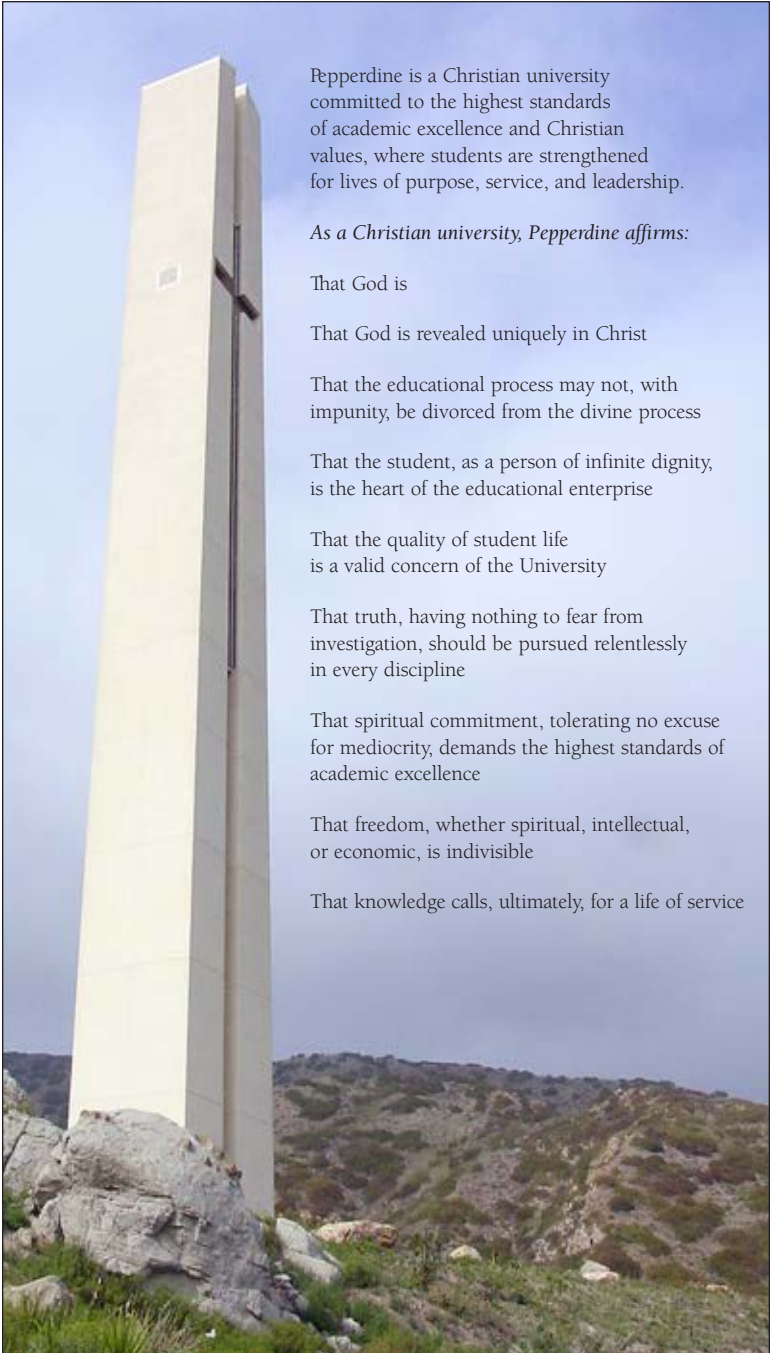# PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

2013–2014
Academic Catalog

For More Information
Requests for further information should be addressed to

Pepperdine University
Graduate School of Education and Psychology
6100 Center Drive, 5th Floor
Los Angeles, California 90045
Telephone: (310) 568-5600
gsep.pepperdine.edu

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

As a Christian university, Pepperdine affirms:

That God is

That God is revealed uniquely in Christ

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

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

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

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

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

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

That knowledge calls, ultimately, for a life of service

CONTENTS

GRADUATE SCHOOL OF EDUCATION
AND PSYCHOLOGY
2013–2014 ACADEMIC CALENDAR

Fall 2013

Monday	Sept. 2	Labor Day holiday
Tuesday	Sept. 3	Fall term classes begin
Tuesday Monday	Sept. 3– Sept. 9	Add/drop period
Tuesday	Sept. 10	Tuition due; refund schedule applies; late registration fee and withdrawal fees apply
Monday	Sept. 30	MA students: Graduation Application and fee due for December 2013 graduates
Tuesday	Oct. 15	Degree posting for doctoral students only
Friday	Nov. 1	Last day to withdraw with grade of "W"
Thursday Friday	Nov. 28– Nov. 29	Thanksgiving holiday
Friday	Dec. 13	Last day of Fall term; degree posting date
Saturday Sunday	Dec. 14– Jan. 5	Term break

Spring 2014

Monday	Jan. 6	Spring term classes begin
Monday Friday	Jan. 6– Jan. 10	Add/drop period
Saturday	Jan. 11	Tuition due; refund schedule applies; late registration fee and withdrawal fees apply
Monday	Jan. 20	Rev. Dr. Martin Luther King, Jr., Day holiday
Friday	Jan. 31	MA students: Graduation Application and fee due for Spring 2014 graduates
Friday	Mar. 7	Last day to withdraw with grade of "W"
Tuesday	Apr. 15	Priority application deadline for 2014–2015 financial aid
Friday	Apr. 18	Last day of Spring term; degree posting date
Saturday Sunday	Apr. 19– Apr. 27	Term break

Summer 2014

Administrative dates for all programs

Saturday	May 17	Commencement ceremonies, Education and Psychology
Monday	May 26	Memorial Day holiday
Friday	May 30	MA students: Graduation Application and fee due for Summer 2014 graduates
Friday	July 4	Independence Day holiday

Class dates for Education programs

Monday	Apr. 28	Summer term classes begin
Monday Friday	Apr. 28– May 2	Add/drop period
Saturday	May 3	Tuition due; refund schedule applies; late registration fee and withdrawal fees apply
Friday	June 6	Last day to withdraw with grade of "W"
Friday	July 18	Last day of Summer term; degree posting date for Education students

Class dates for Psychology programs

Session I

Monday	Apr. 28	Classes begin for Summer session I
Monday Friday	Apr. 28– May 2	Add/drop period
Saturday	May 3	Tuition due; refund schedule applies; late registration fee and withdrawal fees apply
Friday	May 23	Last day to withdraw with grade of "W"
Friday	June 13	Last day of Summer session I; first degree posting date for Psychology students

Session II

Monday	June 16	Classes begin for Summer session II
Monday Friday	June 16– June 20	Add/drop period
Saturday	June 21	Tuition due; refund schedule applies; late registration fee and withdrawal fees apply
Friday	July 11	Last day to withdraw with grade of "W"
Friday	Aug. 1	Last day of Summer session II; second degree posting date for Psychology students

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

President's Message

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

Pepperdine has a glorious history and a founder who believed not just in the young people who arrived and enrolled in 1937 in South Los Angeles, but in you. Beyond our nearly 7,300 students in five colleges, our community embraces more than 100,000 alumni around the globe, international campuses that will transform your life and worldview in the course of a semester or academic year, national-championship athletics, and a heart for service that beats devotedly on six continents through selfless acts and outstretched hands.

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

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

Andrew K. Benton

President

Dean's Message

The Pepperdine University Graduate School of Education and Psychology (GSEP) offers a unique environment in which to increase your global perspective, adapt to technological advances, and develop the skills necessary to succeed in the constantly evolving marketplace. Our innovative approach to education combined with your willingness to assume a global mindset and responsibility to serve ensures that your time at GSEP will be a rewarding experience.

At GSEP, we remain faithful to George Pepperdine's founding vision for a Christian university of the highest academic caliber by educating the whole person—both intellectually and spiritually. We emphasize the theme of service across our programs because we understand that the value of education lies not in the title of the degree, but in the manner in which it is applied.

All of our programs are led by renowned faculty who contribute to academia on a global scale via their innovative research. Faculty members are your mentors, colleagues, and friends and are here to help you achieve your objectives both in and outside the classroom.

The administration is equally invested in your academic success and career advancement. Staff is here to ensure that your graduate experience positively shapes your choices and the paths you take throughout your life.

Our Christian mission calls us to prepare leaders who will become agents of change. Education and psychology are distinguished service professions, and it is our pleasure to influence your personal and professional transformation so that you can impact the lives of others.

GSEP can open doors that lead to any number of destinations. No matter which direction you take, we are here to travel alongside you during your journey.

Welcome to the Pepperdine family!

Margaret J. Weber

Dean
Graduate School of Education and Psychology

GENERAL INFORMATION

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 7,300 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio School of Business and Management, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu; at four graduate campuses in Southern California; and at international campuses in Germany, England, Italy, Switzerland, China, and Argentina.

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

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

Colleges and Schools of the University

The Graduate School of Education and Psychology (GSEP) enrolls approximately 1,600 students. With its main headquarters located at the West Los Angeles Graduate Campus, the Graduate School also offers select programs at graduate campuses in Malibu, Irvine, Encino, and Westlake Village as well as online. The Graduate School of Education and Psychology offers a total of 10 master's and doctoral programs in education and psychology, all of which are founded on the theoretical understanding of service through leadership. The education programs prepare teachers who are leaders in technological innovation and collaborative learning environments as well as administrators 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 and marriage and family therapy. Emphasis is placed on the practitioner-scholar 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 3,300 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 43 bachelor's degrees and eight master's degrees in diverse fields of study.

The George L. Graziadio School of Business and Management is one of the nation's largest graduate business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 1,600 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. Its mission is to develop values-centered leaders and advance responsible business practice. Degrees granted by the Graziadio School include the Master of Business Administration (MBA) for full-time students, working professionals, and high-level executives; the International Master of Business Administration (IMBA); the Master of Science in Organization Development (MSOD); the Master of Science in Management and Leadership (MSML); the Master of Science in Global Business (MSGB); the Master of Science in Applied Finance (MSAF); the Master of Science in Entrepreneurship (MSEN); and the undergraduate Bachelor of Science in Management (BSM). Special programs include a joint BSM and MBA program; joint degrees with Pepperdine University's School of Law (JD/MBA), School of Public Policy (MBA/MPP), and Seaver College (BS/MBA, BS/IMBA, or MS in Accounting); and certificate executive education programs that can be customized to meet an organization's specific learning needs. Degree programs are offered at the Graziadio School's headquarters located at the West Los Angeles Graduate Campus; the Drescher Graduate Campus in Malibu; and additional graduate campuses located throughout Southern California including Encino, Irvine, and Westlake Village. The Executive MBA program also is available in Northern California.

The School of Law provides an excellent legal education within a values-centered context. It has an enrollment of approximately 700 full-time students. Special programs include international law study semesters in London and Copenhagen, the Pepperdine-Union Rescue Mission Legal Clinic, the Geoffrey H. Palmer Center for Entrepreneurship and the Law, and the internationally acclaimed Straus Institute for Dispute Resolution. The Herbert and Elinor Nootbaar Institute on Law, Religion, and Ethics and the Special Education Advocacy Clinic contribute to the law school's distinctive approach to legal education. Approved by the American Bar Association and holding membership in the Association of American Law Schools and the Order of the Coif, the School of Law attracts students from throughout the nation.

The School of Public Policy enrolls approximately 100 students and offers the Master of Public Policy (MPP) degree built on a distinctive philosophy of nurturing leaders to use the tools of analysis and policy design to effect successful implementation and real change. This requires critical insights balanced with personal moral certainties that only a broad exposure to great ideas, courageous thinkers, and extraordinary leaders can encourage. It prepares graduates for careers as leaders and seeks also to strengthen the institutions that lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations. Joint degree programs include the MPP/JD and the MPP/MDR degrees in conjunction with the School of Law and the MPP/MBA degree in conjunction with the Graziadio School of Business and Management. The Davenport Institute for Public Engagement and Civic Leadership educates, researches, and promotes to current and future public leaders the engagement of the greater public in making crucial local policy decisions. Along with current students, the institute works outside the classroom, training current municipal and civic leaders through regional seminars in skills development on issues ranging from participatory budgeting to planning.

THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY GENERAL INFORMATION

History of the Graduate School of Education and Psychology

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

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

Mission

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

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

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

The strategies for accomplishing this mission are

- Promoting discourse that values each member's background, experiences, and perspective;
- Recruiting, retaining, and advancing diverse students, staff, and faculty;
- Developing curricular models for practice in educational and psychological environments; and
- Reaching out to broader communities to promote understanding and facilitate solutions to diversity challenges.

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

Our Expressed Values

- Student-centered learning.
- A scholar-practitioner model of teaching.
- Communities of practice that foster lifelong learning.
- Academic freedom and shared governance.
- Quality educational programs that anticipate changes in the marketplace.
- Innovation as a continuous part of the educational process.
- Balance between personal and professional lives.
- Integration of faith and learning.
- Social responsibility and justice.
- Integrity and ethical standards of conduct.
- A diverse culture that is compassionate, caring, and respectful of the dignity of all in the community.

Counseling Clinics

The Graduate School of Education and Psychology maintains three on-campus counseling centers, which offer support to Pepperdine personnel as well as the surrounding communities. In addition, psychology students also offer community counseling services at the Los Angeles Union Rescue Mission as a part of the school's prestigious Conrad N. Hilton Foundation grant. The Pepperdine University Community Counseling Clinic is located at the Irvine Graduate Campus and at the Encino Graduate Campus. The Pepperdine University Psychological and Educational Clinic is located at the West Los Angeles Graduate Campus. The clinics are staffed by Pepperdine master's- or doctoral-level psychology graduate student-therapists who are trained and supervised by licensed psychologists. 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 Irvine, Encino, or West Los Angeles locations.

Graduate Campuses

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

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

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

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

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

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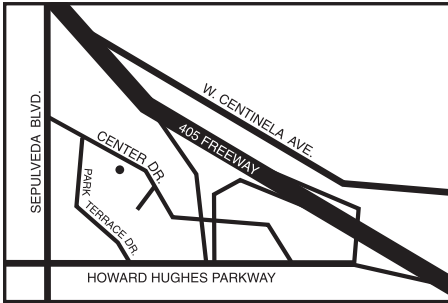24255 Pacific Coast Highway
Malibu, CA 90263
(310) 506-4608

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

Campus Locations and Maps

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

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

From the north:

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

From the south:

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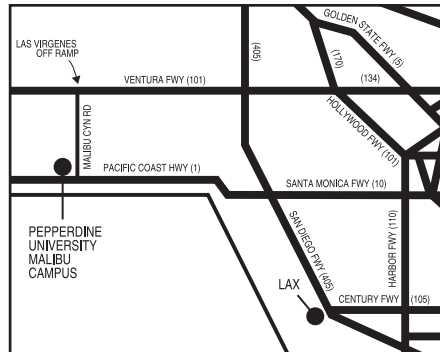
Pepperdine University (Malibu Campus) and Drescher Graduate Campus

24255 Pacific Coast Highway
Malibu, CA 90263
(310) 506-4608

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

From Los Angeles and points south:
Take the Santa Monica Freeway (10) west to Pacific Coast Highway (1) and proceed north to Malibu Canyon Road. Turn right and proceed to the Seaver Drive campus entrance. Continue on Seaver Drive, which will turn into Huntsinger Circle, until 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.
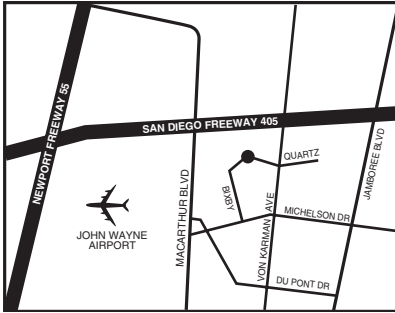
Irvine Graduate Campus
18111 Von Karman Avenue
Irvine, CA 92612
(949) 223-2500

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

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

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

Encino Graduate Campus

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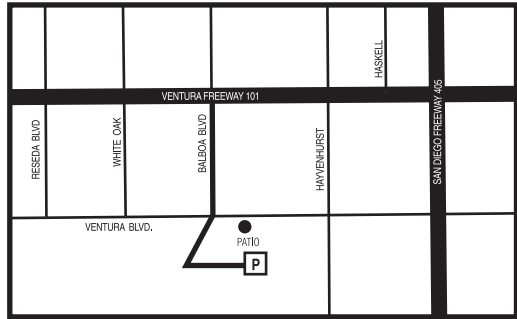
The Encino Graduate Campus in the San Fernando Valley is two miles west of the San Diego Freeway (405) and one mile south of the Ventura Freeway (101). The Encino Graduate Campus is on the southeast corner of Balboa Boulevard and Ventura Boulevard.

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

Pass through the patio to the lobby and take the elevator to the second floor.
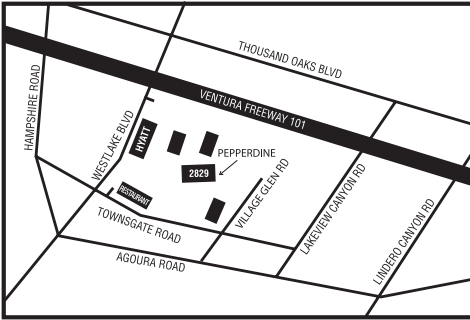
Westlake Village Graduate Campus

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

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

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

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

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 decision to the applicant, applications for admission must be received by the deadlines listed in the 2013–2014 Application for Admission. Applications received after the deadlines may or may not be processed, depending upon the volume of applications received that term.

Limitations

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

Readmission

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

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

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

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

All students who are readmitted are responsible for clearing all their accounts, including financial accounts, before being permitted to register. If returning students wish to change their original degree objective, they must file a new application with the GSEP Admission Office and pay the regular application fee.

Admission of International Students

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

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

- Submit a minimum score for the Test of English as a Foreign Language (TOEFL) examination. The computer-based TOEFL exam is not accepted.
    - Paper-based TOEFL exam—550
    - Internet-based TOEFL exam—80
  (Information concerning the availability of the TOEFL examination in foreign countries may be obtained by contacting TOEFL, Educational Testing Service, P. O. Box 6151, Princeton, NJ 08541, USA.)

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

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

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

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

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

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

In addition to other listed requirements, all international applicants are required to submit a detailed foreign transcript evaluation report from any NACES partner foreign transcript evaluation service, such as the International Education Research Foundation at www.ierf.org or the World Education Services, Inc., at www.wes.org. Please note: In addition to the evaluation report, official transcripts must be submitted.

A detailed report will contain

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

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

Admission of Veterans

Veterans who seek admission should follow the regular admission policies and should also contact the Office of Student Information and Services in Malibu. This should be done as early as possible to expedite handling of applicant forms and admission counseling. Applicants must be fully admitted before receiving benefits.

Application Procedures

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

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

Admission Process

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

Admission Classification

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

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

Provisional Status—At the University's discretion, a limited number of students whose academic backgrounds do not meet the academic standards required for eligibility for regular status but who give evidence of ability to pursue graduate work in a particular field may be admitted with provisional status. Over a period of no more than two terms, students who are admitted on provisional status must enroll in a minimum of 6 semester units that require a letter grade. A grade of "B" (3.0) or higher must be earned in all classes taken and approval granted by the program committee before the student may be admitted with regular status. Students on provisional status who do not earn a grade of "B" or higher in all classes taken are subject to dismissal from the program.

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

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

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

Transfer of Graduate Credit

Upon approval, students at the master's level may transfer as many as 6 semester units of previous graduate-level course work to meet the requirements for the program, provided the transfer credit meets all equivalency requirements. Education doctoral students may transfer up to 8 semester units of doctoral-level courses. Psychology doctoral students may transfer up to 9 semester units. These units may be earned at Pepperdine University as well as at other regionally accredited colleges and universities. Neither continuing education units nor online course units are acceptable for transfer credit. Courses to be transferred for master's, doctoral, or credential programs must have been taken within the last seven years, and the student must have earned a grade of "B" (3.0) or better in each course.

To transfer courses, the applicant must complete a Transfer Credit Petition form indicating courses the applicant wishes to transfer as part of the admission process. Applicants will be notified in writing concerning the decision of the transfer courses. Students are expected to complete all course work at Pepperdine University. In order for special circumstances and exceptions of transfer courses to be considered, the student must receive advance approval from the associate dean.

FINANCIAL INFORMATION

Introduction

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

Current Charges

The following charges are for periods beginning in August 2013. 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 $1,065
Doctor of Education in Educational Leadership,
           Administration, and Policy $1,340
Doctor of Education in Learning Technologies $1,355
Doctor of Education in Organizational Change $1,340
Doctor of Education in Organizational Leadership $1,355
Tuition, per term:
MA in Learning Technologies (MALT) $9,245
MALT Summer 2014 (new students) $4,270

Program Fees
Doctor of Education in Learning Technologies TechCamp $500
Doctor of Education in Organizational Leadership
   Community-Building Workshop $350
Doctor of Education in Educational Leadership,
   Administration, and Policy—Leadership and Technology
   Training for Educators (LATTE) fee $300
MA in Learning Technologies Cadre Camp fee $800
Academic-related travel fee[1] .... variable

Psychology Programs
Tuition, per unit:
Master's-level courses at graduate campuses $1,065
Master's-level courses at Malibu campus $1,340
Doctoral-level courses $1,340

PsyD Student Government Association (SGA) activity fee, annually $40
Irvine Graduate Campus facilities fee per term $65
Encino Graduate Campus facilities fee per term $65

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

[1]*Academic-related travel: A variable cancellation fee may be assessed when a student cancels a course-related trip after the stated applicable deadline. This cancellation fee may range between $250–$800, the exact amount to be determined by the program office upon taking into consideration any administrative fees, processing fees, and/or cancellation penalty imposed by the travel agency.*

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

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

[4]*A .027 percent per day delinquency charge (liquidated damages under Cal. Civ. Code §167-b) is applicable to all delinquent balances. The imposition of such a delinquency charge does not constitute an agreement to forebear collection of the delinquent payment.*

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

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

Financial Policies

Payment Policies

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

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

In compliance with the Family Education 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 U.S. bank in U.S. dollars), and wire payments (contact the Student Accounts Office for information about where to send payment). Online payments by check may be received by accessing the student's account through WaveNet and the "Make a Payment" link.

