, Santa Cruz

MA, PhD, University of California, Los Angeles

Dr. deMayo has served in leadership positions in numerous local and state psychological associations, including as president of the California Psychological Association, president of the Los Angeles Society of Clinical Psychologists, and chair of the Division of Education and Training of the California Psychological Association. He was honored with the Distinguished Service Award, Division II, Education and Training, California Psychological Association, and with the Silver Psi and the Distinguished Contribution to the Profession of Psychology Award by the California Psychological Association. Prior to coming to Pepperdine, he 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 and a licensed psychologist, and he remains active in clinical practice.

**Anthony M. Collatos, PhD**

Associate Dean, Education,
and Professor of Education

BA, Loyola Marymount University

PhD, University of California, Los Angeles

Dr. Collatos teaches within the MA in Teaching, MA in Social Entrepreneurship and Change, and multiple doctoral programs. His research interests include the sociology of education, critical research, urban education, college access pathways, equitable learning opportunities, health literacy, and school/community partnerships. Dr. Collatos directs multiple projects, including the Urban Parent Teacher Education Collaborative (UPTec), the Pat Lucas Center for Teacher Preparation, and the Teaching and Learning in an Age of COVID-19 study. He has published multiple articles and book chapters and regularly presents his research locally, nationally, and internationally. Dr. Collatos is also a former school board member who taught secondary social studies and coached and mentored youth.

Jennifer Miyake-Trapp, EdD

Assistant Dean

Associate Professor of Education and
Chair, MS Education Programs

BA, Claremont McKenna College

MAT, University of Southern California

MA TESOL, California State University, Los Angeles

EdD, University of Southern California



Dr. Miyake-Trapp has over a decade of experience in K-12 public schools. She has taught middle school and continuation high school in both urban and suburban settings, 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, culturally relevant and responsive pedagogy, elementary and secondary curriculum and instruction, project-based learning, and teacher reflection. Other areas of interest include second language acquisition and online learning.

Stephanie M. Woo, PhD

Assistant Dean, Online Psychology Programs and
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, family environmental factors that can affect the course of schizophrenia and bipolar disorder, and maternal mental health and reproductive psychology. 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.



Aaron Aviera, PhD

Clinical Professor of Psychology 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



Thema Bryant-Davis, PhD

Professor of Psychology

BA, MA, PhD, Duke University



Vance Caesar, PhD

Visiting Professor of Education

BS, The Citadel

MBA, Florida Atlantic University

PhD, Walden University



Ebony Cain, PhD

Associate Professor of Education

BA, Mills College

PhD, University of California, Los Angeles



Carrie Castañeda-Sound, PhD

Associate Professor of Psychology and
Director, MA in Clinical Psychology: Evening Format

BA, University of California, Santa Barbara

MS, PhD, University of Utah



Weina Li Chen, PhD

Clinical Assistant Professor

BA, Heilongjiang University, China

MA, University of York, England

MA, PhD, Pepperdine University

**Anat Cohen, PhD**

Clinical Professor of Psychology and Clinic Director,
Calabasas Community Counseling Clinic

BA, Bar-Ilan University, Israel

MA, PhD, California School of Professional Psychology

**Jennaca Cotton**

Visiting Instructor of Education

BA, Pepperdine University

MA, Loyola Marymount University

EdD, University of Southern California

**Louis John Cozolino, PhD**

Professor of Psychology

BA, State University of New York, Stony Brook

MTS, Harvard University

PhD, University of California, Los Angeles

**Kay Davis, EdD**

Clinical Professor of Education

BSN, California State University, Long Beach

MSN, University of California, Los Angeles

EdD, Pepperdine University

**Kristen Dial, PsyD**

Clinical Associate Professor of Psychology and Director,
MA in Psychology and MA in Clinical Psychology: Online
Format

BS, University of Utah

MA, Pepperdine University

PsyD, University of Hartford

**Kathleen A. Eldridge, PhD**

Professor of Psychology and Director,
MA in Clinical Psychology Program: Daytime Format