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

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

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

In the event that the student fails to attend or leaves the University for any reason, the student must formally withdraw through the academic advisor 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. Finance charges will accrue daily on each payment that is late.

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

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

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

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

Two-Payment Option

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

Two-Payment Option Payment Due Dates

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

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

Three-Payment Option

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

Three-Payment Option Payment Due Dates
  <u>Fall Term</u>
  First installment due: on first day after the add/drop period for the term.
  Second installment due: 30 days from first installment payment due date.
  Third installment due: 30 days from second installment payment due date.

  <u>Spring Term</u>
  First installment due: on first day after the add/drop period for the term.
  Second installment due: 30 days from first installment payment due date.
  Third installment due: 30 days from second installment payment due date.

  <u>Summer Term</u>
  First installment due: on first day after the add/drop period for the term.
  Second installment due: 30 days from first installment payment due date.
  Third installment due: 30 days from second installment payment due date.

Company Reimbursement Payment Option

For students reimbursed for tuition by their employers, the University will allow a deferral of payment after deduction of any financial assistance. All financial aid funds are applied to tuition charges and fees first. Deferment of tuition charges and fees due to company reimbursement does not create excess funds. Funds cannot be released until all institutional charges are paid. If financial aid funds do not cover full tuition, the remaining balance can be deferred under the company reimbursement plan. The student is responsible for payment to the University of the deferred amount by the due date. Payment must be received by the GSEP Student Accounts Office on or before the due dates to avoid a $50 late payment fee and finance charges at .027 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 GSEP Student Accounts Office by the first day of the term. The Company Reimbursement Agreement form may be obtained by contacting the GSEP Student Accounts Office or downloading it from the Internet at gsep.pepperdine.edu/student-services/student-accounts.

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

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

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

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

Company Reimbursement Payment Option Payment Due Dates

Fall	Spring	Summer
January 15	May 15	September 15

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 WaveNet account online and will reflect the charges, credits, amounts due, and specific due dates for each. Students are responsible for viewing their student account online, for noting their account balance due, and for making the appropriate arrangements for payment to be made by the due date. Finance charges accrue daily on past due balances. To avoid a finance charge, the Student Accounts Office must receive the payment by the due date.

Add/Drop Policy

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

Financial Aid

It is the student's responsibility to apply for and confirm the availability of financial aid 10 days before the date of registration. Students may contact the Financial Aid Office at the Graduate School of Education and Psychology by calling (310) 568-5775. Students should consult with the Financial Aid Office concerning the effect that withdrawal or change in course load may have on financial aid eligibility.

Federal Student Loans

If a student plans to use a federal student loan, a Master Promissory Note (loan application) and loan entrance counseling must be completed before the registration date. A pending application is inadequate grounds for deferring tuition payment. Since loan applications require several weeks for processing, an application should be made well in advance. The student, not the Financial Aid Office, is responsible for making these arrangements. Students who are permitted to defer payment due to a pending loan will be assessed any applicable finance charges.

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

Refund Policies

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

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

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

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

Refunds

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

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

Refund payments of credit balances will not be made until funds have cleared the bank and are showing on the student's account; this includes credits from loan funds, checks, and dropped courses. If the credit includes a payment by check, there is a 10-day waiting period before the funds may be returned.

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.

Security Interest in Student Records

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

Financial Aid

Several financial aid programs are available. To be considered for need-based grants and scholarships, financial aid applications must be submitted by returning students by 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.

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 (with the exception of ED 792 and PSY 796, the dissertation completion courses) or PsyD doctoral internship constitutes full-time status.
- Enrollment in a comprehensive examination course constitutes full-time status.
- Enrollment in clinical practicum and fieldwork courses constitutes half-time status.

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

TYPES OF FINANCIAL AID PROGRAMS

Student Loans

Those who qualify for federally based aid may borrow money for school through the Federal Direct Loan program. Graduate students may borrow up to $20,500 each academic year in Federal Direct Unsubsidized Stafford Loan funding (students in the PsyD program may borrow up to $33,000 each academic year). Students must be enrolled at least half-time in order to be eligible to receive federal loan funding. The total amount of loan funding that a student is awarded and accepts will be divided evenly among the number of terms of enrollment throughout the academic year. The interest rate for the Unsubsidized Stafford Loan is fixed at 6.8 percent, and a 1.051 percent loan origination fee will be deducted from each disbursement. Interest accrues while the student is enrolled in school. If enrolled in an eligible program at least half-time, borrowers may defer payment of the principal and pay the interest only or 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 Graduate PLUS Loan has a fixed interest rate of 7.9 percent and a loan origination fee of 4.204 percent. This loan requires credit approval from the Department of Education and is generally available to students who do not have adverse credit. Private educational loans offered by financial institutions are available to students with good credit or with a creditworthy cosigner. Many private lenders offer loans with both variable and fixed interest rates.

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

Graduate School of Education and Psychology Colleagues Grants

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

Scholarships

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assistantships

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 19¾ per week. Master's degree students earn $12.20 per hour and doctoral students earn $13.30 per hour.

Graduate Assistantship (GA)—Students are trained to assist staff with clerical, telephone, and administrative duties related to financial aid, human resources, marketing, professional development, special events, technology, and other areas. Interested students may obtain an application through the web at community.pepperdine.edu/gsep/assistantships or call GSEP Student Employment at (310) 568-2373.

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

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

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

STUDENT SERVICES

Counseling Services

Academic and Program Counseling Services

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

Alcohol and Drug Counseling Services

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

Community Counseling Clinics

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

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

General Services

Assistance for Students with Disabilities

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

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

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

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

Athletic Facilities

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

Bookstore Services

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

West Los Angeles Bookstore	(310) 568-5741
Drescher/Malibu Bookstore	(310) 506-8569

Career Services

The Career Services Office provides support services and resources to education and psychology students and alumni. Specifically, services include helping individuals define their next career step, develop skills for successful employment searches, and prepare for career advancement. The focus is on individual consultation and interactive workshops to provide GSEP students and alumni with the tools to market their skills in a competitive environment and to establish themselves as professionals in the education and psychology fields. The office provides resume or curriculum vitae (CV) and cover letter writing assistance, interview preparation, job search and networking techniques, career counseling and assessments, and job postings through PepPro, GSEP's employment listing site. Career Services facilitates classroom and club presentations on a variety of career-related topics, career fairs, and an annual Career Week featuring alumni panels. For an individual career consultation, call (310) 568-5666 or e-mail gsep.careerservices@pepperdine.edu. For

additional resources and information on Career Services, please visit gsep.pepperdine.edu/career-services.

Computer Services

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

West Los Angeles	(310) 568-2831
Malibu (Drescher Graduate Campus)	(310) 506-4029
Irvine	(949) 223-2510
Encino	(818) 506-1614
Westlake Village	(805) 379-5801

Dissertation Support

The Dissertation Support Office provides information to assist students 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 services.pepperdine.edu/gsep/dissertation.

E-mail Communication

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

Food Services

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

Health Insurance

All Malibu-registered degree students are required to furnish verification of health insurance. All Malibu degree-seeking international students are required to purchase insurance with U.S. coverage. These Malibu students must annually submit an electronic waiver as proof of insurance by the deadline date; otherwise, they will automatically be enrolled in the University Student Health Insurance Plan (SHIP) and the student account will be charged. Waiver information and submission can be accessed at https://wfis.wellsfargo.com/pepperdine.

The University requires health coverage for the purpose of limiting undue financial and academic stress related to illnesses during the academic year. A health insurance policy will assist in meeting not only the costs of common illnesses treated at the Student Health Center or at a private physician's office, but also the financial burden of illness and accidents involving more extensive care. University health insurance is intended to provide the lowest premium for the student while providing the greatest benefit; however, a student may purchase any policy that has comparable coverage to the University policy.

For answers to questions regarding SHIP, please contact the University's insurance broker, Wells Fargo Insurance Services (WFIS) at (800) 853-5899. Students may also access SHIP information and waiver access online by visiting https://wfis.wellsfargo.com/pepperdine.

Housing Assistance

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

Information Technology

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

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

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

International Student Services

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

Library Services

Students, faculty, staff, and alumni of the Graduate School of Education and Psychology are served by five libraries: West Los Angeles, Irvine, Encino, 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 U.S. government depository library. Students, faculty, staff, and alumni may use the library facilities at all Pepperdine locations.

Library services, available to current students and faculty, support both academic and research pursuits. Services include the Pepperdine Campus Loan Service, which allows library books, journals, and videos to be transferred between any two Pepperdine libraries, and the Interlibrary Loan Service, which allows books, dissertations, and journal articles to be obtained from other libraries around the world. In addition, Pepperdine librarians provide 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, e-mail, and texting. These services and more are described on the Pepperdine Libraries' website at library.pepperdine.edu.

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

New Student Orientation

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

Onsite Assistance

Since students enrolled at the Irvine, Encino, Westlake Village, and Malibu Drescher Graduate Campuses may not have easy access to the headquarters in West Los Angeles, appointments can be scheduled with Pepperdine staff to assist with registration, financial aid, and other special needs.

Parking

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

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

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

The Westlake Village Graduate Campus and Drescher Graduate Campus in Malibu offer free parking.

Professional Activities

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

Publications

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

Registration

Within a designated period of time each term, students will be able to enroll through the student's WaveNet account. For information regarding registration for classes, call (310) 568-2328.

Statistics and Methodology Support

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

documents, and a website devoted to dissertation and writing support. For more information, call the Writing Support Center at (310) 568-2815.

Student Health Center

The Pepperdine Student Health Center is committed to providing high-quality, multi-specialty, and low-cost health care to the diverse community of students. The primary focus is to keep students healthy by providing preventive care, treating illness and injury in a timely manner, and making appropriate referrals when necessary. Health education is emphasized with an aim to provide care in a confidential, respectful, and safe environment. Honest, open communication is encouraged. The health center staff is dedicated to perpetuating the wellness of the whole being—body, mind, and spirit.

The health center functions similar to a family practice office and provides a wide variety of services which include care for illness and injury, women's and men's health, dermatology, sports medicine, immunizations, labs, in-house testing, nutrition, and administering medications. In addition, the health center offers specialized clinics such as flu vaccination, travel medicine, allergy, and STI/HIV testing. All information reported at the health center is confidential and is protected by the Health Insurance Portability and Accountability Act (HIPAA), which protects the disclosure of health information.

Students seeking medical care at the health center will be charged an initial fee, and follow-up visits will be charged based on the complexity of the services provided. All charges are kept at a minimal cost, and insurance companies will often reimburse for costs incurred. Ancillary services such as medications, injections, lab work, and minor surgical and elective procedures carry additional charges. Because students are required to carry health insurance, all health center fees can be charged to the student's account and a super bill can be provided to submit to the insurance company for reimbursement. Students wishing to see an off-campus medical provider, such as a physician, dentist, or optometrist, are encouraged to contact the health center for referral information.

All registered students have access to the offsite PEP-RN Nurse Advice Line 24 hours a day, seven days a week by dialing (800) 413-0848. The nurse line is staffed with registered nurses who can help students determine if they need to seek medical care and learn ways to stay healthy.

The health center sees patients by appointment. Walk-ins are welcome, with priority given to scheduled appointments, except in an emergency. The health center is located on the Malibu campus at the northwest corner of Rho parking lot at Towers Road. Hours of operation are Monday through Friday, 8 a.m. to 5 p.m. Appointments can be made by calling (310) 506-4316, option 3. Visit community.pepperdine.edu/healthcenter for more information.

Tech Central

Tech Central is Pepperdine University's student support center, offering total technology support for students. Tech Central is located on the second

floor of Payson Library, Malibu campus. Visit Tech Central online at community.pepperdine.edu/techcentral.

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

The Computer Store at Malibu

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

Third-Party Vendor Agreements

In order to best serve its students, the University engages various third-party vendors to provide, for example, janitorial, food, beverage, 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 e-mail corniche@pepperdine.edu.

Use of Data for Evaluation Purposes

The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide information to help improve the quality of the educational experience provided to students. They are also required by accrediting bodies, such as the Western Association of Schools and Colleges (WASC), to make decisions as to whether GSEP can maintain its accredited status. The data included in the archive may include: (1) information provided on the application for admission; (2) surveys that are administered at different stages of matriculation; (3) course work 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 "Information for Veterans" in the Regulations and Legal Notices section of this academic catalog.

Writing Support

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

Alumni-Student Relations

Pepperdine University values the lifelong relationship that begins with the student and continues with alumni. Currently, the Pepperdine University Alumni Association is over 100,000 in membership. The Alumni Association exists to help alumni remain connected to the Pepperdine family. The association provides opportunities for new personal and professional relationships, through networking and a rich array of events. Members of the Alumni Association receive many benefits and services, including savings and discounts, memberships and privileges, invitations to special events, newsletters, and publications. Membership in the Pepperdine University Alumni Association is free of charge. After graduation alumni will receive a package that outlines the full scope of benefits and how to access them. The student is at the heart of the University, and the Alumni Association encourages current students to participate in activities with alumni to expand the classroom experience.

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

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

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

The Colleagues

The Colleagues are a vital support group benefiting the Graduate School of Education and Psychology. The Colleagues' mission is to provide financial support to students in the form of scholarships and grants, make available networking and professional growth opportunities for alumni and students of GSEP, and enhance the value of all the degree programs through strategic development projects. Colleagues members include alumni, students, friends, and Pepperdine faculty and staff. For more information on how to join the Colleagues, call (310) 568-5649.

Student and Alumni Scholarly Activities

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

Education

Association for Computing Machinery

The Association for Computing Machinery (ACM) is an international educational and scientific society to advance computing as a science and a profession.

California Association for Bilingual Education

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

Phi Delta Kappa

Phi Delta Kappa (PDK) is the premier professional association for educators. Since its founding, this member-based association has been a dedicated advocate for public schools and strives to prepare the next generation of educators. Through a wide range of initiatives based on visionary leadership, relevant research, and dedicated service, PDK serves practicing teachers, administrators, college educators, and those concerned about public education. More than 300 of PDK's 50,000 members are GSEP alumni. GSEP's chapter of PDK provides networking and collegiality to educators at all levels of the profession. The PDK website, www.pdkintl.org, and publications focus on cutting-edge information for teachers and administrators and provide topical and timely advice for teachers at all levels. PDK members with a 3.8 cumulative grade point average are eligible to purchase a gold honor cord to further commemorate their achievement at their commencement ceremony.

Psychology

Christian Association for Psychological Studies

The Pepperdine chapter of the Christian Association for Psychological Studies (CAPS) meets for fellowship, service, and learning about the integration of faith and the practice of clinical psychology and marriage and family

therapy. It brings together current GSEP master's and doctoral students and alumni as well as faculty and staff members from all of the campuses (Encino, Malibu, Irvine, and West Los Angeles) to help build community and support the mission of Pepperdine University.

Latino Student Psychological Association

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

Multicultural Research and Training Lab

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

Psi Chi

Pepperdine has had an active chapter of the Psi Chi national honor society in psychology for 50 years. Members have the opportunity to participate in social and professional activities while being recognized for academic achievement. Membership is open to graduate psychology students who have earned a minimum of 9 units with a cumulative grade point average of 3.7 or higher.

PsyD Student Government Association

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

Research and Practice Team

The Research and Practice Team (RAPT) at Pepperdine University's Graduate School of Education and Psychology is a student-led research group which serves to provide a forum for discussion about research and related activities as well as provide students with information about possible research opportunities

Spanish Language Enhancement Association for Therapists

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

ACADEMIC

POLICIES

Introduction

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

Academic Course Load

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

Academic Credit

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

Academic Program Advisement

Academic advisors and the faculty will advise students concerning their programs. Only those courses completed according to the requirements listed in this academic catalog may count toward the degree. Elective courses must be approved by the academic advisor.

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

Doctoral Programs

A grade below "B-" in any doctoral course requires an immediate faculty review of the student's suitability for continuing doctoral study. The outcome of a faculty review may include, but is not limited to, options such as requiring the student to participate in a 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 incur a grade below "B" in a doctoral course, they must at the same time maintain an overall 3.0 grade point average. Some courses are offered on a Credit/No Credit basis. To receive credit, a student must demonstrate doctoral-level performance as determined by division faculty. A student may be placed on academic probation only once during his or her doctoral studies.

In the Organizational Leadership doctoral program, any student who receives 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. Dismissal from the Organizational Leadership doctoral program is final and not appealable.

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. A student who receives a grade of "NC" for two terms is subject to dismissal from the program.

Add/Drop Policy

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

Attendance

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

Commencement Ceremony

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

Course Auditing

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

Course Challenges

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

Master's-level students who wish to challenge a course and have not already transferred the maximum number of semester units (6) may challenge as many as 6 semester units. Students in the doctoral programs may transfer as many as 8 semester units of doctoral-level courses and may petition to do so only during the admission process. Transfer petitions will not be reviewed after a student has begun the doctoral program. No challenge petitions will be accepted for any course in the doctoral programs. Students who are pursuing a doctorate in psychology may challenge and/or transfer as many as 9 semester units.

Course Numbering System

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

Course Repetition

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

Credit/No Credit (CR/NC)

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

such classes where a grade of "CR" is given, no grade point value is assigned and the grade is not averaged into the cumulative grade point average. A grade of "CR" is assigned to indicate work equivalent to "B" (3.0) or higher and "NC" to indicate less than "B" (3.0). Credit/No Credit grades are not computed in the overall term grade point average, except when academic probation or academic dismissal is a question, in which case each "NC" is computed as equivalent to zero grade points in figuring the student's grade point average. In such cases, units for which a grade of "CR" was assigned are not computed in the student's grade point average.

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

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

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

Credit Transfers

Policies for transfer of graduate work are listed in the "Admission Information" section of this 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 to ensure that the course taken will apply to their degree program. Students must complete the Cross-Registration Enrollment form and may enroll only if space is available in the course. For complete information regarding how tuition will be charged for students enrolled in cross-registered courses, please contact the Student Accounts Office.

Degree Posting

Degrees are posted on the student's transcript at the end of the term in which all requirements for the degree have been satisfied. Students will receive their diplomas approximately 12 weeks after the official termination date of each term.

Grade Changes

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

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

- An error in the original grade requires correction.

Grade Point System

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

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

Graduation Applications

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

Interpersonal Competencies

Graduate study in education and psychology requires individual behavioral and interpersonal competencies in addition to intelligence, motivation, and academic preparation. Such generally accepted behavioral criteria include, but are not limited to, interpersonal attributes and skills such as the ability to work with others, the ability to listen and communicate effectively, the ability to consider and use feedback, sensitivity to features of multicultural diversity

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

Leave of Absence

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

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

Pre-Admission Course Work

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 Plan Change

A student can request to change his or her program plan through written notification to the academic advisor. A program plan change will require approval from the program director or associate dean. A change in a program plan stipulates that the student will be required to comply with the current 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.

Program Time Limits

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

Readmission

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

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

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

All students who are readmitted are responsible for clearing all their accounts, including financial accounts, before being permitted to register. If returning students wish to change their original degree objective, they must file a new application with the GSEP Admission Office and pay the regular application fee.

Registration

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

Regulations Concerning a Second Master's Degree

A student who already holds a master's degree from Pepperdine University and desires to study for a second master's degree must meet all the admission requirements of the prospective program and also complete the minimum number of units of graduate work as outlined by the program for the second

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

master's degree. Students who have completed a Pepperdine's Master of Arts in Psychology degree are eligible to apply 15 units of that degree, if completed within the last seven years, toward Pepperdine's Master of Arts in Clinical Psychology degree. Students are required to submit an application form and pay the application fee.

Student Appeals

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

Transcripts of Academic Records

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

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

At the end of each term, two to three weeks may be needed to process transcript requests affected by degree audits and postings. No transcript will be supplied for work completed at other institutions. Requests for partial transcripts will not be honored. Refer to the policy in this academic catalog on withholding of transcripts, diplomas, and certificates under "Security Interest in Student Records" in the "Financial Information" section of this academic catalog.

Transfer Work After Enrollment

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

Withdrawal from Classes

A student may officially withdraw from any class without the permission of the instructor from the end of the add/drop period through the end of the eighth week of the term. After the eighth week of the term, a student may officially withdraw from a class with the grade of "W" only if the instructor verifies that the student is earning a passing grade in the course.

A request for withdrawal will not be considered during or after the final week of the term. Students who stop attending but do not officially withdraw from their classes will be automatically assigned a grade of "F" by the instructor. Withdrawals are official only upon timely written notification to the academic advisor. Information on registration changes of any students receiving veteran 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" in the "Financial Information" section of this academic catalog), and financial aid may be adjusted.

Withdrawal from Classes Due to Involuntary Military Service

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

Students who are on reserve in the military and are involuntarily called to active duty due to national emergencies may withdraw from courses and the University at 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 Incomplete ("I") could be granted, students may request a grade of Incomplete from the instructor. All appropriate rules for incomplete courses apply with one exception: If the student is still on active duty when the expiration date to complete the course and remove the Incomplete occurs, the grade will default to "WM" (rather than "F") and a full refund will be made to the student.

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

Notification: Along with a letter of intent of withdrawal, 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.

Withdrawal from the University

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

A student who withdraws from classes will be subject to the tuition refund policies (see "Refund Policies" in the "Financial Information" section of this academic catalog); and if the student withdraws after initial registration and up until the add/drop period, a $150 withdrawal fee will be assessed. Financial aid may be adjusted.

ACADEMIC PROGRAMS

EDUCATION PROGRAMS

Master's Degree Programs

MASTER OF ARTS IN EDUCATION

Within this program, there are five pathways: MAE for Teacher Preparation; Educational Psychology; Literacy; Science, Technology, Engineering, and Mathematics (STEM); and Teaching English to Speakers of Other Languages (TESOL).

Page 72

MASTER OF ARTS IN LEARNING TECHNOLOGIES (ONLINE)

Offers the opportunity to develop skills and knowledge about the current and near future of technologies and their role in the learning setting.

Page 88

MASTER OF ARTS IN SOCIAL ENTREPRENEURSHIP AND CHANGE

Supports students who are interested in effecting social change at the local and global levels.

Page 94

MASTER OF SCIENCE IN ADMINISTRATION AND CALIFORNIA PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL COURSE WORK

Prepares educators to become principals, site-based managers, and other school leaders. Graduates will be eligible for the California Preliminary Administrative Services Credential.

Page 98

Doctoral Degree Programs

These doctoral programs prepare the practitioners to assume leadership roles and effect change in organizations. Students enroll in one of three concentrations.

Page 104

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY

Intended for K–12, pre-K, and adult educators with leadership experience and constructed so that California administrators may complete their California Professional Clear Administrative Services Credential while pursuing their doctorate.

Page 108

DOCTOR OF EDUCATION IN LEARNING TECHNOLOGIES

Designed to prepare leaders in the field of technological applications and innovation in the world of education and business.

Page 117

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

Designed to develop individuals who have the knowledge and capability to take on leadership roles in a variety of settings.

Page 124

PSYCHOLOGY PROGRAMS

Master's Degree Programs

MASTER OF ARTS IN PSYCHOLOGY

Presents various aspects of the art and science of psychology as it is applied to the understanding of human behavior and to the prevention, diagnosis, and treatment of mental and emotional problems.
Page 131

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

DAYTIME FORMAT

Designed for full-time students with a focus on providing a strong master's-level foundation in the areas of clinical psychology and marriage and family therapy.
Page 137

EVENING FORMAT

Provides a strong master's-level foundation in the areas of clinical psychology and marriage and family therapy in both full-time and part-time formats.
Page 147

There is also an option for a Latina/o mental health emphasis as part of the Master of Arts in Clinical Psychology.
Page 150

Doctoral Degree Programs

DOCTOR OF PSYCHOLOGY

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

Master of Arts in Education

Within the Master of Arts in Education (MAE) program, there are five pathways:

1. MAE for Teacher Preparation—34 units

2. MAE: Educational Psychology—30 units

3. MAE: Literacy—30 units

4. MAE: Science, Technology, Engineering, and Mathematics (STEM)—30 units

5. MAE: Teaching English to Speakers of Other Languages (TESOL)—30 units

With the exception of the TESOL pathway, the MAE program follows a technology-blended format in which candidates learn as members of a cohort in face-to-face classes 60 percent of the time and in online environments 40 percent of the time. The TESOL pathway follows a traditional face-to-face format. To facilitate online communication and assignment completion, all candidates are required to purchase a laptop computer. Special computer and software packages are available to full-time candidates through the Pepperdine Computer Store.

1. MAE for Teacher Preparation

This pathway enables candidates to pursue course work for a master's degree in conjunction with a teaching credential. It will be offered at the West Los Angeles, Irvine, Encino, and Westlake Village Graduate Campuses. Effective Fall 2003, Pepperdine University's program reflects State Senate Bill 2042 that grants a California SB 2042 multiple subjects or single subject preliminary credential. Further information is available at www.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 course work in residence. No waiver or transfer credits will be allowed.

A. Multiple Subjects Credential

The multiple subjects teaching credential is generally considered to be an elementary school credential, most applicable to kindergarten and grades one through six, where traditionally one classroom teacher is responsible for multiple subjects in the curriculum. This credential entitles the holder to teach a self-contained program, individually or as part of a teaching team, from preschool through grade 12. Candidates must establish subject matter competence in the broad range of school curricula and teaching topics by passing the California Subject Examinations for Teachers (CSET), which is offered regularly throughout the region by Evaluation Systems, Pearson. The State of California requires that students must have established subject matter competence before they may enroll in MATP 682 or MATP 683. This is a state requirement and cannot be waived. Other qualifications may need to be met through course work and/or tests. Candidates may discuss additional requirements with an admissions manager or academic advisor.

B. 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 seven through 12. Prior to admission, candidates must establish competence in their chosen field. This may be accomplished in one of two ways. Candidates may obtain a subject matter equivalency statement from the approved California undergraduate program from which they obtained their bachelor's degree or they must have completed 12–15 approved subject-matter units from a regionally accredited institution, with no grade lower than "C." Subject-matter units are defined as units completed in the same subject matter as that which will be studied at Pepperdine University. In addition to establishment of competency, candidates must be registered for the California Subject Examinations for Teachers (CSET) as appropriate to the content area. Bulletins for all competency tests are available online. Candidates must have passed the CSET as appropriate to the content area before they may enroll in MATP 682 or MATP 683. This is a state requirement and cannot be waived. Candidates may discuss additional requirements with an admissions manager or academic advisor.

C. University Intern

The Pepperdine University Intern Program enables candidates to work as full-time, salaried teachers while pursuing an SB 2042 Preliminary Teaching Credential. It 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 passed the California Basic Educational Skills Test (CBEST), the California Subject Examinations for Teachers (CSET), and a U.S. Constitution exam or course. Additional requirements include a bachelor's degree, acceptance in the MAE for Teacher Preparation program, passage of the U.S. Constitution exam or course, current TB test, current CPR certification, and completion of 120 pre-service hours.

2. MAE: Educational Psychology

This pathway enables candidates to pursue a study of human development and issues in social psychology, cognition, instruction, and assessment.

3. MAE: Literacy

This pathway enables candidates to pursue a study of literacy development and clinical diagnosis of reading difficulties. It is particularly appropriate for educators in the field of literacy as a content area.

4. MAE: Science, Technology, Engineering, and Mathematics (STEM)

This pathway enables candidates to pursue a study of complex reasoning and the application of advanced technologies. It is particularly appropriate for educators in the fields of science, technology, and mathematics as content areas.

5. MAE: Teaching English to Speakers of Other Languages (TESOL)

This pathway 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. It is offered at the Irvine Graduate Campus as a cohort model for completion within one academic or calendar year (three terms). All courses are aligned with the National Council for Accreditation of Teacher Education (NCATE) standards for the TESOL program. The pathway comprises 10 three-unit courses addressing the needs of (a) local candidates intending to specialize in teaching English learners and (b) international candidates wishing to study the teaching of English. The TESOL pathway follows a traditional face-to-face format. Candidates will extend and deepen their professional knowledge, skills, and dispositions as reflective scholar-practitioners.

Mission

A Learning Community Committed to the Education of the Whole Individual

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

Committed to Praxis, Linking Theory to Practice

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

Engaged in the Improvement of Educational Opportunities for the Underserved

We believe in sustained involvement with urban schools to meet the needs of all learners, and we work closely with underserved schools in the communities surrounding our graduate campuses.

Working in Partnership with Schools and Communities with Guidance from an Advisory Board

We believe in the necessity of authentic collaboration and in the generative power of multiple perspectives. Our advisory board, comprised of educators, community members, and stakeholders, is committed to providing the program with external support, accountability, and guidance.

Admission Requirements

All MAE candidates will be required to submit the following:
- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript in a registrar's sealed and stamped or signed envelope from the institution that awarded the baccalaureate degree to the applicant as well as all transcripts from all other colleges or universities attended.
- Two professional recommendations attesting to the applicant's competencies, character, and potential and/or ability as an educator.
- A one- to two-page statement of educational purpose reflecting an understanding of and response to the MA in Education/Teaching Credential Mission (see the Mission Statement in this academic catalog, page 74) as it applies to the applicant's goals.

Candidates pursuing the teaching credential will also be required to submit the following:
- A photocopy of any currently held teaching, instructional, or services credential(s).
- Statement of Responsibility.
- An official California Basic Educational Skills Test (CBEST) passing transcript or proof of attempt for the Basic Skills Requirement.
- Current TB test results.
- Passing transcript or proof of registration for the California Subject Examinations for Teachers (CSET). The passing transcript is required even if the applicant has asked Evaluations Systems, Pearson (ES) to send Pepperdine University the results. Applicants who have successfully completed a commission-approved Subject Matter Equivalency program must obtain an original Subject Matter Equivalency letter from the college or university. The original Subject Matter Equivalency letter will be accepted in lieu of the CSET.
- California Certificate of Character and Identification Clearance (COC), must be completed prior to admission to the MAE for Teacher Preparation program.

The University interns will be required to submit proof of the following:
- Bachelor's degree.
- Passage of the California Basic Educational Skills Test (CBEST).
- Passage of the California Subject Examinations for Teachers (CSET).
- Passage of a U.S. Constitution exam or course.
- 120 pre-service hours.
- Current TB test.
- Certificate of Clearance.
- Employment with a participating school district.
- Current CPR certification.

Course Requirements

1. MAE for Teacher Preparation

Core courses:

MATP 600	Human Development	(4)
MATP 610	Instructional Design	(4)
MATP 620	Literacy in the 21st Century	(4)
MATP 630	Teaching English Learners	(3)
MATP 681	Clinical Experience 1.	(1)
MATP 682	Clinical Experience 2.	(2)
MATP 683	Clinical Experience 3.	(2)
MATP 691	Design and Action Research 1.	(3)
MATP 692	Design and Action Research 2.	(3)

Multiple subjects methods:

MATP 660	History—Social Science—Visual and Performing Arts	(2)
MATP 662	Science—Mathematics—Technology Methods	(3)
MATP 664	Language Arts.	(3)

Single subject methods:

MATP 670	Developing Secondary Methods	(3)
MATP 672	Developing Content Area	(1)
MATP 674	Advanced Secondary Methods	(3)
MATP 676	Advanced Content Area	(1)

2. MAE: Educational Psychology

Core courses:

MATP 600	Human Development	(4)
MAED 620	Learning Theory	(3)
MAED 630	Professional Identity and Leadership	(3)
MAED 640	Educational Foundations	(3)
MAED 650	Multiple Literacies	(3)
MATP 691	Design and Action Research 1.	(3)
MATP 692	Design and Action Research 2.	(3)

Pathway courses:

MAED 670	Self in a Social World	(4)
MAED 671	Cognition, Instruction, and Assessment.	(4)

3. MAE: Literacy

Core courses:

MATP 600	Human Development	(4)
MAED 620	Learning Theory	(3)
MAED 630	Professional Identity and Leadership	(3)
MAED 640	Educational Foundations	(3)
MAED 650	Multiple Literacies	(3)
MATP 691	Design and Action Research 1.	(3)
MATP 692	Design and Action Research 2.	(3)

Pathway courses:

MAED 680	Linking Literature and Literacy Learning	(4)
MAED 681	Clinical Diagnosis of Reading Difficulties	(4)

4. MAE: STEM

Core courses:

MATP 600	Human Development	(4)
MAED 620	Learning Theory	(3)
MAED 630	Professional Identity and Leadership	(3)
MAED 640	Educational Foundations	(3)
MAED 650	Multiple Literacies	(3)
MATP 691	Design and Action Research 1	(3)
MATP 692	Design and Action Research 2	(3)

Pathway courses:

MAED 690	Complex Reasoning	(4)
MAED 691	Advanced Technologies	(4)

5. MAE: TESOL

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

Course Descriptions

MATP 600 Human Development (4)

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

MATP 610 Instructional Design (4)

Instructional design and the psychological foundations of teaching and learning are important components to individuals pursuing a complex understanding of teaching and learning, including dispositions and educational performances in their professional work. Significant attention is given to connecting theory and practice. The theoretical foundations of learning involve the study of major learning theories, learner preferences, learner outcomes, the instructional process, individual differences, and optimal learning environments. 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.

MATP 620 Literacy in the 21st Century (4)

Literacy is the foundation for all learning. The literacy demands continue to change, challenging educators to address the ongoing diverse needs of students to become proficient and lifelong readers and writers. This course explores the developmental continuum for literacy in an effort to scaffold all students into a successful learning experience. Historical and theoretical foundations of literacy and the understanding of the sequence and delivery of literacy instruction are covered. Emphasis is placed on the common core standards designed to support literacy instruction through higher order skills for diverse learners in a global society. The course delivery will support candidates in their understanding and abilities to address the goals of "learning to read" as the basis of printed language as well as "reading to learn." The range of needs in our diverse society is considered in striving to connect theory to practice in meeting the needs of today's classroom learners. The course will encompass the role of assessment, planning, and implementation of developmentally appropriate literacy lessons. A practicum component is connected to the course learning.

MATP 630 Teaching English Learners (3)

In this course, candidates will explore and apply practical strategies for promoting literacy with English learners in the bilingual and general education

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

MATP 660 History—Social Science—Visual and Performing Arts (2)

Utilizing the standards and frameworks for history-social science and visual and performing arts, candidates will explore historic themes for various grade levels and design lessons that integrate the arts and social science curricula for implementation in the clinical experience. Multicultural literature and creative media will be used to facilitate critical discussions in the portrayal of history in the elementary school classroom. Genres of literature, visual arts, and performing arts will be evaluated utilizing student-created rubrics. Beginning with their unique personal history, candidates will develop a timeline of historical events and use this document as a springboard from which to develop an in-depth history-social science unit. An understanding of the nature of social science, social science application in the classroom and the world, and theories regarding the construction of social science knowledge will be covered. The course will focus on intellectual reasoning, reflection, and research skills as well as chronological and spatial thinking, research, evidence, viewpoint, and historical interpretation.

MATP 662 Science—Mathematics—Technology Methods (3)

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with state-adopted (K–8) multiple subject standards and the language needs of all learners. The semester will be spent in a combination of research-based methods course work and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among (K–8) learners; intentional practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

MATP 664 Language Arts (3)

Multiple literacies in the elementary school focus on literacy development across the elementary curriculum to meet the diverse needs of all students. Emphasis is placed on multiple literacies and content information learning, particularly as it is supported by literature, media literacy, and writing. Various structures of informational texts are covered as well as research and exploratory writing. Candidates learn about the range of writing which

includes research, reflection, and revision to help teach students how to develop coherent essays. Candidates master the connections between reading, writing, listening, and speaking through an emphasis on helping students make public their research and findings through oral presentations. The course shows how to select and infuse quality literature (both fiction and nonfiction) as a tool to differentiate instruction as well as build background knowledge for units of study. Candidates also learn multiple ways to teach students to interpret information that is presented visually, orally, and quantitatively.

MATP 670 Developing Secondary 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 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 curriculum organization and content expectations in the candidate's respective subject area(s). 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, select evaluation methods, as well as reflect on secondary classroom practices. This course is taken in conjunction with the content area teaching seminar.

MATP 672 Developing Content Area (1)

This course focuses on a candidate's specific content domain. Using general secondary methods as springboards, candidates reflect on their content area to apply and differentiate these strategies. 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, management techniques that promote active learning, informal writing to learn, assessments, as well as unique challenges associated with subject matter. Learning technologies to make content accessible to all students will be practiced to enhance lesson design. Candidates will learn how to differentiate content to meet the diverse needs and individual differences of all students including special populations. Discussions will focus on how content fits into the comprehensive curriculum of the school. 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 674 Advanced Secondary 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 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 curriculum organization and content expectations in the candidate's respective subject area(s). 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, select evaluation methods, as well as reflect on secondary classroom practices. This course is taken in conjunction with the content area teaching seminar.

MATP 676 Advanced Content Area (1)

This course focuses on a candidate's specific content domain. Using advanced secondary methods as springboards, candidates reflect on their content area to apply and differentiate these strategies. 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, management techniques that promote active learning, informal writing to learn, assessments, as well as unique challenges associated with subject matter. Learning technologies to make content accessible to all students will be practiced to enhance lesson design. Candidates will learn how to differentiate content to meet the diverse needs and individual differences of all students including special populations. Discussions will focus on how content fits into the comprehensive curriculum of the school. 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 (1)

During the three phases of the clinical experience, candidates are introduced in developmentally appropriate stages to classroom practice through structured onsite activities ranging from observation of classes to whole-class lesson instruction.

Phase 1—structured onsite activities and observation arising from credential courses

Phase 2—individual tutoring to small-group instruction linked to credential courses

Phase 3—whole-class instruction under supervision from practitioners in the field

MATP 682 Clinical Experience 2 (2)

During the three phases of the clinical experience, candidates are introduced in developmentally appropriate stages to classroom practice

through structured onsite activities ranging from observation of classes to whole-class lesson instruction.

Phase 1—structured onsite activities and observation arising from credential courses

Phase 2—individual tutoring to small-group instruction linked to credential courses

Phase 3—whole-class instruction under supervision from practitioners in the field

MATP 683 Clinical Experience 3 (2)
During the three phases of the clinical experience, candidates are introduced in developmentally appropriate stages to classroom practice through structured onsite activities ranging from observation of classes to whole-class lesson instruction.

Phase 1—structured onsite activities and observation arising from credential courses

Phase 2—individual tutoring to small-group instruction linked to credential courses

Phase 3—whole-class instruction under supervision from practitioners in the field

MATP 691 Design and Action Research 1 (3)
The purpose of this course is to introduce candidates to the research process and the development of a small-scale study that will be conducted in the workplace environment. Candidates will investigate an educational question within a chosen area under the supervision of a faculty advisor, write a review of literature in the field, and plan the data collection phase.

MATP 692 Design and Action Research 2 (3)
The purpose of this course is to introduce candidates to the research process and the development of a small-scale study that will be conducted in the workplace environment. Candidates will collect data related to the educational question in their chosen area under the supervision of a faculty advisor, analyze the findings, and present the outcomes in a professional setting.

MAED 620 Learning Theory (3)
The purpose of this course is to introduce candidates to a study of human learning and knowledge construction. The course will emphasize connections between theoretical principles, concepts, research findings, and applications in settings where teaching and learning occur. Components of psychology, human development, and instructional technology that have contributed to the expansion of education as an academic discipline will be integrated into learning activities. Specific issues regarding constructivism, situated cognition, implicit theories, brain development, apprenticeships, peer collaboration, distance education, and e-learning will be discussed.

MAED 630 Professional Identity and Leadership (3)

In this course, candidates will work toward establishing a personally compelling professional identity situated within a socially constructed context. Candidates will examine the roles of mentor, collaborator, and leader in professional settings. Sessions will focus on professional identity and leadership styles within the workplace community. Candidates will analyze the impact of educational and workplace experiences on their identities and expectations as leaders. The course will foster the dispositions necessary to lead effectively within a learning community. Candidates will identify connections between theory and practice through critical dialogue and reflection. This course will include opportunities to discuss advocacy, facilitation of professional growth, community organization and outreach, and issues in diverse cultural contexts.

MAED 640 Educational Foundations (3)

This course offers an issues-based study of social, cultural, philosophical, and historical perspectives on the role of education and schools in society. These issues include demographics, economic factors, cultural diversity, gender, exceptionalities, equity, policy and law, immigration, reform and standards-based movements, the profession of teaching, and the variety of educational structures and purposes. Focus is placed on helping education candidates use this foundational knowledge toward effective teaching and learning in classroom settings and learning environments.

MAED 650 Multiple Literacies (3)

Multiple literacies means being cognitively and socially literate with paper, live, and electronic texts. This course will explore the increasing complexity of what constitutes literacy and literate practices in a constantly changing, socially and culturally diverse, globalized, and technological world. Candidates will investigate how multiple literacies can equip the students for learning in all content areas. Emphasis will be on rethinking literacy and its role in society by exploring the nature of literacies and how they influence educational demands and promote literacy learning for a diverse range of learners. Critical literacy will be covered in an effort to examine how literacy impacts the development of diverse learners. The capacity to interpret print and multimedia texts for learning in various content areas will be examined. New texts, such as multimodal texts, nonlinear arrangements of information, and visual texts, will be critiqued. Emphasis will be placed on how multi-literate people are problem solvers and strategic thinkers. A sociocultural framework will inform the projects, practices, and pedagogies directed at preparing individuals to effectively function in a global society and think critically in a world that is marked by change.

MAED 660 Special Populations (4)

The purpose of this course is to introduce candidates to a study of special populations in school settings and workplace environments: children, adolescents, adults with disabilities, as well as gifted and talented learners. Candidates will examine statutory provisions of pertinent legislation and develop skills to create an inclusive climate, specialized instruction, and

assessment of students with diverse learning needs. Sessions will focus on strategies for establishing cooperative and collaborative relationships with families and professionals engaged in the support of challenged learners. The course will address issues related to the lifelong learning process. Candidates will discuss their professional lives in terms of purpose (meeting the unique needs of all students), service (serving these individuals through appropriate instructional strategies), and leadership (advocating for the lifelong learners).

MAED 661 Global Perspectives on Education (4)

Through exploration of the dynamics of a rapidly changing global connectedness which influences how we conceptualize educational theory, policy, and practice, this course promotes an understanding of this new world. In a world where knowledge creation and management are interconnected and have implications for the global economic, social, and educational equities and social movements, candidates will explore various responses that include ethical, social-cultural, political, environmental, sustainable, and religious perspectives. It will provide for problem-based learning and collaboration with people of other cultures to equip candidates with knowledge to lead in this rapidly changing and growingly interdependent world through an understanding of global affairs.