BA, University of California, Santa Barbara

MA, PhD, University of California, Los Angeles



Drew Erhardt, PhD

Professor of Psychology

BA, University of Virginia

MA, PhD, University of California, Los Angeles



Miguel E. Gallardo, PsyD

Professor of Psychology and

Director, Aliento Program

BS, Texas Christian University

PsyD, California School of Professional Psychology



Reyna García Ramos, PhD

Professor of Education and

Director, Teacher Preparation Program

BA, University of California, Los Angeles

PhD, University of California, Santa Barbara



Lusineh Gharapetian, PhD

Clinical Assistant Professor of Psychology and

Associate Program Director, MS in Applied Behavior
Analysis

BS, University of California, San Diego

MA, PhD, The Chicago School of Professional Psychology



Susan R. Hall, JD, PhD

Associate Professor of Psychology

BA, Georgetown University

MA, JD, PhD, University of Arizona



Eric Hamilton, PhD

Professor of Education

BA, MAT, University of Chicago

PhD, Northwestern University



Samaa Haniya, PhD

Assistant Professor of Education

BS, Al-Aqsa University, Palestine

EdM, PhD, University of Illinois Urbana Champaign



Pamela H. Harmell, PhD

Clinical Professor of Psychology

BA, University of California, Los Angeles

MA, PhD, California School of Professional Psychology



Shelly Prillerman Harrell, PhD

Professor of Psychology

BA, Harvard University

MA, PhD, University of California, Los Angeles



Susan Himelstein, PhD

Clinical Professor of Psychology

BS, Miami University

MA, PhD, University of California, Los Angeles



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



Melissa Huy, PhD

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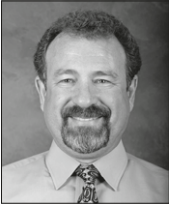
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PhD, University of Missouri





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University Phone Directory

West Los Angeles Graduate Campus (310 area code)

General Information	568-5600
Advancement	568-2880
Alumni Relations	568-5649
Bookstore	568-5741
Career Services	568-5666
Enrollment Services	258-2850
Financial Aid	568-5775
Information Technology	506-4357
Library (Circulation)	568-5685
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
Equal Opportunity Office	506-4397
Health Insurance	506-4316
Information Technology	506-4357
International Student Services	506-4246
Library (Circulation)	506-7273
Office of the Registrar	506-7999
Office of Student Accessibility	506-6500
Public Safety	506-4441
Student Accounts	506-8000
Student Health Center	506-4316
Travel Agency	854-6000

Drescher Graduate Campus (Malibu) (310 area code)

General Information	506-4000
Bookstore	506-4291
Information Technology	506-4357
Library (Circulation)	506-8566

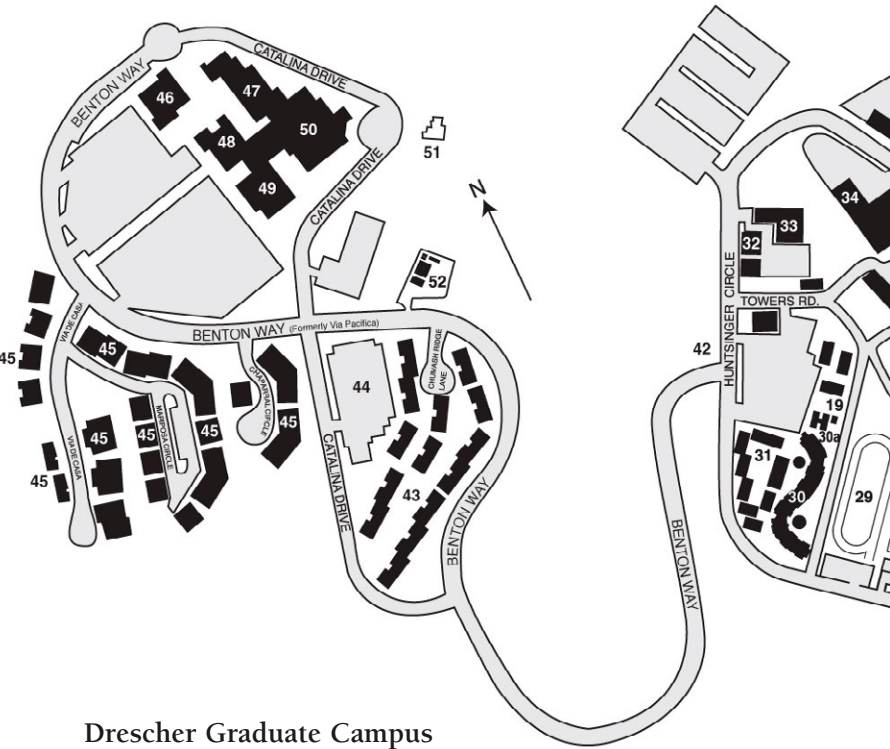
Calabasas Graduate Campus (818 area code)

General Information	702-1000
Information Technology	310-506-4357

Irvine Graduate Campus (949 area code)

General Information	223-2500
Community Counseling Clinic	223-2570
Information Technology	310-506-4357
Library	223-2520