MAED 670 Self in a Social World (4)

The purpose of this course is to introduce candidates to theoretical and empirical concepts applied to self-development and social change. Candidates will study aspects of social psychology and positive psychology through an exploration of literature, opportunities for critical thought, and activities to develop a sense of self and place in the world of change. There will be a focus on strengths work and positive psychology in personal and professional development as well as discussion connected to the workplace environment.

MAED 671 Cognition, Instruction, and Assessment (4)

The purpose of this course is to introduce candidates to theoretical and empirical concepts in cognition, instruction, and assessment. Candidates will study cognitive models of learning, principles of instructional design, and measurement of learning outcomes within a praxis model, acknowledging the bidirectional nature of theory and practice. Sessions will focus on the differences between learning in childhood, adolescence, and adulthood and explore the diverse educational needs in society.

MAED 680 Linking Literature and Literacy Learning (4)

This course focuses on how various genres of literature have the power to support literate citizens who contribute positively to a diverse and global society. Candidates will look to scholarly journals for literacy topics that offer personal and professional development. Emphasis will be placed on the reading and writing connection specifically between trade books and writing skill development. How to use literature selections as models for writing instruction will be covered, along with developing rubrics to grade writing pieces. Candidates will investigate and apply the latest research related to intentional instruction in literacy development and learning with literature.

Specific focus is given to multicultural and international books in an effort to learn how to highlight their value for a variety of educational and aesthetic purposes. The class will look critically at literature in an effort to build awareness of gender and cultural biases and stereotypes as well as other forms of harmful misrepresentations in books. Different uses of trade books will be examined including bibliotherapy and value-based themes. Candidates will examine literary elements to develop a better understanding of how literature reflects human and societal struggles and triumphs. Candidates will look holistically at how literature has the potential to bring knowledge and power to all citizens.

MAED 681 Clinical Diagnosis of Reading Difficulties (4)

This course focuses on the psychology of reading difficulties through the use of individual diagnostic techniques and the planning of reading intervention for disabled and struggling readers in a clinical setting. Procedures for developing effective reading and writing skills will be applied by candidates in this course. The focus of the course is on the relationship between the processes of literacy and the methods to enhance learning to read and reading and writing to learn. The application of such knowledge and development of administrating, scoring, and interpreting assessments are directly connected to planning and carrying out intervention plans for a wide variety of literacy needs of the diverse populations found in classrooms.

MAED 690 Complex Reasoning (4)

This course focuses on the theory and practice of building and nurturing complex reasoning and problem-solving competencies that involve science and mathematics. It explores the lineage of problem-solving emphases in science and mathematics education, including the ascendancy of problem-based learning, design, constructivism, and modeling. It surveys different strategies currently employed internationally to build complex reasoning and problem solving competencies in science and math learning. The course probes scientific and mathematical modeling more deeply, defining it as an emphasis on systems thinking, the conceptual evolution of mathematizing real-world situations knowledge forms, and the adaptation of "big ideas" in science and mathematics to new contexts. This course will feature the design and implementation of multiple problem-based learning, design, and model-eliciting activity scenarios that are relevant across upper primary through middle and secondary science and mathematics courses.

MAED 691 Advanced Technologies (4)

This course immerses candidates in exposure to and use of advanced technologies that have a bearing on current and future science, technology, engineering, and mathematics education. It examines how various technologies can furnish access to deeper experiences with authentic problem solving and complex reasoning. Topics such as participatory simulations; augmented, alternate, and virtual worlds that highlight scientific, technological, engineering, and mathematical structures; problem solving in social spaces; systems that render science and mathematics more visible; computer-supported collaboration; rapid

feedback systems; and user-generated content and creativity are discussed in depth. Opportunities for students to meaningfully engage in the use of the respective technologies will occur throughout the course.

EDTE 601 Language Analysis (3)

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

EDTE 602 Language Acquisition (3)

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

EDTE 603 Intercultural Communication (3)

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

EDTE 604 Classroom Inquiry (3)

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

EDTE 605 Language Curriculum (3)

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

EDTE 606 Language Pedagogy (3)

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

EDTE 607 Special Populations (3)

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

EDTE 608 Language Assessment (3)

Candidates will use a variety of standards-based language proficiency instruments to study the identification, placement, and demonstration of language growth. Candidates will know and use a variety of classroom

and performance assessment tools that are standards-based to inform their instruction.

EDTE 609 Community Partnerships (3)

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

EDTE 610 Clinical Practicum (3)

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

Master of Arts in Learning Technologies (Online)

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

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

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

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

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

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

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

Technology Requirements

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

Continuation in Program

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

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

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

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

- Resume or CV is optional but recommended.

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

Course Requirements

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

Summer I—Discover (3 units)

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

Fall—Understand (9 units)

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

Spring—Apply (9 units)

ELT 632	Conceptual Tools—Teaching and Learning Relationships with Technology	(3)
ELT 642	Learning Designs—Apply Technology for Change	(3)
ELT 652	Collaborative Action Research— Apply Action Research Methods	(3)

Summer II—Leverage (9 units)

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

Course Descriptions

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

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

ELT 631 Conceptual Tools—Understand Learning with Technology (3)

Students will explore the use of games, collaborative software, and interactive web platforms as social learning environments and cognitive tools. This class builds a foundation of learning theory and broad and complex thinking about personal and community theories of learning. The goal is to help students understand how theories of learning shape the design and use of technology tools in educating today's learner. Students will describe the theory of learning that is foundational to their action research.

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

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

ELT 633 Conceptual Tools—Technology Leadership through Service (3)

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

ELT 640 Learning Designs—Product Design in Teams (1)

While there is new interactive technology available daily, most of this technology was not designed for educational purposes. Therefore, educators need to learn how to design learning environments with these tools.

Experience and research can guide in new promising directions with interactive technology tools that enable and scaffold natural ways of learning. Through discussions and hard play, beginning with the Lego Challenge, this course will challenge traditional notions of learning and suggest that designing for learning in social contexts leads to deeper and more lasting forms of learning. This focus on design is informed by research on the role that design thinking plays in understanding constraints and affordances in progressive problem solving. Design thinking suggests a way to apply knowledge to the complexity of real-world practice.

ELT 641 Learning Designs—Analyze Problems and Tools (3)

This course will help students rethink educational organizations from the learners' perspective and the new technology available. The learning sciences suggest new instructional designs which include scaffolding, progressive problem solving, and collaborative and distributed cognitive processes. Students review traditional instructional design and consider new visions of learning. Students explore learning contexts that include problem-based learning, goal-based scenarios, role-plays, mini-games and simulations, alternate reality games, open source learning, virtual learning environments, informal learning, and use of blogs and microblogs as different forms of learning. They will examine how disruptive new technologies can create revolutionary change. They will learn how to redesign for education. A form of "inSITEful play" emphasizing creativity, innovation, and reflection is encouraged. The goal is for students to explore the potential of new tools— GPS devices, hand-held digital tools, web 2.0 tools—to fundamentally change learning.

ELT 642 Learning Designs—Apply Technology for Change (3)

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

ELT 643 Learning Designs—Leverage Technology for Change (3)

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

ELT 650 Collaborative Action Research—Explore Action Research (1)

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

ELT 651 Collaborative Action Research—Formulate a Theory of Action (3)

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

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

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

ELT 653 Collaborative Action Research—Present Action Research (3)

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

Master of Arts in Social Entrepreneurship and Change

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 ideas that advance solutions. The program emphasizes transformative innovation to tackle tough problems in a systemic way through analysis of strategies and organizational characteristics. This 40-unit program is for people with new ideas who want to address major problems that change the performance capacity of society.

Information availability and technology allows 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 three intensive extended weekend mode face-to-face meetings per term, with the first intensive focusing on the technology tools used in the online work.

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

Students will produce an assessment portfolio as the final project and present them to a panel of experts including academicians and practitioners as evidence of completion of program objectives.

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. Special computer and software packages are available to full-time students through Pepperdine University and vendor partners.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

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

- Two professional recommendations attesting to the applicant's competencies, character, and support in serving others.

- A one- to two-page statement of educational purpose. This statement should address the following:
  1. Previous involvement in or interest in social change issues.
  2. Professional goals and objectives.
  3. A social issue of importance to the applicant, including reasons why there is interest in this particular issue.

Course Requirements

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

Course Descriptions

ESEC 600 Leadership and Service (4)

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

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

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

ESEC 620 Social Entrepreneurship (4)

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

ESEC 630 Creating a Compelling Vision for Change (4)

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

ESEC 640 Globalization and Social Change (4)

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

ESEC 650 Mobilizing the Diverse Citizen Sector (4)

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

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

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

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

ESEC 670 Global Change Experience (3)

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

ESEC 680 Program Evaluation and Information Management (4)

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

ESEC 690 Managing the Philanthropic Enterprise (4)

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

ESEC 699 Portfolio Presentations/Exhibition (1)

Students will produce an assessment portfolio and present it to a panel of experts including academicians and practitioners as evidence of completion of program objectives.

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

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

The 11-month ELA blended program consists of 30 units and is organized into three terms during which students learn as members of a cohort in face-to-face classes 60 percent of the time and in online environments 40 percent of the time. Face-to-face meetings occur one week in summer in the beginning of the program, one to two times per month throughout the year, and one final week in July at the conclusion of the program. Online meetings occur throughout the year between the face-to-face sessions. The engaging curriculum is representative of national and California professional standards for educational leaders and is strategically sequenced into meaningful strands including: personal leadership, educational community leadership, leadership for learning environments, participatory action research, and leadership field experience. The strands culminate in a capstone course in which ELA students learn about leading change and transforming educational communities.

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

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

California Preliminary Administrative Services Credential Course Work

ELA graduates who have completed the University program for the California Preliminary Administrative Services Credential must meet the following California Commission on Teacher Credentialing (CCTC) requirements prior to application for the credential:

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

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

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

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

Upon successful completion of the ELA program and the CCTC credential requirements, students may apply for either a California Preliminary Administrative Services Credential or a Certificate of Eligibility.

If applicants have secured employment in a position that requires an Administrative Services Credential, they will apply for the California Preliminary Administrative Services Credential. If they have not secured employment in a position that requires an Administrative Services Credential, they will apply for a Certificate of Eligibility. The Certificate of Eligibility verifies applicants' status as a prospective administrator and authorizes them to seek administrative employment in public or private schools within California.

The California Preliminary Administrative Services Credential will expire within five years of the issuance date. Applicants will be required to clear the California Preliminary Administrative Services Credential before it expires through a state-approved Professional Clear Administrative Services program.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

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

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

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

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

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

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

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

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

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

Accepted students for the MS in Administration must

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

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

Course Requirements

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

EDSM 620	Foundations of Inquiry and Field Experience	(2)
EDSM 621	Foundations of Inquiry and Field Experience	(2)
EDSM 622	Foundations of Inquiry and Field Experience	(2)
EDSM 647A, B	Understanding Self and Others: An Inquiry into the Historical, Philosophical, and Cultural Underpinnings of Educational Leadership	(3, 3)
EDSM 648A, B	Understanding Teaching and Learning: Leading and Supervising the Educational Process	(3, 3)
EDSM 649A, B	Understanding Environments: An Analysis of the Social, Political, Economic, and Legal Forces on Education	(3, 3)
EDSM 650	Understanding and Transforming Organizations	(4)
EDSM 651	Developing a Vision for Educational Leadership	(1)
EDSM 652	Developing a Leadership Legacy	(1)

Course Descriptions

EDSM 620, 621, 622 Foundations of Inquiry and Field Experience (2, 2, 2)

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

EDSM 647A, B Understanding Self and Others: An Inquiry into the Historical, Philosophical, and Cultural Underpinnings of Educational Leadership (3, 3)

This two-term strand focuses on developing self-reflection and an appreciation for the perspectives and contributions of others. Students explore the history of American education and its philosophical foundations as well as the nature of this richly diverse multicultural society, including the essential leadership and communication skills, attitudes, behaviors, and knowledge base from which they are derived. Students complete a leadership project that reflects their new understanding.

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

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

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

This two-term strand of study investigates the environmental forces that impact the school. Schools are an integral part of a larger society. The social, political, cultural, legal, and economic issues affecting the world directly influence the planning and day-to-day operation of the school. The practical

component of the course uses technology as a tool for the collection, analysis, and interpretation of legal, political, cultural, and financial data. Students interpret their vision in light of available resources and legal constraints.

EDSM 650 Understanding and Transforming Organizations (4)

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

EDSM 651 Developing a Vision for Educational Leadership (1)

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

EDSM 652 Developing a Leadership Legacy (1)

In this final course, ELA students reflect upon their leadership work and their leadership learning over the past year of course work and field experiences. Students review the outcomes of their course work, field experiences, leadership projects, leadership project presentations, and portfolios. Students evaluate their accomplishments and progress, revise their visions in light of their learning, and ultimately develop a legacy statement and a plan for continued leadership development beyond ELA program graduation. Prerequisites: EDSM 620, 621, 647A/B, 648A/B, 649A/B, and 651. Co-requisites: EDSM 622, 650.

Doctor of Education

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

Educational Leadership, Administration, and Policy

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

Learning Technologies

The doctoral program in Learning Technologies enters its 18th year newly revised and revitalized. The focus remains on learning and development in the workplace and school and ways in which new and emerging technologies can and do shape instructional experiences.

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

Organizational Leadership

Today's workplace faces myriad complexities including changing sociocultural systems, unclear strategy, and the reordering and redesign of the global marketplace. The Organizational Leadership doctoral program prepares practitioners with the knowledge, skills, and values to assume leadership roles and effect change in organizations. The program has applications to liberal arts colleges, community colleges, and other organizations including for-profit, nonprofit, and adult education. It is offered in a traditional, face-to-face format as well as a Global Access Program (GAP) which combines a virtual, computer-assisted learning modality. The program serves leaders who are ready to move to the next level in their professional careers, recognizing best practices based upon a strong scholar-practitioner model.

Comprehensive Examination Seminar

Organizational Leadership doctoral students are required to register for EDOL 787, Comprehensive Examination Seminar, upon completion of their doctoral course work. The purpose of the seminar is to test the student's ability to integrate the concepts studied and to relate them to management or administrative issues. Students failing the comprehensive seminar are allowed to retake it once. Failure to pass the seminar successfully on the second attempt will be grounds for dismissal from the program.

Research Capstone Seminar

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

Imagining Futures Capstone

Learning Technologies doctoral students admitted in 2010 and later are required to register for EDLT 780, Imagining Futures, capstone course. The purpose of the course is to assess the doctoral student's ability to apply course work by preparing a multimedia document which will address the near future of technology and learning. Students prepare a qualifying paper and an exhibit. The paper and exhibit are evaluated and defended orally before a committee of two faculty members. The exhibits are open to the public following evaluation. Students are allowed two attempts to successfully pass the course. Failure to pass the course successfully on the second attempt will be grounds for dismissal from the program.

Dissertation

The doctoral dissertation is envisioned as an opportunity for students to demonstrate their ability to bridge theory and practice through research. Students are encouraged throughout their course work 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 for which the student is registered for dissertation credit and to agree to the statement in writing within the first two weeks of each term. Students are expected to make satisfactory progress each term in order to receive credit. A student who receives a grade of "NC" for two terms may be subject to dismissal from the program. Students who concurrently register for the comprehensive examination and dissertation in the same term may file to schedule a preliminary oral defense only after official notification of passing the comprehensive examination without any modifications.

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

Upon completion of the dissertation, a final oral examination by the dissertation committee must be scheduled through the associate program director. Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in ED 792, Dissertation Completion, for a fee of $100. A completed Form F4 must be submitted to the associate program director to enroll in this course. Students are eligible to enroll in ED 792 for up to two consecutive terms. If the dissertation has not been APA-cleared and submitted after two terms, students will need to re-enroll in the appropriate Dissertation Research course (ED 791, EDOL 791, or EDEL 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 doctoral program committee.

California Professional Clear Administrative Services Credential Course Work

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

Clear Credential course work is embedded into the Doctor of Education in Educational Leadership, Administration, and Policy (ELAP) program curriculum; therefore, students who are admitted into the ELAP California Professional Clear Administrative Services Credential program during the first year of doctoral study are not required to enroll in further course work. ELAP students who are admitted into the Clear Credential program after the start of the second year will also need to enroll in 2 units of ED 722, Program Planning and Induction Seminar and 2 units of ED 723, Candidate Assessment Seminar, to fulfill the course work requirements for the California Professional Clear Administrative Services Credential.

Doctor of Education in Educational Leadership, Administration, and Policy

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

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

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

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

four days in length and require travel (costs vary according to airline, hotel, and food).

The ELAP curriculum is organized into interdependent thematic strands including personal leadership; building leadership capacity; communication, information technology, and scholarly writing; inquiry/participatory action research; social, political, economic, legal, cultural, and technological environments; transforming organizations; and research methods and data analysis. The inquiry/participatory action research strand, in particular, spans two years and engages students in leading meaningful change at their work site through iterative cycles of purposeful, strategic, and collaborative work intended to address and improve an area of compelling need. Foundational dissertation research and writing is embedded in ELAP course work. This preliminary work provides students with a strong foundation to continue their dissertation study when they are formally approved to enroll in EDEL 791, Dissertation Research, beginning in the Fall term of their third year.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.

- A baccalaureate degree from a regionally accredited institution.

- A postgraduate degree from a regionally accredited institution.

- Official transcripts in a registrar's sealed and stamped or signed envelope from the regionally accredited colleges or universities that awarded the baccalaureate and postgraduate degrees to the applicant. Additional transcripts may be requested.

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

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

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

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

- Resume or CV is optional but recommended.

- Writing samples may be required.

California Professional Clear Administrative Services Credential Course Work

The California Professional Clear Administrative Services Credential is available in conjunction with this doctoral program.

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

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

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

- State form CL 777 verifying two years of employment as an administrator, while holding the Preliminary Administrative Services Credential.

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

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

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

- Have a personal laptop computer which is mandatory for participation in face-to-face sessions including Leadership and Technology Training for Educators (LATTE).

- Submit a nonrefundable $300 fee that will be applied toward LATTE.

- Participate in one to two national or regional conferences and/or learning experiences aligned with specific ELAP course work. (Costs vary depending upon available opportunities and related fees, travel, lodging, and food.)

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

Course Requirements

The following course work, Research Capstone Seminar, and a dissertation are required:

LATTE

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

YEAR 1

EDEL 700A	Leading Learning, Innovation, and the Continuous Improvement of Practice	(3)
EDEL 700B	Collaborating with Students, Families, and Community in Support of Learning	(2)
EDEL 724	Ethical Leadership and Developing Leadership Capacity	(2)
EDEL 729B	Communication/Information Technology and Scholarly Writing	(2)
EDEL 740B	Personal Leadership Legacy	(1)
EDEL 741	Creating and Sustaining a Learning Community Culture of Excellence and Responsibility	(3)
EDEL 754	Understanding and Influencing the Larger Social, Political, Economic, Legal, Intercultural, and Technological Context for Schooling and Learning	(3)
EDEL 774B	Foundations of Participatory Action Research	(2)
EDEL 774A	Foundations of Participatory Action Research	(1)
EDEL 775A	Engaging in Participatory Action Research	(1)
EDEL 785	Culturally Proficient Leadership, Equity, and Social Justice	(2)

YEAR 2

EDEL 714	Leading and Managing Operations and Resources as a Learning Support System	(3)
EDEL 730A	Foundations of Research and Dissertation Study	(1)
EDEL 730B	Qualitative Research Methods	(3)
EDEL 730C	Quantitative Research Methods	(3)
EDEL 734A	Qualitative Data Analysis and Interpretation	(2)
EDEL 734B	Quantitative Data Analysis and Interpretation	(2)
EDEL 762	Transforming Learning Communities in a Global and Conceptual Age	(3)
EDEL 775B	Engaging in Participatory Action Research	(2)
EDEL 776	Evaluating and Presenting Participatory Action Research Outcomes	(1)
EDEL 787	Research Capstone Seminar	(3)

YEAR 3

EDEL 791	Dissertation Research (until completion)	(2)
ED 792	Dissertation Completion	(1)

California Professional Clear Administrative Services Credential Course Work

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

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

Course Descriptions

ED 722 Program Planning and Induction Seminar (2)

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

ED 723 Candidate Assessment Seminar (2)

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

Course Descriptions

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

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

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

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

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

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

EDEL 724 Ethical Leadership and Developing Leadership Capacity (2)

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

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

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

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

In this course, students are provided with an introduction to dissertation study and research design. Students learn about the timeline and the steps involved in dissertation study. They investigate dissertation resources and support services. Students are provided with an overview of qualitative and quantitative research designs, they explore compelling areas of focus for dissertation study, and they craft a draft chapter 1 for their proposed dissertation study.

EDEL 730B Qualitative Research Methods (3)

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

EDEL 730C Quantitative Research Methods (3)

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

EDEL 734A Qualitative Data Analysis and Interpretation (2)

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

EDEL 734B Quantitative Data Analysis and Interpretation (2)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In this fifth and final participatory action research (PAR) course, students report and analyze the summative findings of their PAR; develop conclusions; and propose ideas for policy, practice, and further PAR study. Students also reflect upon and share what they have learned about PAR, leadership, and their personal leadership as a result of their PAR work and their overall participation in the ELAP program. Students share their PAR outcomes and learning in a conference format during which they present and discuss their PAR portfolio and final report.

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

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

EDEL 787 Research Capstone Seminar (3)

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

EDEL 791 Dissertation Research (2)

Upon completion of course work and the Research Capstone Seminar, students enroll formally in dissertation study under the supervision of a dissertation chair. In dissertation study, students engage in a preliminary oral with their chair and committee. Upon successfully passing the preliminary oral examination, students officially become doctoral candidates. Students then continue their dissertation study through final defense, manuscript review, and finally to the publication stage. Students must be enrolled continuously in dissertation study for 2 units per term until completion.

ED 792 Dissertation Completion (1)

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

Doctor of Education in Learning Technologies

The doctoral program in Learning Technologies is designed to prepare leaders in the area of technological applications and learning innovation in areas as diverse as formal and informal K–16 education, social entrepreneurship, and business and industry. Courses focus on advanced learning theory, design and integration of networked technologies for learning, policy and global perspectives on learning technologies, research, and design and innovation.

All courses for this program are taken with a cadre or team. The program has a single, annual intake in the Fall term. The program begins with a one-week TechCamp. Although the Fall term and courses for the doctoral program in Learning Technologies begin in September, the five-day TechCamp is mandatory and takes place in the summer preceding the September start.

Course work takes places over three semesters—Fall, Spring, and Summer—for two years. Beginning in the third year, students move into dissertation course work. The program operates as a hybrid of face-to-face meetings and online, networked engagement. Face-to-face meetings move between the West Los Angeles Graduate Campus and regional or national conferences and locales on course-related topics. For instance, as part of the policy course, students meet in Washington, D.C., and the global perspectives course is paired with an international trip.

All applicants are expected to have at least three years of work experience in a technology-rich environment. Entering students are expected to be competent with common desktop and Internet programs and technologies and to value collaboration with peers.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A postgraduate degree from a regionally accredited institution.
- Official transcripts in a registrar's sealed and stamped or signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant. Additional transcripts may be requested.
- Two recommendations: one from the applicant's employer and one from a workplace colleague that attest to the applicant's technology use.
- Scores from the Miller Analogies Test (taken within the previous two years) or the Graduate Record Examination (verbal and quantitative sections), taken within the last five years.
- A three-part statement, at least 2,000 words in length, describing (1) vision for technology, (2) experience or background in technology, and (3) personal goals related to the pursuit of this degree.
- A personal interview is required for all qualified applicants who apply to the program.
- Resume or CV is optional but recommended.

California Professional Clear Administrative Services Credential Course Work

The California Professional Clear Administrative Services Credential is available in conjunction with this doctoral program.

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

- A photocopy of the applicant's Preliminary Administrative Services Credential.
- State form CL 777 verifying two years of employment as an administrator, while holding the Preliminary Administrative Services Credential.
- Statement of Responsibility (form is provided in the Application for Admission).

Accepted students for the Doctor of Education in Learning Technologies must

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

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

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

Course Requirements

YEAR 1

EDD 724	Ethics and Personal Leadership	(3)
EDLT 721	Policy Development	(3)
EDLT 725	New Media Literacy	(3)
EDLT 728	Games Simulations and Virtual Worlds for Learning	(3)
EDLT 750	Introduction to Social Science Research	(3)
EDLT 751	Quantitative Research Methods	(3)
EDLT 770A	Cognition, Learning, and Technology	(3)
EDLT 770B	Social Learning Theory and Technology	(3)

YEAR 2

EDLT 726	Emerging Technologies and Research	(3)
EDLT 727	Knowledge Creation and Collaborative Learning	(3)
EDLT 735	Inferential Statistics	(3)
EDLT 740	Applied Seminar in Learning Technologies	(3)
EDLT 752	Qualitative Methods and Analysis	(3)
EDLT 760	Global Perspectives on Learning and Technology	(3)
EDLT 762	Innovation and Change	(3)
EDLT 780	Imagining Futures	(3)

YEAR 3

ED 692	Academic Writing	(2)
EDLT 790	Preliminary Proposal Preparation	(4)
ED 791	Dissertation Research (until completion)	(2)
ED 792	Dissertation Completion	(1)

California Professional Clear Administrative Services Credential Course Work*

Students pursuing the California Professional Clear Administrative Services Credential in conjunction with this program must enroll in the following courses:

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

Confirmation of assignment to an administrative position is required.

Course Descriptions

ED 692 Academic Writing (2)

This course assists students in making the transition to the academic writing style required for dissertation and peer-reviewed publications and paper presentations. Emphasis is placed on the switch from inductive to deductive exposition; use of headers and transitions; creating and supporting logical arguments; relationship between figures, charts, graphics, and text; and appropriate use of text sources and related topics.

EDLT 721 Policy Development (3)

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

ED 722 Program Planning and Induction Seminar (2)

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

ED 723 Candidate Assessment Seminar (2)

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

EDD 724 Ethics and Personal Leadership (3)

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

EDLT 725 New Media Literacy (3)

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

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

EDLT 726 Emerging Technologies and Research (3)

This seminar explores new and emerging technologies and trends and new directions in research and development. The course draws on newly released publications and guest speaker presentations. Students and faculty consider implications for formal and informal learning. This course supports work in the EDLT 780, Imagining Futures, course.

EDLT 727 Knowledge Creation and Collaborative Learning (3)

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

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

Students will examine the use of digital games, simulations, and virtual worlds (GSVW) as places where learning occurs. These playful structures allow people 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. Students will study games from three different perspectives: serious games built to teach, "game mechanics" that can be adapted to educational settings to improve engagement, and the potential of intact popular games as sources of curricular content. Students will prototype, test, and debug a non-digital prototype.

EDLT 735 Inferential Statistics (3)

The course focuses on an introduction to such inferential techniques as the analysis of variance and covariance and multivariate analyses. The course builds on the descriptive statistics course to extend into regression, multiple regression, canonical correlation, discriminant analysis, and factor analysis.

EDLT 740 Applied Seminar in Learning Technologies (3)

This courses functions as a workshop seminar in which students explore project-based learning while building and debugging objects with a variety of technologies. Course content focuses on design thinking, computational thinking, constructivism in action, project-based learning, and the DIY/maker habit of mind. Over the semester students construct two or more products that inform, interact, or inspire. Examples include mobile applications, Arduino applications, web collaboration sites, interactive gadgets, a virtual world, or media mashups. Prerequisites: EDLT 770B, 725, and 727.

EDLT 750 Introduction to Social Science Research (3)

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

EDLT 751 Quantitative Research Methods (3)

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

EDLT 752 Qualitative Methods and Analysis (3)

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

EDLT 760 Global Perspectives on Learning and Technology (3)

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

EDLT 762 Innovation and Change (3)

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

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

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

EDLT 770B Social Learning Theory and Technology (3)

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

EDLT 780 Imagining Futures (3)

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

EDLT 790 Preliminary Proposal Preparation (4)

Students generate a credible first draft of the doctoral dissertation preliminary proposal, called a "qualifying paper." This document serves as

the starting point for the work they conduct with their dissertation chair to develop a formal preliminary dissertation proposal. The course is team-taught and includes preparation of a draft Institutional Review Board (IRB) application. Enrollment in this course constitutes full-time enrollment for the term.

ED 791 Dissertation Research (2)

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

ED 792 Dissertation Completion (1)

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

Doctor of Education in Organizational Leadership

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

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

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

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

Classes are offered in two course formats: traditional and Global Access Program (GAP). The traditional format is best suited for students seeking a more conventional style of learning in which classes meet on weeknights and occasional weekends at the West Los Angeles and Irvine Graduate Campuses. The GAP format offers a learning structure in which 40 percent of classes are online and 60 percent take place in face-to-face sessions at the West Los Angeles Graduate Campus. The Organizational Leadership program reviews petitions to transfer doctoral-level courses for credit only during the admission process. No challenge petitions will be accepted for any Doctor of Education in Organizational Leadership (EDOL) course.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A postgraduate degree from a regionally accredited institution.
- Official transcripts in a registrar's sealed and stamped or signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.

- Three recommendations that attest to the applicant's academic and/or professional character and leadership experience and/or potential.

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

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

- Resume or CV is optional but recommended.

- A personal interview is required for all 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.

California Professional Clear Administrative Services Credential
Course Work

The California Professional Clear Administrative Services Credential is available in conjunction with this doctoral program.

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

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

- State form CL 777 verifying two years of employment as an administrator, while holding the Preliminary Administrative Services Credential.

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

Accepted students for the Doctor of Education in Organizational Leadership must

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

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

- Participate in a three-day community-building workshop and orientation meeting. A nonrefundable fee of $350 is charged for this activity.

Course Requirements

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

YEAR 1

EDOL 700	Leadership Theory and Practice	(3)
EDOL 714	Organizational Behavior, Theory, and Design	(3)
EDOL 724	Ethics and Personal Leadership	(3)
EDOL 763	Program Learning Design and Evaluation	(3)
EDOL 766	Research Design and Analysis	(3)
EDOL 754A	Economic and Policy Systems	(3)
EDOL 754B	International Policy Experience	(2)
EDOL 755	E-Learning: Theory and Practice	(3)
EDOL 758A	Consultancy Project	(1)

YEAR 2

EDOL 734	Advanced Data Analysis and Interpretation	(3)
EDOL 753	Leadership, Advocacy, and Policy Development	(4)
EDOL 757	Entrepreneurship	(2)
EDOL 759	Law and Dispute Resolution	(3)
EDOL 764	Consultancy Project	(3)
EDOL 765	Strategic Leadership and Management of Global Change	(3)
EDOL 767	Qualitative Research and Analysis	(3)
EDOL 785	Contemporary Topics	(3, 1, 1, 1)

YEAR 3

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

California Professional Clear Administrative Services Credential Course Work*

Students pursuing the California Professional Clear Administrative Services Credential in conjunction with this program must enroll in the following courses:

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

Confirmation of assignment to an administrative position is required.

Course Descriptions

EDOL 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.

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

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

ED 722 Program Planning and Induction Seminar (2)

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

ED 723 Candidate Assessment Seminar (2)

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

EDOL 724 Ethics and Personal Leadership (3)

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

EDOL 734 Advanced Data Analysis and Interpretation (3)

Students will learn the basic distributions, such as binomial and normal, and are introduced to hypothesis methodology. They will learn to apply such inferential techniques as chi-square, the analysis of variance and covariance,

and multivariate analysis to a variety of organizational issues and scholarly pursuits. Students will be expected to utilize appropriate statistical software.

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

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

EDOL 754A Economic and Policy Systems (3)

Students learn to apply theories and principles of international leadership and micro- and macroeconomics to analyze, design, and evaluate policies which address business, political, and educational challenges in other countries. Additionally, students will observe and study the leadership and cultural practices of other countries studied.

EDOL 754B International Policy Experience (2)

To gain an international perspective on policy development, students will visit an international location, meet local and national leaders, and observe and examine industries and organizations such as healthcare, schools, universities, and manufacturing and contrast them with those of the United States. Students are required to participate in a trip to an international location. Students will incur travel costs (vary in relation to airline, hotel, food, venue, and materials).

EDOL 755 E-Learning: Theory and Practice (3)

This course focuses on the fundamentals of leading the design and implementation of learning technology within the organization. Students are exposed to an integrated approach to educational program design and evaluation at the organizational level. Topics may include computer-supported collaborative learning, synchronous and asynchronous technology, technically mediated communities, knowledge management, learning organizations, and designing computer-supported programs that support organizational infrastructure.

EDOL 757 Entrepreneurship (2)

New venture creation, theory, strategy, and practice for organizational leaders are explored. Students will conduct a comprehensive study of the process of shepherding an entrepreneurial idea from formulation to fruition by forming new ventures in for-profit, not-for-profit, and philanthropic organizations.

EDOL 758A Consultancy Project (1)

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

Consulting topics may serve as a basis for comprehensive exam topics. Full completion of the Consultancy Project sequence requires completion of each sub-course: EDOL 758A and EDOL 764.

EDOL 759 Law and Dispute Resolution (3)

This course examines environmental forces that impact the organization with an emphasis on applicable legal issues. The course emphasizes developing an understanding of law as a basis for critical examination of legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, torts, criminal and contract liability, the laws regarding electronic communication, encryption, Internet security, and ethics in cyberspace. Dispute resolution and negotiation techniques are also included.

EDOL 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.

EDOL 764 Consultancy Project (3)

This course allows students to apply their knowledge, skills, and values to a real-world problem. Students identify a project-based issue, concern, or problem; identify a set of strategies to meet the projected goals; seek the assistance of a mentor in achieving the goals; and begin to implement strategies to achieve a solution to the issue or problem. The issue for study can be identified during the first academic year. The consultancy course spans more than one semester and includes plan preparation and approval, implementation of the plan, presentation of results to clients, and an evaluation of the projects. Consulting topics may serve as a basis for comprehensive exam topics. Full completion of the Consultancy Project sequence requires completion of each sub-course: EDOL 758A and EDOL 764.

EDOL 765 Strategic Leadership and Management of Global Change (3)

This course focuses on current change theory, futurist literature, and major world trends in education and related disciplines. Topics include models of collaboration, innovation, design, implementation, and organizational change.

EDOL 766 Research Design and Analysis (3)

In this course, students will learn in theory and practice how to design, conduct, analyze, and interpret experimental, quasi-experimental, and survey procedures for organizational research and evaluation. Methods of assessing credibility of published research will also be discussed. Students will focus on measurement and statistical description of variables. Students will be expected to utilize appropriate statistical software.

EDOL 767 Qualitative Research and Analysis (3)

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

EDOL 785 Contemporary Topics (1–8)

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

EDOL 787 Comprehensive Examination Seminar (3)

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

EDOL 791 Dissertation Research (2)

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

ED 792 Dissertation Completion (1)

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of $100. A completed Form F4 must be submitted to the 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 West Los Angeles, Encino, and Irvine Graduate Campuses.

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

The MA in Psychology program requires 36–44 units, depending upon previous course work. 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 course work will consist of the courses listed under Foundation Courses, Level I Courses, and Level II Courses, supplemented with elective courses in lieu of waived foundation courses, if needed to complete the total unit requirement. The maximum permissible course load is 12 units per term, although students who are employed full-time are urged to enroll in only 6 units. With the exception of courses that specify prerequisites, courses may be taken in any sequence within levels.

It is recognized that diverse disciplines contribute to the understanding of psychology and that psychology permeates many academic fields. Therefore, a major in psychology as an undergraduate is not a prerequisite for admission; however, knowledge of certain fundamental areas in psychology is necessary as preparation for advanced courses. The student who has taken undergraduate- or graduate-level courses judged to be equivalent in content to foundation-level courses may petition to waive such courses and, if successful, may earn the required 36 units through elective courses. Previously taken courses will qualify for waiver consideration if they were taken no earlier than seven years prior to admission and a grade of "B" or better was earned. Courses taken online are not eligible for waiver consideration.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and the provision of other clinical services. Students training to become mental health professionals are therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training,

particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants that in the course of their class work at Pepperdine University and clinical training in University clinics, external practicum rotations, and internship, they may be required or invited to disclose personal information which is deemed relevant to their performance in course work and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student, but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the 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 in a registrar's sealed and stamped or signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant. Applicants to this program may possess a bachelor's degree in any field. Applicants without recent course work in psychology within the last seven years, however, will be required to complete foundational courses in preparation for the core curriculum.

- Scores from the Graduate Record Examination (GRE—General Test), taken within the last five years, or the Miller Analogies Test (MAT), taken within the last two years. These tests may be waived for applicants for the evening format who fulfill one of the following criteria: seven or more years of professional full-time work experience, a cumulative undergraduate grade point average of 3.7 or higher, or a completed postgraduate degree. Applicants who wish to waive the GRE/MAT requirement must submit an additional two- to five-page statement summarizing their work experience and describing how this experience has helped to prepare them for graduate study in psychology.

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.

- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

Knowledge of certain fundamental areas in psychology is necessary as preparation for advanced courses. These areas are covered in the following foundation courses:

Foundation Courses

PSY 626	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 demonstrated by completing the equivalent course at an accredited institution within the last seven years, receiving a grade of "B" or better; completing a Pepperdine graduate-level course or equivalent; or passing a challenge exam administered by the division. Courses taken online are not eligible for waiver consideration.

The following courses in Level I and Level II may be taken in any sequence after prerequisites have been satisfied:

Level I Courses

PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 607	Social Psychology	(3)
PSY 610	Theories of Personality	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 641	Clinical and Evaluation Research Methods	(3)

Level II Courses

PSY 600	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 601	Assessment of Intelligence	(3)
PSY 602	Personality Assessment	(3)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 695	Comprehensive Review	(2)

Students who receive foundation-level waivers and need additional courses to complete the minimum 36 units required for graduation may take a directed study in any area of faculty expertise. Occasionally, special courses are offered if there is sufficient student interest. Students may take various clinical psychology courses as electives with permission, as long as prerequisites are met. Students who wish to conduct a major research study may do so as a directed study.

Course Descriptions

PSY 600 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. Prerequisite: PSY 610.

PSY 606 Interpersonal Skills and Group Therapy (3)

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

PSY 607 Social Psychology (3)

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

PSY 610 Theories of Personality (3)

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

PSY 612 Theories of Counseling and Psychotherapy (3)

Major theoretical approaches to the practice of counseling and psychotherapy are examined. The course places special emphasis on the key assumptions of various applied theories, the role and basic methods of clinical assessment, the

stages of therapy, the role of the therapeutic relationship, and the goals and strategies to effect change. Each theory will also be examined for its cross-cultural application. Prerequisite: PSY 610.

PSY 626 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 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 641 Clinical and Evaluation Research Methods (3)

This course emphasizes applied research techniques, including treatment evaluation, program evaluation, and survey research. The student learns how to apply methodological and data analysis techniques to the clinical setting. Prerequisite: PSY 626.

PSY 656 Physiological Psychology (3)

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 695 Comprehensive Review (2)

Students receive an intensive review of the core areas in psychology covered in the student's curriculum. Students are examined on their knowledge of each area following its review in class sessions. The average score resulting from these examinations represents the grade for the comprehensive examination. Prerequisites: PSY 600, 602, 610, and 626.

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

The focus of the Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format program is to provide 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 or clinical, counseling, community, or developmental psychology.

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

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

Students Enrolled or Graduated Prior to August 1, 2012

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

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

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

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and the provision of other clinical services. Students training to become mental health professionals are therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants that in the course of their class work at Pepperdine University and clinical training in University clinics and external practicum rotations, they may be required or invited to disclose personal information which is deemed relevant to their performance in course work and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student, but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the 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) may also be considered.

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript in a registrar's sealed and stamped or signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant.

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

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.

- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

The Daytime Format is 22 months 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 4 and 8 units in the Summer terms, depending upon the specific term.

Core Courses

The following 62 units of course work 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 a mental health professional. Relevant areas include, but are not limited to following appropriate ethical-legal standards, demonstrating reasonable maturity in professional interpersonal contacts, and remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served.

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

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

A faculty panel will review feedback from professors concerning individual students and recommend remedial interventions when deemed necessary. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program.

Personal Psychotherapy for Training Clinicians

The psychology faculty and administration recommend personal therapy for all students training to be psychotherapists since it is believed that personal therapy is a vital component of the training and growth of the psychotherapist and that it is the professional responsibility of every therapist to identify, address, and work through personal and relational issues that may have an impact on clinical interactions with future clients.

Supervised Clinical Practicum

The clinical training and professional development (CTPD) staff provide resources to MACLP students to secure supervised clinical training sites. The CTPD staff regularly visit, evaluate, and approve established and potential sites. Students in the MALCP Daytime Format program can utilize designated staff to assist them in locating potential practicum sites via directories located at the Malibu campus or through PepPro (an online directory maintained by Career Services which specifies employment opportunities and approved clinical sites).

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 course work in the content areas specified by law.

- A minimum of 3,000 post-degree hours of supervised clinical mental health experience related to the practice of professional clinical counseling.

- 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 BPC 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 Blvd., Suite S-200, Sacramento, CA 95834. Students are encouraged to visit the BBS website at www.bbs.ca.gov for additional information about licensing. Students should also contact the clinical training staff to obtain a copy of the LMFT and LPCC Handbook (or view online) that lists essential information on BBS and Pepperdine LMFT and LPCC requirements.

The M. Norvel and Helen M. Young Endowed Chair in Family Life

This chair in the Graduate School of Education and Psychology was endowed by friends of M. Norvel and Helen M. Young in recognition of their 35 years of dedicated service to Pepperdine University. Dr. M. Norvel Young served Pepperdine University as a professor, president, chancellor, chairman of the Board of Regents, and chancellor emeritus. Helen M. Young, who founded the Associated Women for Pepperdine, continues to teach in the fields of religion and family studies. Dr. Dennis Lowe, professor of psychology and former director of the Center for the Family, has held this chair since 1993.

Course Descriptions

PSY 600 Diagnosis and Treatment of Mental Health Disorders (3)
This course reviews the clinical presentation, diagnosis, and treatment of mental health disorders, as defined in the DSM system. A range of treatment approaches (e.g., individual, group, psychopharmacological, systemic) are discussed, with an emphasis on evidence-based interventions and sociocultural considerations. Principles of recovery-oriented mental health care are reviewed. Students learn intake and treatment planning skills.

PSY 603 Assessment of Individuals, Couples, and Families (3)
This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are reviewed, including standardized and non-standardized testing approaches, basic statistical concepts, and ethical and cultural considerations in assessment. Students gain experience in the administration, scoring, and interpretation of selected tests as well as in report writing.

PSY 606 Interpersonal Skills and Group Therapy (3)
This course examines group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. An experiential laboratory group is included.