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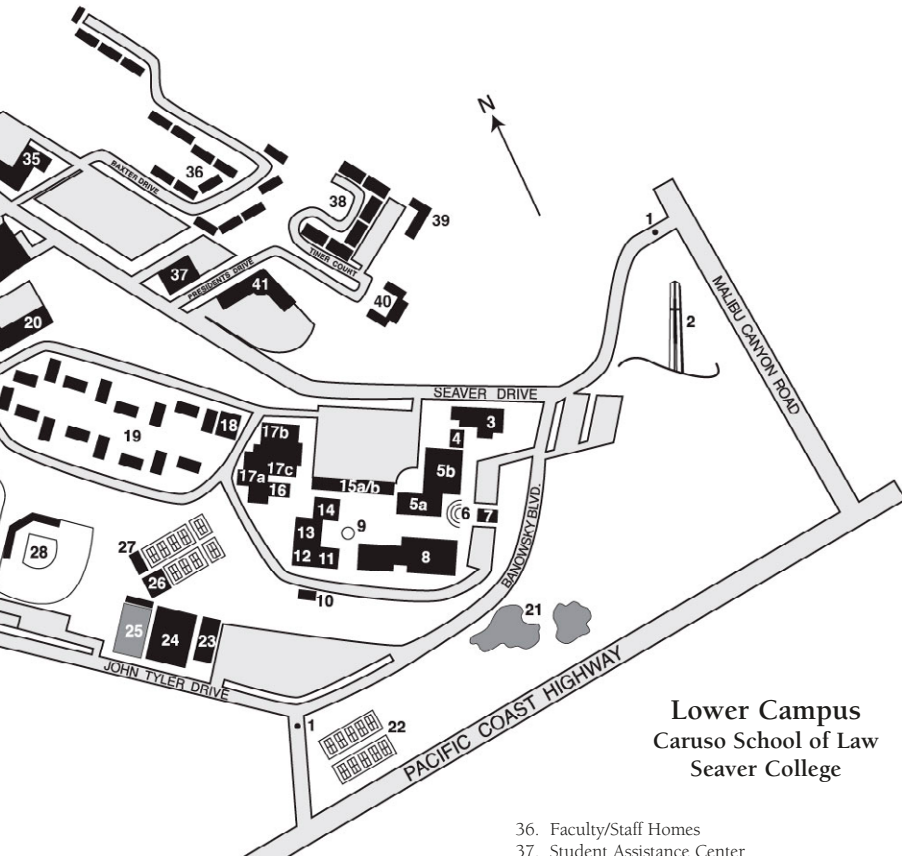


Drescher Graduate Campus
Graduate School of Education and Psychology
Graziadio Business School
School of Public Policy

- | | |
|----------------------------------------------|-------------------------------------|
| 1. Information Booth | 9. Mullin Town Square |
| 2. Phillips Theme Tower | Adamson Plaza |
| 3. Charles B. Thornton Administrative Center | Biggers Family Courtyard |
| OneStop | Joslyn Plaza |
| Tech Central | Scaife Terrace and Bridge |
| 4. Pendleton Computer Center | 10. Stauffer Greenhouse |
| 5a. Payson Library | 11. Rockwell Academic Center |
| 5b. Pendleton Learning Center | 12. Keck Science Center |
| 6. Amphitheatre | 13. Appleby American Studies Center |
| 7. Stauffer Chapel | 14. Elkins Auditorium |
| 8. Tyler Campus Center | 15a. Black Family Plaza Classrooms |
| Beaman Patio | 15b. Plaza Terrace (rooftop) |
| Bookstore | 16. Weisman Museum of Art |
| Hub for Spiritual Life | 17a. Cultural Arts Center |
| The Light House | 17b. Music Building |
| Nature's Edge convenience store | 17c. Smothers Theatre |
| Rockwell Dining Center | 18. Howard A. White Center |
| Waves Cafe | 19. Residence Halls |

Visitors may park in any legal parking space on campus.

MALIBU CAMPUS



Lower Campus
Caruso School of Law
Seaver College

- | | |
|-------------------------------------------|--------------------------------------------------|
| 20. Rockwell Towers Residence Hall | 36. Faculty/Staff Homes |
| 21. Alumni Park | 37. Student Assistance Center |
| 22. Crest Tennis Courts | Counseling Center |
| 23. Helen Field Heritage Hall | Housing and Residential Life Office |
| 24. Firestone Fieldhouse | Office of Student Accessibility |
| 25. Raleigh Runnels Memorial Pool | Student Health Center |
| 26. Ralphs-Straus Tennis Center | 38. Faculty/Staff Homes |
| 27. Harilela International Tennis Stadium | 39. Mallmann House |
| 28. Eddy D. Field Baseball Stadium | 40. Brock House |
| 29. Stotsenberg Track | 41. Center for Communication and Business |
| Tari Frahm Rokus Field | Public Safety |
| 30. Seaside Residence Hall | 42. Entrance to Drescher Graduate Campus |
| 30a. Pepperdine Fitness Center | 43. Student Residential Complex |
| 31. Lovernich Residential Complex | 44. Parking Structure |
| 32. Mail Services | 45. Faculty/Staff Homes |
| 33. Facilities Management and Planning | 46. Young Center for the Graduate School of |
| 34. Odell McConnell Law Center | Education and Psychology |
| Caruso School of Law | 47. Beckman Management Center, |
| 35. George C. Page Residential Complex | Pepperdine Graziadio Business School |
| | 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 |

Accreditation

Pepperdine University is accredited by
WASC Senior College and University Commission (WSCUC)
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wscuc.org

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