PSY 612 Theories of Counseling and Psychotherapy (3)
Major theoretical approaches to the practice of counseling and psychotherapy are examined. The course places special emphasis on the key assumptions of various applied theories, the role and basic methods of clinical assessment, the stages of therapy, the role of the therapeutic relationship, and the goals and strategies to effect change. Each theory will also be examined for its cross-cultural application.

PSY 622 Multicultural Counseling (3)
Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed.

PSY 623 Professional Ethics and the Law for Mental Health Professionals (3)
This course considers ethical standards for therapists and reviews legal issues that influence the professional practice of individual, couple, and family therapy. Application of legal and ethical principles to recovery-oriented mental health care will be addressed.

PSY 624 Individual and Family Treatment of Substance Abuse (3)
This course investigates major approaches used in the identification, evaluation, and treatment of substance use disorders and co-occurring disorders. Individual, group, family, and recovery-oriented approaches are addressed.

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

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

PSY 627 Psychopharmacology for Mental Health Professionals (3)

This course uses a bio-psycho-social and systemic model to examine the history and use of psychopharmacology for the treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other contextual variables on the indications, recovery principles, and use of medications and medication adherence is examined.

PSY 628 Human Sexuality and Intimacy (1)

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

PSY 637 Techniques of Counseling and Psychotherapy (3)

Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures.

PSY 639 Couple and Family Therapy I (3)

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

PSY 640 Couple and Family Therapy II (3)

This course continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. Major theoretical approaches covered include strategic, structural, and cognitive-behavioral models as well as postmodern and recovery-oriented approaches such as narrative and solution-focused therapy.

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

This course is designed to explore the evolving professional and economic climate for mental health professionals. Opportunities for practice are

examined, including private and group practice, the workplace, medical settings, mediation, managed care and community mental health, together with preferred treatment modalities. Exercises designed to help students prepare for the licensing process are included. This course also addresses community involvement, engaging consumers of mental health services, and advocacy.

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

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

PSY 661 Preparation for Practicum (2)

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

PSY 662 Clinical Practicum (2)

This course focuses on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students formulate and present cases using a variety of psychotherapeutic models with attention to sociocultural and contextual issues and recovery-oriented principles. Students must register for PSY 662 for 2 units each term, over a period of four consecutive terms (8 units). Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward MFT and LPCC requirements.

PSY 668 Clinical Interventions with Children and Adolescents (3)

This course provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Issues distinguishing working with youth as opposed to adults are examined, along with relevant legal and ethical concerns, assessment strategies, major theoretical approaches to treating children and adolescents, and treatment strategies for common forms of childhood psychopathology. Emphasis is placed on using therapeutic methods with established efficacy and on incorporating parents, family, and other contextual factors into treatment.

PSY 669 Trauma in Diverse Populations (3)

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

PSY 671 Career Development Theories 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 focus of the Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format program is to provide 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 or clinical, counseling, community, or developmental psychology.

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

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

Students Enrolled or Graduated Prior to August 1, 2012

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

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format program is offered on weeknights and afternoons at the West Los Angeles, Encino, and Irvine Graduate Campuses. This format, which admits new students three times a year, permits students to create a flexible schedule and to enroll on a part-time or full-time basis.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and the provision of other clinical services. Students training to become mental health professionals are therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants that in the course of their class work at Pepperdine University and clinical training in University clinics and external practicum rotations, they may be required or invited to disclose personal information which is deemed relevant to their performance in course work and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student, but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the program director.

Admission Requirements

Applicants to the Evening Format may possess a bachelor's degree in any field. Applicants without recent course work (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 in a registrar's sealed and stamped or signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant.

- Scores from the Graduate Record Examination (GRE—General Test), taken within the last five years, or the Miller Analogies Test (MAT), taken within the last two years. These tests may be waived for applicants for the Evening Format only who fulfill one of the following criteria: seven

or more years of professional full-time work experience, a cumulative undergraduate grade point average of 3.7 or higher, or a completed postgraduate degree. Applicants who wish to waive the GRE/MAT requirement must submit an additional two- to five-page statement summarizing their work experience and describing how this experience has helped to prepare them for graduate study in psychology.

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.

- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program. (If applying for the MACLP with Latinas/os, students should include in their autobiographical description how their experiences, interests, and goals relate to working with Latina/o communities. Interviews will be conducted with all final candidates.)

Course Requirements

Students whose bachelor's degrees are in fields other than psychology may be considered for admission to this format. The program requires 60–72 units for students enrolled on or after August 1, 2012, depending upon previous course work. 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 applicable 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 72 units must be completed. The units will consist of the courses listed below from the foundation and core requirements.

Foundation Courses

The courses listed below are considered foundational to the program and should be completed prior to enrolling in core courses. Students who have completed any of these courses at the undergraduate level may seek permission to waive such courses, provided they were completed at a regionally accredited institution, within the last seven years, at a grade of "B" or better. Courses taken online are not 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 610	Theories of Personality	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 659	Behavioral Principles and Theories of Learning	(3)

Core Courses

The core courses listed below may be completed in any sequence after the necessary prerequisites have been met. The core courses may not be waived and are eligible for transfer only.

PSY 600	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 603	Assessment of Individuals, Couples, and Families	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Multicultural Counseling	(3)
PSY 623	Ethics and Law for Mental Health Professionals	(3)
PSY 624	Individual and Family Treatment of Substance Abuse	(3)
PSY 626	Research and Evaluation Methods for Mental Health Professionals	(3)
PSY 627	Psychopharmacology for Mental Health Professionals	(3)
PSY 628	Human Sexuality and Intimacy	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Couple and Family Therapy I	(3)
PSY 640	Couple and Family Therapy II	(3)
PSY 642	Mental Health Systems, Practice, and Advocacy	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 661	Preparation for Practicum	(2)
PSY 662	Clinical Practicum	(2, 2, 2)
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 669	Trauma in Diverse Populations	(3)
PSY 671	Career Development Theory and Techniques	(3)

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

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

emphasis is to assist students in developing their Spanish-language skills as future therapists.

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

Course Requirements

Foundation Courses

The courses listed below are considered foundational to the program and should be completed prior to enrolling in core courses. Students who have completed any of these courses at the undergraduate level may seek permission to waive such courses, provided they were completed at a regionally accredited institution, within the last seven years, at a grade of "B" or better. Courses taken online are not 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 610	Theories of Personality	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 659	Behavioral Principles and Theories of Learning	(3)

Core Courses

PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 623	Ethics and Law for Mental Health Professionals	(3)
PSY 624	Individual and Family Treatment of Substance Abuse	(3)
PSY 626	Research and Evaluation Methods for Mental Health Professionals	(3)
PSY 627	Psychopharmacology for Mental Health Professionals	(3)
PSY 628	Human Sexuality and Intimacy	(1)
PSY 639	Couple and Family Therapy I	(3)
PSY 640	Couple and Family Therapy II	(3)

PSY 642   Mental Health Systems, Practice, and Advocacy .... (3)
PSY 661   Preparation for Practicum .... (2)
PSY 662   Clinical Practicum... (2, 2, 2)
  or
PSY 663   Bilingual Clinical Practicum: Latina/o Emphasis .... (2, 2, 2)
PSY 668   Clinical Interventions with Children and Adolescents....... (3)
PSY 669   Trauma in Diverse Populations .... (3)
PSY 671   Career Development Theory and Techniques................... (3)
PSY 672   Spanish Language and Culture: Beginning Conversations
             and Understanding Linguistic Context .... (3)
  or
PSY 673   Spanish Language and Culture in Counseling Latinos:
             Intermediate/Advanced... (3)
PSY 674   Diagnosis and Treatment of Mental Health Disorders:
             Latina/o Emphasis.. (3)
PSY 675   Assessment of Individuals, Couples, and Families:
             Latina/o Emphasis.. (3)
PSY 676   Theories of Counseling and Psychotherapy:
             Latina/o Emphasis.. (3)
PSY 677   Multicultural Counseling: Latina/o Emphasis .... (3)
PSY 678   Techniques of Counseling and Psychotherapy:
             Latina/o Emphasis.. (3)
PSY 679   Individual, Couple, and Family Development:
             A Life Cycle Approach—Latina/o Emphasis.................... (3)

Continuation in Program

In addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for a mental health professional. Relevant areas include, but are not limited to: following appropriate ethical-legal standards, demonstrating reasonable maturity in professional interpersonal contacts, and remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served.

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

If these efforts are unsuccessful in resolving the concerns or the concerns are initially of a nature or of a degree that suggest a student is unable to provide ongoing clinical services to the public or substantially participate in

course work, the student may then be required to participate in a more formal assessment of the problems with the MACLP faculty panel.

A faculty panel will review feedback from professors concerning individual students and recommend remedial interventions when deemed necessary. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program.

Personal Psychotherapy for Training Clinicians

The psychology faculty and administration strongly recommend personal therapy for all students training to be psychotherapists since it is believed that personal therapy is a vital component of the training and growth of the psychotherapist and that it is the professional responsibility of every therapist to identify, address, and work through personal and relational issues that may have an impact on clinical interactions with future clients.

Supervised Clinical Practicum

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

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 course work in the content areas specified by law.
- A minimum of 3,000 post-degree hours of supervised clinical mental health experience related to the practice of professional clinical counseling.
- 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 BPC 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 Blvd., Suite S-200, Sacramento, CA 95834. Students are encouraged to visit the BBS website at www.bbs.ca.gov for additional information about licensing. Students should also contact the clinical training staff to obtain a copy of the LMFT and LPCC Handbook (or view online) that lists essential information on BBS and Pepperdine LMFT and LPCC requirements.

The M. Norvel and Helen M. Young Endowed Chair in Family Life

This chair in the Graduate School of Education and Psychology was endowed by friends of M. Norvel and Helen M. Young in recognition of their 35 years of dedicated service to Pepperdine University. Dr. M. Norvel Young served Pepperdine University as a professor, president, chancellor, chairman of the Board of Regents, and chancellor emeritus. Helen M. Young, who founded the Associated Women for Pepperdine, continues to teach in the fields of religion and family studies. Dr. Dennis Lowe, professor of psychology and former director of the Center for the Family, has held this chair since 1993.

Course Descriptions

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

This course reviews the clinical presentation, diagnosis, and treatment of mental health disorders, as defined in the DSM system. A range of treatment approaches (e.g., individual, group, psychopharmacological, systemic) are discussed, with an emphasis on evidence-based interventions and sociocultural considerations. Principles of recovery-oriented mental health care are reviewed. Students learn intake and treatment planning skills. Prerequisite: 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: PSY 626.

PSY 606 Interpersonal Skills and Group Therapy (3)

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

PSY 610 Theories of Personality (3)

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

PSY 612 Theories of Counseling and Psychotherapy (3)

Major theoretical approaches to the practice of counseling and psychotherapy are examined. The course places special emphasis on the key assumptions of various applied theories, the role and basic methods of clinical assessment, the stages of therapy, the role of the therapeutic relationship, and the goals and strategies to effect change. Each theory will also be examined for its cross-cultural application. Prerequisite: PSY 610.

PSY 622 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: PSY 606, 610, and 612.

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, 610, 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 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. Prerequisites: PSY 600 and 656.

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: 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: PSY 600, 606, 610, and 612.

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: 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: PSY 622, 639, 640, and one semester 662.

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 learning and highlights the relevance of learning for the practice of counseling and psychotherapy.

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). Prerequisites: PSY 600, 606, 612, and 623.

PSY 662 Clinical Practicum (2)

This course focuses on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students formulate and present cases using a variety of psychotherapeutic models with attention to sociocultural and contextual issues and recovery-oriented principles. Students must register for PSY 662 for 2 units each term, over a period of of three consecutive terms, for a total of 6 units. Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward LMFT and LPCC requirements. Prerequisites: PSY 600, 606, 612, 623, 637, 639, and 661.

PSY 663 Bilingual Clinical Practicum: Latina/o Emphasis (2)*

The purpose of this course is to provide students with an opportunity to integrate their knowledge of family systems theory gained in academic courses with its application in clinical practice. A prerequisite for this course is fluency in Spanish. Case presentations and case consultations will be conducted bilingually, with an emphasis on Spanish. Students are introduced to ethnically and linguistically responsive practices with Spanish-speaking Latinas/os. This course will address issues related to language and psychosocial variables in interviews and assessment of individual and social well-being. The course will provide opportunities to practice oral and written Spanish language needed for psychotherapy service delivery. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) 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: PSY 658.

PSY 669 Trauma in Diverse Populations (3)

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

PSY 670 Psychology in Latin America (3)*

This course examines culture from an international perspective through an immersion experience in Latin America. The course prepares students to conceptualize, plan, and implement culturally responsive interventions with Latin American individuals and families. The immersion experience addresses a context-specific understanding of Latin American cultures as well as the influence of United States culture on Latin American communities. Students engage in various cultural experiences and develop their Spanish language skills in the delivery of mental health services to Spanish-speaking communities. The Spanish language component for this course will be offered at three levels of proficiency. The minimum requirement for the language component will be to attend each class meeting, prepare assignments, and exceed the base level as determined prior to the immersion course. CR/NC grading only. Prerequisite: PSY 622. (Elective course only, not required for graduation)

PSY 671 Career Development Theory and Techniques (3)

This course prepares students to address the intersections of career, values, and life roles in the context of career counseling and responding to career- and work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories; examine the implications of sociocultural factors on career development, work transitions, and the career counseling process; gain experience with career counseling assessments and resources; and become familiar with current career development literature.

PSY 672 Spanish Language and Culture: Beginning Conversations and Understanding Linguistic Context (3)*

Students will learn Spanish vocabulary and conversational skills needed for working in mental health settings and to be involved in the communities where they live and work. The focus is on the proficiency required for reducing language and cultural barriers for Spanish-dominant populations. The course will be taught in English and Spanish. No fluency in Spanish is required. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

PSY 673 Spanish Language and Culture in Counseling Latinos: Intermediate/Advanced (3)*

Students will learn Spanish vocabulary and conversational skills needed for working in mental health settings. The focus is on the proficiency required for conducting psychotherapy and psychological assessments with a variety of Spanish-dominant populations and providing professional and community-based presentations in Spanish. The course will be taught in Spanish and all assignments must be completed in Spanish. Conversational fluency in Spanish is required. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

PSY 674 Diagnosis and Treatment of Mental Health Disorders: Latina/o Emphasis (3)*

This course is designed to build practical clinical skills in diagnosis, problem formulation, and crisis intervention in a culturally responsive manner with Latina/o individuals and families. In addition to the DSM, the course examines psychopathology from psychodynamic, behavioral, humanistic, multicultural, and psychosocial perspectives. Particular emphasis is placed on the examination of Latina/o communities within contextually congruent and strength-based perspectives. Students are also taught standard intake skills with Latina/o individuals and families and are introduced to psychopharmacology. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisite: PSY 657.

PSY 675 Assessment of Individuals, Couples, and Families: Latina/o Emphasis (3)*

This course covers the fundamentals of psychological testing and examines the application of psychological instruments in the assessment of Latina/o individuals, couples, and families within the practice of marriage and family therapy. Particular attention is given to the interpretation of measures that have been developed for both non-Latina/o and Latina/o communities. Language and psychosocial issues will be discussed in the context of conducting culturally responsive interviews and assessments with Latina/o communities. The course will be conducted in both Spanish and English in order to provide students with opportunities to further develop their language skills. Students will integrate their Spanish language skills by practicing oral and written assessments, reports, and professional presentations. Students gain experience in the administration, scoring, and interpretation of selected tests. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisite: PSY 626.

PSY 676 Theories of Counseling and Psychotherapy: Latina/o Emphasis (3)*

Major theoretical approaches to personality are surveyed from a historical perspective and critiqued for their applicability with Latina/o individuals. Emphasis is placed upon contemporary clinical/counseling expressions of these approaches with Latinas/os and the operation of theoretical assumptions in clinical practice. A major focus of this course attends to the critical ways in which Latina/o cultures expand the understanding of how personality functioning may shift from one cultural context to another. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisite: PSY 610.

PSY 677 Multicultural Counseling: Latina/o Emphasis (3)*

This course is designed to provide an understanding of Latina/o mental health. Areas addressed include culture, immigration and acculturation, ethnic self-identification, gender role socialization, influence of family and other systems, educational achievement, religion and spirituality, traditional healing practices, therapy and assessment, research considerations, and diversity within the Latina/o population. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

PSY 678 Techniques of Counseling and Psychotherapy: Latina/o Emphasis (3)*

Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach and within the context of working with Latina/o individuals and families. Particular attention is given to the development of culturally congruent applied techniques that consider issues of class, ethnicity, ethnic identification, and environmental context. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only. Prerequisites: PSY 674 and 676.

PSY 679 Individual, Couple, and Family Development: A Life Cycle Approach—Latina/o Emphasis (3)*

This course will serve as a continuation of the biological, social, spiritual, and psychological development of individuals and families throughout the life span. The impacts of experiences such as childbirth, adolescence, marriage, divorce, and aging on individuals and families are explored. The focus will be on the experiences of Latina/o individuals and families and will include topics such as bilingual language development, the impact of immigration and acculturation, and racial/ethnic identity development. Additionally, focus on theory, research, and the application of individual and family developmental psychology within the context of culture will be discussed. This course is limited to students enrolled in the MACLP Latina/o Emphasis (Evening Format) only.

*Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinas/os.

Doctor of Psychology

The doctoral program in clinical psychology is accredited by the American Psychological Association* and awards the Doctor of Psychology (PsyD) degree. The program exemplifies the practitioner-scholar model of professional training and prepares students to become psychologists, serving the community through applied clinical practice. This model of training is recognized by the American Psychological Association as appropriate for the preparation of clinical psychology practitioners. Through clinically relevant courses, clinical training, and applied scholarship, students develop a foundation of knowledge, skills, and values, leading to meaningful careers as psychologists.

Graduates, following completion of postdoctoral clinical training, are eligible to be examined for licensure as psychologists throughout the country and in Canada.** Psychologists trained within the practitioner-scholar model usually establish careers in clinical practice within private and public settings, including clinics, hospitals, and community agencies, as well as teach and provide supervision in colleges and universities. Psychologists also serve as consultants to corporate, public, educational, and religious institutions and conduct program evaluations and design community and group intervention programs.

The PsyD program is a post-master's program that consists of three years of course work and supervised clinical training, one year of internship, and completion of the clinical dissertation. The philosophy of the program is informed by the observation that clinical psychology is an evolving discipline and that new knowledge and practices emerge from many different theoretical orientations and epistemological traditions. In keeping with this perspective, the program reflects a generalist orientation as well as offers opportunities to study with experts in their respective specialties. Attention is placed throughout the curriculum on principles derived from psychology as a science. Thus, students are expected to master the theoretical and research literature that supports evidence-based professional practice. Further, students are required to uphold ethical and professional standards throughout their academic, clinical, and research training.

*For further information about the accreditation status of this or any other psychology doctoral program, please contact the APA Office of Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, Phone: (202) 336-5979.

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

Curriculum

The curriculum is built upon the foundation of psychology as a science and offers comprehensive exposure to evidence-based assessment and treatment as well as research with an emphasis on clinical application and sensitivity to multicultural context and individual differences. The curriculum offers courses

that emphasize foundational principles and knowledge, clinical competencies in assessment and intervention, research and scholarship, professional development and supervision as well as courses that support the development and completion of the clinical dissertation.

Clinical Training

Clinical training complements academic course work and provides a range of supervised experience upon which professional competence is established. Clinical training during the first year is conducted within one of four university clinics and may include collaborative training rotations within school and community mental health settings. The second and third year practica are completed at external rotations in the community including placement in major medical centers, community mental health agencies, psychiatric hospitals, and inpatient facilities. Training is comprehensive and includes rotations in providing psychological assessment (cognitive, personality, 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) guidelines, students must complete a full year of internship before receiving their degree. Intern placement, ordinarily at APA-accredited, APPIC or CAPIC training sites, must be approved by the director of clinical training. Ninety-three percent of PsyD program students (179 of 192) were placed in internships in 2006–2012 (year of application); 124 (65 percent) were placed in APA internships, 43 (22 percent) in APPIC internships (which were not APA-accredited), 11 (6 percent) in CAPIC internships; and 165 of 192 (86 percent) were placed in paid internships. Since students will normally not have any other course requirements during the internship, they are free to complete internships in approved sites anywhere in the United States or Canada.

Under the direction of the director of clinical training (DCT), 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 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; 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 DCT verification form on the APPIC application requires the PsyD program to disclose 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. As a program, we will disclose any such complaints that were made against a student and were found to have merit.

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 (in accordance with the American Psychological Association 2002 ethics code 7.04 [Student Disclosure of Personal Information]) that in the course of class work at Pepperdine University and clinical training in University clinics, external practicum rotations, and internship, they may be required or invited to disclose personal information which is deemed relevant to their performance in course work and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student, but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the director of the PsyD program.

Personal Psychotherapy for Clinical Training

While not required by the program, the psychology faculty and administration recommend personal therapy for all students training to be psychotherapists since it is believed that personal therapy is a vital component of the training and growth of the psychotherapist and that it is the professional responsibility of every therapist to identify and address personal issues that may have an impact on clinical interactions with future clients.

Clinical Dissertation

An essential feature of a university-based doctoral program is a commitment to scholarship. Students complete a clinical dissertation, which provides an opportunity to investigate a clinically relevant topic and to meaningfully contribute to the profession. Commencing with the 2013-14 PsyD entering class, students will develop and implement their scholarship and complete their clinical dissertations within the Applied Scholarship Community (ASC) model.

The ASC model provides students with focused mentorship and peer support in an area of interest relevant to their professional development. Each ASC is a micro-community of scholarly inquiry, application, and support. The dissertation is developed and carried out within these communities. Under the supervision of the ASC faculty mentor(s), who serves as the dissertation chairperson, students will work in teams of two to four peers to develop an applied scholarship project within which each student's individual dissertation will be conducted. The project may be part of ongoing faculty scholarship but also can be a student-initiated project related to an ASC area of scholarship. Students will write a collaborative research proposal (similar to a grant proposal) for the larger project, and each team member will carve out an independent applied research focus for his or her dissertation.

A number of approaches may be employed, including quantitative and qualitative empirical research, program evaluation, meta-analysis, theoretical scholarship, community-based action research projects, critical analysis of the literature, clinical application and analysis, and program or model development. Work on the dissertation commences in the first year and students are given extensive support throughout the dissertation development process. Additional information about the individual Applied Scholarship Communities, the ASC model, and the clinical dissertation is presented on the GSEP PsyD program website.

Students entering the PsyD program prior to the 2013-14 academic year may conduct scholarship and complete clinical dissertations independent of the ASC model and structure. Students entering the PsyD Program in 2013-14 and thereafter may request permission of the PsyD executive committee to conduct dissertation scholarship outside of the ASC structure; however, only in exceptional situations will such permission be granted. All dissertations must be submitted to Turnitin. The chairperson, with the student, will review the report and evaluate areas of the dissertation that require modifications or changes.

Clinical Competence Examination

The Clinical Competence Examination is one of the components used to assess the clinical competence of students preparing to apply for internship. Preparing for and taking the examination encourages the integration of all facets of doctoral education and clinical training completed during the first two years of the program. The examination is considered in evaluating a

student's readiness to take on the increased professional responsibilities of the pre-doctoral internship. Accordingly, a grade of "Pass" is required to participate in the APPIC match process and to accept an internship offer. The examination is offered during the Summer session of the second year and the Fall term of the third year. Students who fail the examination three times will be dismissed from the program.

Program Completion and Matriculation

The majority of students complete the PsyD degree in a timely fashion. Sixty-two percent ($N = 110$) of the graduating classes of 2006–2012 completed the degree within five years (26 [15 percent] graduated in four years, 68 [38 percent] in six years or more). Attrition from the program is low; four students (approximately 2 percent) left the program from the 2006–2012 cohorts.

Continuation in the program is subject to review by the program administration in consultation with the Psychology Division faculty panel. Matriculation is determined based on meeting program expectations as demonstrated in a review of academic performance which includes evaluations of course work, supervised clinical experience in practicum and internship rotations, compliance with ethical standards and legal requirements, professionalism, and interpersonal competencies and behavioral criteria consistent with the professional role of a clinical psychologist.

Students are expected to dedicate themselves fully to achieve academic excellence and to comport themselves in an ethical and professional manner. At minimum, each student is expected to attain at least a "B" in each doctoral course. A grade below "B-" in any doctoral course requires review of the student's suitability for continuing doctoral study. Although students may earn a grade below "B" in one of their courses, they must maintain an overall 3.0 grade point average. Some courses are offered on a Credit/No Credit basis. To receive credit, a student must demonstrate doctoral-level performance as determined by the instructor.

Evaluations of student performance in clinical training are obtained from individual clinical supervisors and practicum instructors and are reviewed by the director of clinical training. Students are expected to demonstrate increasing competence and professional skill which include interpersonal competencies and behavioral criteria consistent with the role of a clinical psychologist as well as compliance with ethical standards and legal mandates throughout clinical training. Progression is granted based on satisfactory performance in courses, 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. The appearance of interpersonal-emotional behaviors or attitudes that could negatively impact academic and clinical performance may result in administrative review; recommended or mandated psychological consultation or psychotherapy; and/or intervention, probation, suspension, or dismissal from the program. While every attempt is made to remediate difficulties, failure to demonstrate professionalism or the ability to perform academic and professional responsibilities competently will lead to termination from the program. For additional information regarding the policies and procedures concerning student evaluation, consult the PsyD Program Handbook.

Student Advisement

Each student is assigned a faculty advisor when entering the program. In addition to the first year academic advisor, it is recommended that students develop mentoring and advisement relationships with the faculty members. An advisory relationship provides an opportunity to discuss matters of concern with a member of the faculty and to support ongoing orientation to the program and to the profession. Consultation is advised at any time for assistance in selecting classes and for support, advice, or to review any aspect of the program. The dissertation chairperson, who is selected by the student at the end of the first year, assumes full advisement responsibilities commencing the second academic year. Upon request, a student may change advisors with the approval of the program director. Additional information is presented in the PsyD Program Handbook.

Student Participation in Governance

PsyD students have formed a Student Government Association (SGA) to facilitate an exchange of ideas and information; to increase communication among students, faculty, staff, and administration; to develop proposals for ongoing improvement in the program; and to help solve problems that students encounter. Each class elects representatives to the association and to serve on various program committees, such as the PsyD steering committee. An annual activities fee supports events sponsored by the PsyD SGA.

Admission Requirements

The PsyD program builds upon the foundation of course work 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 admissions committee takes into consideration the breadth and depth of an applicant's foundation of general knowledge of psychology

and clinical and research experience in granting admission. Scores on the Graduate Record Examination (including the Psychology Subject Test), in addition to a review of undergraduate and graduate transcripts, provide an assessment of an applicant's general knowledge. The average undergraduate grade point average for students in the 2008-2012 entering classes was 3.36 (range: 2.22–4.00), average GRE Verbal Test Score was 548 (range: 340–800), average GRE Quantitative Test Score was 622 (range: 340–800), average GRE Analytic Writing Score was 4.7 (Range: 3-6), and average Psychology Subject Test Score was 651 (range: 470–820). The profession of clinical psychology requires individual and interpersonal competencies in addition to academic preparation. Interpersonal attributes and skills are therefore taken into consideration in assessing an individual's qualification for admission.

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 transcript in a registrar's sealed and stamped or signed envelope from the accredited institutions that awarded the baccalaureate and master's degrees to the applicant and all official transcript(s) of post-baccalaureate study.
- An autobiographical statement of three to 10 typed pages that addresses factors in the applicant's past that led to an interest in psychology, current interests in psychology, reasons for applying to Pepperdine University, and professional plans 10 years after graduating.
- A brief resume of professional experience both inside and outside the field of psychology (include current professional activities).
- Two recommendations: If possible, one from a college professor familiar with the applicant's academic performance and one from a clinical supervisor familiar with the applicant's clinical skills.
- Scores from the Graduate Record Examination (General and Psychology Subject Test sections), taken within the past five years. (Note: Students admitted to the PsyD program are required to attain a minimum score of 600 on the Psychology Subject Test of the Graduate Record Examination or to complete PSY 700 Special Topics in Psychology: Advanced General Psychology prior to commencing the second year of doctoral studies.)
- The Clinical and Research Experience form, as provided in the Application for Admission.
- Personal interviews may be required.
- Optional: It is recommended that applicants submit course descriptions of master's degree courses to assist the PsyD admissions committee in assessing the breadth and depth of the applicant's academic preparation.

After the initial screening of the applications, the remaining candidates will be invited for interviews by the PsyD admissions 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 degree at Pepperdine University should not assume automatic admission into the doctoral program.

Course Requirements

Approximately 80 units are required to complete the PsyD degree for the 2013–14 entering class. This program is designed to be completed in four years, that is, three years of course work and practicum training followed by a one-year full-time internship. Only in exceptional circumstances, and with approval, may students deviate from the required course sequence. Students may transfer or challenge a maximum of 9 graduate semester units. These courses must be equivalent to psychology courses offered in the PsyD program. They must be taken at a regionally accredited school after the student has received the bachelor's degree and may not be extension courses. The credit earned must not have been used toward the granting of another degree. The following is a list of courses and their sequence. The University reserves the right to make modifications in the curriculum and provides notification of anticipated changes.

YEAR 1
Fall
PSY 705   Sociocultural Foundations of Behavior .... (3)
PSY 707   Interviewing and Intake Evaluation .... (2)
PSY 710   Cognitive Assessment .... (3)
PSY 706   Ethical, Legal, and Professional Issues .... (3)
PSY 714   Advanced Clinical Psychopathology .... (3)
PSY 770   Doctoral Practicum: Clinical Skills Intensive A .... (2)
PSY 790   Applied Scholarship and Dissertation Development .... (1)

Spring
PSY 703   Social Foundations of Behavior .... (2)
PSY 704   Cognitive-Affective Foundations of Behavior .... (3)
PSY 708   Foundations of Conceptualization and Psychotherapy
            in a Multicultural Context .... (2)
PSY 711   Personality Assessment .... (3)
PSY 716   Developmental Foundations in Clinical Psychology .... (3)
PSY 771   Doctoral Practicum: Clinical Skills Intensive B .... (2)
PSY 791   Applied Scholarship Intensive A* .... (1)

Summer
PSY 715   Behavioral Foundations in Clinical Psychology:
            Assessment and Intervention .... (3)
PSY 743   Group Interventions .... (1)
PSY 772   Doctoral Practicum: Clinical Skills Intensive C .... (1)
PSY 792   Applied Scholarship Intensive B* .... (1)

YEAR 2

Fall

PSY 701   Research Methods in Clinical Psychology .... (2)
PSY 718   Interventions with Children and Adolescents .... (3)
PSY 730, 732, 734, 736, 738   Theories and Techniques .... (3)
PSY 773   Doctoral Practicum: Case Conceptualization,
            Assessment, and Treatment Planning .... (1)
PSY 793   Applied Scholarship Intensive C* .... (1)

Spring

PSY 702   Data Analysis in Empirical Research .... (2)
PSY 713   Advanced Psychological Assessment .... (3)
PSY 731, 733, 735, 737, 739   Theories and Techniques .... (3)
PSY 774   Doctoral Practicum: Case Conceptualization,
            Assessment, and Treatment Planning .... (1)
PSY 794   Dissertation Project A* .... (1)

Summer

PSY 750–755 Electives .... (2)
PSY 775   Doctoral Practicum: Case Conceptualization,
            Assessment, and Treatment Planning .... (1)
PSY 795   Dissertation Project B* .... (1)

YEAR 3

Fall

PSY 712   Biological Foundations of Behavior .... (3)
PSY 730, 732, 734, 736, 738   Theories and Techniques .... (3)
PSY 776   Doctoral Practicum: Clinical Supervision and
            Consultation... (1.5)
PSY 796   Dissertation Project C* .... (1)

Spring

PSY 731, 733, 735, 737, 739   Theories and Techniques .... (3)
PSY 756   Proseminar in Professional Development ....(1.5)
PSY 777   Doctoral Practicum: Clinical Supervision and Consultation ... (1)
PSY 797   Dissertation Writing A .... (1)

Summer

PSY 798   Dissertation Writing B**.. (1)

YEAR 4

Fall

PSY 780   Doctoral Internship ....(0.5)
PSY 799   Applied Scholarship Dissertation Completion (if needed)... (2)

Spring

PSY 780   Doctoral Internship ....(0.5)
PSY 799   Applied Scholarship Dissertation Completion (if needed)... (2)

Summer

PSY 799   Applied Scholarship Dissertation Completion (if needed)... (2)

*Students enrolled prior to Fall 2013 and those petitioning and approved for Individual Scholarship will enroll in PSY 800 Clinical Dissertation Supervision (commencing in the Spring term of the first year).

**Students enrolled prior to Fall 2013 and those petitioning and approved for Individual Scholarship will enroll in PSY 801 Dissertation Completion.

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. We will explore the methods and findings of research focused on affect/emotion, sensation, perception, attention, memory, and learning. Later in the semester, we 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, we 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 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 IV. Lectures and assignments focus on issues of symptomatology, etiology, prognosis, and psychosocial and psychopharmacological treatment. Research data are integrated with practical issues of multidisciplinary case management.

PSY 715 Behavioral Foundations in Clinical Psychology: Assessment and Intervention (3)

This course examines the use of assessment instruments and techniques that are consistent with theoretical orientations in cognitive, behavioral, and short-term therapy models. These overall procedures provide the assessment structure for diagnosis, treatment, and the empirical validation of therapeutic interventions.

PSY 716 Developmental Foundations in Clinical Psychology (3)

This course is a survey of psychoanalytic developmental theory including historical and theoretical overviews of psychoanalytic metapsychology and a review of observational and experimental research. Freudian theory, ego psychology, object relations, self psychology, as well as more recent contributions from psychoanalytic developmental research and neuroscience will be presented. The course will include clinical applications to the diagnosis and treatment of borderline, narcissistic, and neurotic conditions.

PSY 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 psychodynamic psychotherapy drawing upon psychoanalytic clinical theory. A systematic review and critical analysis of clinical theory will be presented as well as application to psychotherapy practice. Contemporary challenges and revisions of clinical theory will be considered with particular emphasis on epistemology, intersubjectivity, findings from neuroscience, and the empirical status of psychoanalytic treatment.

PSY 731 Theories and Techniques of Psychodynamic Psychotherapy: B (3)

The first half of the course builds upon psychoanalytic clinical theory and presents a survey of approaches to time-limited psychodynamic psychotherapy. Modifications in technique and clinical orientation are examined with particular emphasis on brief intensive psychodynamic psychotherapy. The second half of the course concerns the treatment of patients within the borderline spectrum and introduces the theoretical contributions of Heinz Kohut and Otto Kernberg.

PSY 732 Theories and Techniques of Existential and Humanistic Psychotherapy: A (3)

This course prepares students to conduct individual psychotherapy from an existential, humanistic perspective. Emphasis is on philosophical foundations and contrasts between European and American approaches.

PSY 733 Theories and Techniques of Existential and Humanistic Psychotherapy: B (3)

This course introduces more active and directive therapist roles and techniques (e.g., reality therapy, Gestalt therapy).

PSY 734 Theories and Techniques of Cognitive-Behavioral Therapy: A (3)

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 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.

PSY 776–777 Doctoral Practicum: Clinical Supervision and Consultation (1.5, 1)

The course provides an introduction to the theory and practice of clinical supervision and ongoing skill development in clinical case presentation and consultation, including discussion of diagnosis, treatment planning, conduct of treatment, and process and evaluation of psychotherapy outcome or assessment consultation. Experiences encountered in clinical training are addressed to support the practicum experience as well as to examine contemporary supervision and consultation practice.

PSY 780 Doctoral Internship (0.5)

Consultation and evaluation are provided on an individualized basis.

PSY 787, 788, 789 Directed Study (1, 2, 3)

Students research specialized areas in psychology.

PSY 790 Applied Scholarship and Dissertation Development (1)

This course prepares students for successful completion of the doctoral dissertation and participation in an Applied Scholarship Community ("lab"). Topics include grant writing, the structure of the dissertation proposal, strategies for reviewing the literature, writing a concise yet comprehensive dissertation literature review, procedures for submitting proposals for conference presentations, opportunities for involvement in professional organizations, and expectations for the final dissertation in a journal manuscript format.

PSY 791 Applied Scholarship Intensive A (1)

Students work with a research team within an Applied Scholarship Community ("lab") to develop a focused topic for the doctoral dissertation. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 792 Applied Scholarship Intensive B (1)

Students develop the methodology and make substantial progress on the literature review for the dissertation proposal. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 793 Applied Scholarship Intensive C (1)

Students finalize the dissertation proposal and sit for the preliminary oral examination. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 794 Dissertation Project A (1)

Students prepare for the implementation of the dissertation methodology including, if required, submission to the Graduate and Professional Schools Institutional Review Board (IRB) for approval. Students are expected to make continuous progress in carrying out the dissertation project. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 795 Dissertation Project B (1)

Students continue to make adequate progress in the implementation of their dissertation methodology. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 796 Dissertation Project C (1)

Students complete implementation of the dissertation project and analyze data as appropriate. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 797 Dissertation Writing A (1)

Students finish dissertation analysis and begin writing the final dissertation manuscript. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 798 Dissertation Writing B (1)

Students complete writing the final dissertation manuscript, sit for the final oral examination, and participate in the Applied Scholarship Community presentation event. Active participation in their Applied Scholarship Community and effective collaboration with their research team members must be demonstrated.

PSY 799 Applied Scholarship 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.

PSY 800 Clinical Dissertation Supervision (1, 1.5, 2.0)

Under the direction of a chairperson, dissertation research is individualized and tailored to aid the student in completing the dissertation requirement; permission must be obtained from the PsyD executivce 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. The catalog serves as the official student handbook and, along with other published policies, describes student rights and duties with respect to the University. Enrollment constitutes an agreement by the student to abide by the rules, regulations, and policies of Pepperdine University.

Academic Dispute Resolution

Academic Complaints Originating from Students

The procedure for the resolution of student academic complaints comprises a four-step process. The first two steps comprise an informal attempt at resolution by a discussion between the disagreeing parties and an attempt to resolve the dispute through meeting with the program director. The student is encouraged to consult with the division ombudsperson throughout this process for advisement on approaching the complaint with the faculty member and clarification of the resolution process. If resolution is not achieved informally, the formal resolution process entails the student submitting a letter of complaint and a form that verifies attempts were made at an informal resolution to the associate dean by division; the associate dean reviewing and perhaps requesting additional information about the complaint, meeting with the student to discuss the complaint and hearing process, and requesting information from and meeting with other relevant parties; and a hearing by an impartial panel comprised of members of the GSEP appeals committee. Attempts at informal resolution are required prior to entering the formal resolution process. It is expected that most conflicts will be resolved by the disagreeing parties or through the specific complaint resolution procedures established by the relevant academic program. Only rare cases should require the involvement of the GSEP appeals committee acting as an impartial hearing panel.

The four-step procedure is described in more detail below and applies to all GSEP academic programs and to all types of academic complaints originating from students. Academic complaints include issues impacting student grades and status in the program.

Students seeking an exception to academic policy, contesting the application of academic policy, or seeking readmittance to a program should make their request directly to the program director, assistant program director, or program administrator.

Step 1: Discussion Between Disagreeing Parties

Academic disputes should be respectfully discussed with the involved faculty member or disagreeing parties within 30 business days of the complaint arising, excluding University holidays and semester breaks. Students are also encouraged to consult with the division ombudsperson regarding attempts to resolve the matter with the faculty member. It is expected that most conflicts will be resolved between the disagreeing parties once their respective viewpoints have been carefully considered and the

factual information has been reviewed. If the disagreeing parties cannot reach a resolution, the student may proceed to Step 2 and meet with the program director and follow the complaint resolution procedures specified by the program. Students are encouraged to keep written notes, reflections, and records about the complaint and meetings with the faculty member and division ombudsperson.

Step 2: Follow Complaint Resolution Procedures Established by the Relevant GSEP Academic Program

Each academic program within the Education and Psychology Divisions at GSEP has a set of program-specific procedures for addressing student complaints. Students are responsible for familiarizing themselves with and adhering to the specific complaint resolution procedures established by their academic program. These procedures assume that attempts to resolve the dispute through a discussion between the disagreeing parties have been unsuccessful. In most cases, these procedures will involve the student meeting with her or his program director in order to describe the nature of the complaint and to discuss possible resolutions. The student requests a date for a meeting with her or his program director within 30 business days (excluding University holidays and semester breaks) of an unsuccessful attempt to resolve the issue between disagreeing parties. Students are encouraged to consult with the division ombudsperson as she or he follows the program's complaint resolution procedures. If the issue is not resolved to the student's satisfaction after the program-specific complaint resolution procedures have been followed, then the student may elect to proceed to the subsequent step. Students are encouraged to keep written notes, reflections, and records about their attempt to resolve their complaint using the program-specific procedures and consultations with the division ombudsperson.

Step 3: Involvement of the Associate Dean

If discussions with the relevant faculty member and following the complaint-related procedures established by the student's academic program do not result in a resolution to the dispute that is acceptable to the student, the student may submit a formal letter of complaint and a completed Verification of Informal Resolution form to the associate dean by division within 20 business days (excluding University holidays and semester breaks) of unsuccessfully attempting to resolve the complaint through the program-specific procedures. The associate dean may also elect to meet with and/or obtain a written response within 14 business days (excluding University holidays and semester breaks) after the request is made from faculty members, administrative staff, or other persons who may provide information deemed relevant to resolving the dispute (e.g., ombudsperson). The associate dean will review the documentation and meet with the student to discuss the nature of the complaint, the reasons why prior attempts to resolve the dispute (Steps 1 and 2) were unsuccessful, and possible resolutions. The associate dean will also describe the hearing process and verify whether the student desires to proceed with the hearing. If the student confirms she or he desires to

proceed with the hearing, the associate dean refers the complaint and related documentation to the GSEP appeals committee.

Step 4: Referral to the GSEP Appeals Committee/Hearing by an Impartial Panel

As noted above, if the student communicates to the associate dean that she or he wishes to initiate a hearing by the GSEP appeals committee, the associate dean makes this referral through the chair of the GSEP appeals committee and communicates the fact that the referral has occurred to the dean of GSEP within 10 business days of meeting with the student, excluding University holidays and semester breaks. The associate dean is also responsible for providing the GSEP appeals committee thorough written and verbal information for its review, including documentation generated from prior steps in the student appeals process. The chair of the GSEP appeals committee is responsible for calling the panel together and for scheduling the hearing as soon as it is reasonable and practical (excluding University holidays and semester breaks) upon receiving the information/documentation from the associate dean. The parties involved will be notified of the time and place of the hearing at least 10 business days prior to its occurrence. The purpose of the hearing is twofold: (1) to determine if the appeals procedures were followed appropriately and (2) to render a judgment as to whether the initial decision made by the faculty member is upheld or opposed. Within 10 business days of the conclusion of the review process (excluding University holidays and semester breaks), the GSEP appeals committee will communicate in writing to the dean its decision as to whether the appeals process was adhered to in an appropriate manner and whether the initial decision made by the faculty member is upheld or opposed by the hearing panel. The final authority for determining the disposition of the complaint rests with the dean.

The disagreeing parties may return to Step 1 at any time during the process. Furthermore, the decision to move forward with a hearing can be retracted by the student at any point prior to the hearing date.

Academic Complaints Originating from Faculty

The following four-step process applies to allegations of inappropriate academic conduct by students originating from faculty members.

Step 1: Discussion Between Student and Faculty Member

Faculty members alleging plagiarism, cheating, or other inappropriate academic conduct are expected to present the evidence directly to the student, along with the anticipated consequences, as soon as it is reasonable and practical. Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one's own. When paraphrasing or quoting an author directly, one must credit the source appropriately. Plagiarism is not tolerated at the Graduate School of Education and Psychology.

Faculty members may assign a grade of "F" on the assignment for plagiarism or cheating, which may result in a grade of "F" for the course

and dismissal from the program. If the student agrees that she or he has engaged in the alleged behavior and accepts the consequence assigned by the faculty member, the matter is resolved. If, however, the student disputes the occurrence of the behavior or does not accept the consequence, the matter proceeds to Step 2. The faculty member may wish to consult with the division ombudsperson as she or he works attempts to work toward resolution with the student. Faculty members should document all communications with students regarding matters of academic conduct.

Step 2: Referral to Student's Academic Program Director

If the student either disputes the occurrence of the behavior or does not accept the consequence, the matter is referred in writing by the faculty member to the student's academic program director, assistant program director, program administrator, or academic advisor within 20 business days, excluding University holidays and semester breaks, of the unsuccessful attempt to resolve the issue directly with the student.

Under the direction of the program director, assistant program director, program administrator, or academic advisor, complaint-related procedures established by the student's academic program will be followed in an attempt to resolve the dispute. If this step does not result in a resolution, then the matter proceeds to Step 3.

Step 3: Referral to Associate Dean

In the event a resolution is not reached at the program level, the faculty member will prepare a referral letter to her or his divisional associate dean within 14 business days (excluding University holidays and semester breaks), including all relevant documentation. Once the matter has been thus referred, the divisional associate dean will determine the nature of any subsequent involvement of the faculty member involved in the dispute, as determined by the circumstances of the specific case. The associate dean will meet with the student regarding the dispute. If this step does not result in a resolution, then the matter proceeds to Step 4.

Step 4: Referral to the GSEP Appeals Committee/Hearing by an Impartial Panel

If the associate dean is unable to mediate the disagreement between the student and faculty member, the associate dean initiates a hearing by the GSEP appeals committee by making a referral to the chair of the GSEP appeals committee and communicates the fact that the referral has occurred to the dean of GSEP as soon as it is reasonable and practical, excluding University holidays and semester breaks. The associate dean is also responsible for providing the GSEP appeals committee thorough written and verbal information for its review, including documentation generated from prior steps in the appeals process. The chair of the GSEP appeals committee is responsible for calling the panel together and for scheduling the hearing as soon as it is reasonable and practical (excluding University holidays and semester breaks) upon receiving the information/documentation from the associate dean. The parties involved will be notified of the time and place of the hearing at least 10

business days prior to its occurrence. The purpose of the hearing is twofold: (1) to determine if the appeals procedures were followed appropriately and (2) to render a judgment as to whether the initial decision made by the faculty member is upheld or opposed. Within 10 business days of the conclusion of the review process (excluding University holidays and semester breaks), the GSEP appeals committee will communicate in writing to the dean its decision as to whether the appeals process for responding to faculty-generated academic complaints was adhered to in an appropriate manner and whether the initial decision made by the faculty member is upheld or opposed by the hearing panel. The final authority for determining the disposition of the complaint rests with the dean.

Admission Contingent Upon Truthfulness

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

Code of Ethics

Introduction

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values. Members of the Pepperdine University community—faculty, staff, students, administrators, members of the Board of Regents, members of the University's advisory boards, and volunteers—are responsible for maintaining the standards of the institution and of the various communities in which they live. We value integrity, honesty, and fairness and strive to integrate these values into our daily practices.

Our ethical expectations are found in Holy Scripture, the University Mission Statement, the founding vision of George Pepperdine, and the University Affirmation Statement. Holy Scripture provides the ultimate source for our ethical standards, including the two great commands taught by Jesus: the duty to love God and love one's neighbor as one's self (Matthew 22: 37–40).

In this spirit, we commit ourselves to the highest standards of ethical conduct. We act with integrity, we treat others with respect and dignity, we carefully steward the University's resources, we avoid conflicts of interest or commitment, we maintain confidentiality, and we comply with legal and professional obligations. We are individually accountable for our own actions, and we are collectively accountable for upholding these standards of behavior

and complying with all applicable laws, policies, standards, and regulations. While human and therefore fallible, we constantly strive to meet our ethical expectations. Moreover, because the Pepperdine community is composed of many distinct constituencies, we understand that, beyond the general ethical principles outlined in this document, we may be subject to additional rules of conduct specific to our respective roles within the community.

Acting with Integrity

We seek to be people who are honorable, forthright, and upright at all times. Our commitment to integrity demands more than mere satisfaction of legal and ethical obligations, although we comply with the law and conform to the highest standards of ethical conduct. Our commitment to integrity means that we actively discern what is right from what is wrong, that what we do flows directly from who we are, and that we seek consistency between our inner self and our outward conduct. We value people, we speak the truth, we have the courage of our convictions, and we keep our commitments. We do not condone any form of dishonesty—such as fraud, theft, cheating, or plagiarism—as described more specifically in student, faculty, and staff handbooks and policies.

Treating Others with Respect and Dignity

Members of the community are committed to principles of equality and fairness. We follow the profound truth found in the Golden Rule, "In everything do to others as you would have them do to you" (Matthew 7:12).

We do not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Consistent with our affiliation with the Churches of Christ and our faith heritage, we do seek to hire and promote persons who support the goals and mission of the University, including, but not limited to, those who are members of the Churches of Christ.

We respect the inherent worth of each member of the community. We do not engage in any forms of harassment of others. Those in positions of authority, including administrators, supervisors, faculty members, and student leaders, exercise their authority fairly and appropriately.

Other expectations about how we treat others with respect and dignity can be found in University policies and in each school's faculty and student handbooks.

Stewarding the University's Resources

We are good stewards of the University resources entrusted to us, and we prepare accurate and clear reports about those resources. University resources are reserved for business purposes on behalf of the University. We exercise reasonable judgment in the use of University resources, acting with care and prudence. We do not use University resources for personal gain.

We prepare correct and clear financial records and research reports. All entries in University books and accounts accurately reflect each transaction.

In reporting on the University's resources, we do not hide, conceal, or mislead; and we promptly report such misconduct when it is discovered.

Avoiding Conflicts of Interest and Commitment

We do not have direct or indirect interests or commitments, financial or otherwise, which conflict with the proper discharge of our duties to the University. The primary professional allegiance of all full-time employees lies with Pepperdine University and the advancement of its mission. We do not solicit or accept any gift, service, or favor that might reasonably influence the discharge of our duties or that we know or should know is being offered with the intent to influence our official conduct. We do not accept other employment or engage in business or professional activities outside of the University when such work might reasonably cause real or apparent conflicts of interest or conflicts of commitment. We do not transact business in our official capacity with any business entity of which we are an officer, agent, or member, or in which we own a substantial interest without the explicit prior knowledge and approval of the appropriate senior University officer. We disclose potential conflicts of interest to the appropriate supervisor or officer as soon as possible after we realize that a conflict may have arisen. Additional information is located in the University conflicts of interest policy.

Maintaining Confidentiality

We observe and respect the confidentiality rights of all other members of the community, and this duty continues even after we are no longer affiliated with the University. This right of confidentiality applies to all academic, financial, health-related, personnel, or other non-public information protected either by law or by University policy. However, the right does not preclude the consensual release of information or the disclosure of information within the University when there is a legitimate need for its disclosure. E-mail or other uses of the University's computers or computer network are for business purposes and are not presumed confidential. Additional information is located in the University's "Computer and Network Responsible Usage Policy" in this section.

Complying with Legal and Professional Obligations

We comply with all state and federal laws and conform to the highest standards of professional conduct. We transact University business in compliance with all applicable laws, regulations, and University policies and procedures. We do not misrepresent our status or authority in our dealings with others. To the extent that we belong to professions that are governed by standards specific to the profession (such as attorneys, psychologists, or certified public accountants), we adhere to such professional standards. We conduct ourselves in accordance with professional principles for scholarly work, including upholding academic codes of conduct and professional standards for research.

Reporting Violations of the Code

In order to maintain the integrity of the community, we report observed or suspected violations of this code of ethics with a spirit of fairness, honesty, and respect for the rights of others. Those who report alleged misconduct and those against whom allegations are reported are afforded all rights provided by University policies as well as all applicable state and federal laws. Those who are found to have violated this code will be subject to appropriate disciplinary action, up to and including expulsion, termination of employment, or termination of relationship. Information about reporting violations of this code may be found in the University policy "How to Report a Violation of the Code of Ethics" located at community.pepperdine.edu/hr/policies/ethics.

Conclusion

We are governed by an ethos of care and respect, virtues that transcend the provisions of this code. We are called to something greater and nobler than mere compliance with the law or a written code of ethics. We are called "to live a life worthy of the calling [we] have received . . . , bearing with one another in love" (Ephesians 4:1–2). We are called to "dedicate ourselves anew to the great cause of beautiful Christian living" (George Pepperdine's Dedicatory Address). We are called, ultimately, to lives of service (University Affirmation Statement). As the University motto instructs us: "Freely ye received, freely give."

Complaint Process

Pepperdine University takes very seriously complaints and concerns regarding the institution.

If a student has a complaint regarding the Graduate School of Education and Psychology, the student may present a complaint or grievance according to the applicable policies and procedures found in this academic catalog.

If the student believes that the complaint or grievance warrants further attention after exhausting the procedures set forth in this academic catalog, he or she may contact The Western Association of Schools and Colleges (WASC) at www.wascsenior.org/comments if the complaint is about the institution's compliance with academic program quality and accrediting standards. WASC is the academic accrediting body for Pepperdine University.

If the student believes that the complaint or grievance continues to warrant further consideration after exhausting the processes of either WASC or Pepperdine, the student may submit a complaint to the Attorney General of the State of California by filing a complaint form with the Public Inquiry Unit of the California State Department of Justice at Public Inquiry Unit: (800) 952-5225 (phone) or (916) 323-5341 (fax) or online at ag.ca.gov/contact/complaint_form.php?cmplt=PL.

The Attorney General's Office will review the process through which Pepperdine attempted to resolve the complaint. If the process complies with the University's written policies and procedures, the Attorney General's Office

will, for the purposes of state oversight, consider the matter closed. If the Attorney General determines that the process through which the University attempted to resolve the complaint did not comply with the University's written policies and procedures, the Attorney General may request reconsideration by the Graduate School of Education and Psychology.

Nothing in this disclosure limits any right that the student may have to seek civil or criminal legal action to resolve his or her complaints.

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

Computer and Network Responsible Usage Policy

Purpose

Pepperdine University provides access to computing and network resources in order to support its instruction, research, and service missions; administrative functions; and student and campus life activities. All such use shall be ethical and consistent with the University's mission. Any other uses, including uses that jeopardize the integrity of the Pepperdine network, the privacy or safety of other users, or that are otherwise illegal, are prohibited.

Applicability

This policy applies to all users of University computing and network resources, whether affiliated with Pepperdine or not, and to all uses of those resources, whether on campus or from remote locations.

Conditions for Use

Users of Pepperdine University computer and network resources must

- Follow all applicable federal, state, or local laws.
- Follow all relevant University rules, regulations, policies, and procedures, including the Information Technology (IT) use policies and procedures published for specific systems.
- Actively maintain the security of personally owned and University-assigned computers.
- Report privacy, security, or policy violations to the Information Security Office.

Prohibitions

Users of Pepperdine University computer and network resources must not

- Utilize any identity or account not specifically assigned to the user.
- Hinder, monitor, or intercept another user's network traffic.
- Disclose, destroy, or capture personal, confidential, or restricted data.
- Use resources for commercial purposes or personal financial gain.
- Use resources for unauthorized access of any system or network.

Peer-to-Peer and File Sharing Notice

Users must not engage in the unauthorized copying, distributing, altering, maintaining, or transmitting of copyrighted materials, information, software, music, or other media.

Security and Privacy

Users' University computer and network passwords must conform to IT's published complexity and length requirements and must not be shared with any other person, used in non-University accounts, or otherwise disclosed. Passwords must be changed immediately if disclosed or compromised.

The University employs various measures to protect the security of its information resources. Users should be aware that their uses of University computer and network resources are not private. While the University does not routinely monitor individual usage, the normal operation and maintenance of the University's computing resources require backup, logging of activity, the monitoring of general and individual usage patterns, and other such activities that are necessary for information security and the rendition of service. In addition, the University reserves the right to review, monitor, and/or capture any content residing on, or transmitted over, its computers or network at its sole discretion. The University reserves the right to limit access to its computers or network and to remove or limit access to material residing on its computers or network.

The most current version of the "Computer and Network Responsible Usage Policy" and any technical requirements and guidelines related to this policy are published at services.pepperdine.edu/it/policies.

Discrimination, Harassment, and Sexual Misconduct Policy

Pepperdine University affirms that all members of the community are created in the image of God and therefore should be treated with dignity and respect. Our University Code of Ethics states that we do not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Further, we respect the inherent worth of each member of the community and do not engage in any forms of harassment. We follow the profound truth found in the Golden Rule, "In everything do to others as you would have them do to you" (Matthew 7:12).

Speech that constitutes a protected exercise of a student's rights under California's Leonard Law will not be deemed a violation of this policy. However, some speech that may be protected by the Leonard Law is nonetheless inconsistent with the Golden Rule, and students are encouraged to live by this higher standard rooted in our Christian faith and heritage. Discrimination, harassment, sexual misconduct, and any related retaliation, as defined below, will not be tolerated and will result in disciplinary action, up

to and including dismissal from the University. This policy applies to students and governs conduct that occurs both on and off campus.

Definitions

Discrimination

Unlawful discrimination occurs when an individual is treated less favorably with respect to the administration of the University's educational programs and activities, admission, financial aid, or on-campus housing, based upon that individual's membership in a class protected by applicable law.

Harassment

Harassment is defined as conduct that is so severe and/or pervasive and objectively offensive that its effect, whether or not intended, impairs a person's ability to participate in the University's educational programs and activities or his or her living environment. Objectively offensive conduct means that it must be offensive both to the recipient of the conduct and to a "reasonable person" in the recipient's circumstances.

Examples of harassment include, but are not limited to,

- Some students write racial epithets on the door of an African-American student's room and use the same epithets when they see the student on campus.
- Over the course of the semester, a gay student is repeatedly called anti-gay slurs both to his face and on social networking sites.
- Someone spray paints anti-Semitic symbols on a Jewish student's car.

Sexual Misconduct

Sexual misconduct includes sex discrimination, sexual harassment, and sexual assault. Sexual misconduct can be committed by men or women, and it can occur between people of the same or different sex.

Sex Discrimination

Sex discrimination is discrimination (as defined earlier) on the basis of an individual's sex.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the University's educational programs and activities or his or her living environment. Sexual harassment also includes gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, even if those acts do not involve conduct of a sexual nature. This definition will be interpreted and applied in a manner consistent with the accepted standards of mature behavior, academic freedom, and the mission of the University.

Examples of sexual harassment include, but are not limited to,

- A female student repeatedly asks a male student out on a date when he has expressed he is not interested.

- A student worker tells her supervisor that she is not comfortable with him massaging her shoulders, but he continues to do so on numerous occasions and also makes comments about her attractiveness.

- A male graduate assistant in an economics course repeatedly makes disparaging comments about women such as "economics is a man's field" and "women don't have the capacity to understand."

Sexual Assault

Sexual assault is a general term that covers a broad range of inappropriate and/or unlawful conduct, including rape, sexual battery, and sexual coercion. As defined under California law, rape is nonconsensual sexual intercourse that involves the use or threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Other examples of sexual assault include the following nonconsensual acts: oral copulation, anal intercourse, and penetration of the anal or vaginal area with a foreign object, including a finger. Sexual battery includes the nonconsensual touching of a person's intimate parts, or the clothing covering the immediate area of those parts, or forcing a person to touch another's intimate parts. Sexual coercion is the act of using pressure (including physical, verbal, or emotional pressure); alcohol; medications; drugs; or force to have sexual contact against someone's will or with someone who has already refused.

An individual is unable to provide consent to engage in sexual activity when the individual (1) is a minor (age 17 or under), (2) has a mental disorder or developmental or physical disability that renders her or him incapable of giving knowing consent, (3) is unconscious, or (4) is incapacitated from alcohol or other drugs, and this condition was known or reasonably should have been known by the accused. "Incapacitated" means intoxicated to the point that the person is incapable of exercising the judgment required to decide whether to consent.

Campus Sexual Assault Resources

In an effort to reduce the risk of sexual assault occurring among its students, the University provides awareness and prevention programming. These outreach efforts are coordinated through the Counseling Center. For information, call (310) 506-4210 or visit community.pepperdine.edu/counselingcenter/sexualassaultresources. This site also includes additional resources and frequently asked questions about sexual assault. If a student is sexually assaulted,

1. The student should go to a safe place and speak with someone he or she trusts. The student should tell this person what happened. If there is any immediate danger, the student should call Pepperdine's Department of Public Safety at (310) 506-4441 if on campus or 911 if off campus.

2. The student should consider securing immediate professional support to assist in the crisis. On- or off-campus options include

- During office hours, the student should contact the Pepperdine Counseling Center at (310) 506-4210, the Pepperdine Student Health Center at (310) 506-4316, or the Santa Monica Rape Treatment Center at (310) 319-4000.

- After hours, if living on campus, the student should notify the residential advisor, student life advisor, resident director, or the Department of Public Safety at (310) 506-4441 who can typically help the student reach a confidential Pepperdine University counselor.

- After hours, if living off campus or living on campus but prefer to use off-campus options, the student may call the Santa Monica Rape Treatment Center's 24-hour hotline: (310) 319-4000. When students contact the center, they should let them know if they are in need of transportation to and from the center, as free options are available.

3. For safety and well-being, immediate medical attention is encouraged to evaluate for physical injury, sexually transmitted diseases, and pregnancy. Further, being examined as soon as possible, ideally within 72 hours, is important for evidence collection, which may be used to support prosecution should the student decide immediately or later to pursue criminal charges. The Santa Monica Rape Treatment Center will arrange for a specific medical examination at no charge. To preserve evidence, it is best that the student does not bathe, shower, douche, or change clothes before that exam. Even if the student has already bathed, he or she is still encouraged to have prompt medical care. Additionally, students are encouraged to gather bedding, linens, or unlaundered clothing and any other pertinent articles that may be used for evidence.

4. Even after the immediate crisis has passed, the student should consider seeking support from the Pepperdine Counseling Center or the Santa Monica Rape Treatment Center.

5. The student should contact the Dean of Student Affairs Office at (310) 506-4472 if assistance with University-related concerns is needed, including academic issues (e.g., missed classes or exams or requesting extensions regarding course work) or on-campus housing issues (e.g., requesting that the offending student or the victim be moved to a different residence hall).

6. The student should report any concerns about retaliation to the Department of Public Safety. Retaliation by any party is a serious offense, and appropriate disciplinary action will be taken.

Immunity for Victims

Pepperdine encourages the reporting of sexual misconduct. Sometimes, victims are hesitant to report misconduct to University officials because they fear that they themselves may be charged with policy violations (such as visitation, underage drinking, or sexual activity) at the time of the incident. To encourage reporting, Pepperdine offers victims immunity from policy violations related to sexual misconduct.

Immunity for Good Samaritans

Pepperdine encourages students to offer assistance to other students in need, both on and off campus. When a student seeks medical assistance for a student in need, both parties will receive immunity from disciplinary action. This policy was created because students are sometimes hesitant to offer assistance to other students for fear that they themselves may be charged with policy violations (for example, an underage student who has been drinking might hesitate to get help from the Office of Public Safety or a residential advisor for someone who may be suffering from alcohol poisoning or might be hesitant to provide important information about a sexual assault incident).

Retaliation

The University prohibits retaliation against any individual who, in good faith, complains of discrimination, harassment, or sexual misconduct or assists in providing information about a complaint of discrimination, harassment, or sexual misconduct. Any individual who engages in retaliatory conduct in violation of this policy is subject to disciplinary action, up to and including dismissal from the University.

Reporting Discrimination, Harassment, Sexual Misconduct, and Retaliation

Any student who feels that he or she has been subjected to discrimination, harassment, sexual misconduct, or retaliation by another student should file a complaint pursuant to the procedures set forth in "Reporting Misconduct" under "Student Code of Conduct" in this section. Complaints regarding faculty, staff, and other nonstudents should be filed pursuant to the Nonacademic Student Grievance Procedure. In addition to the above reporting avenues, the University's Title IX coordinators are available to also address questions or receive complaints concerning sexual misconduct:

Title IX Coordinator
For employees, guests, and contractors:
Edna Powell, Chief Business Officer
24255 Pacific Coast Highway
Malibu, CA 90263
(310) 506-6225
edna.powell@pepperdine.edu

The Title IX coordinator is also responsible for the University's overall compliance with Title IX and oversees the deputy coordinators.

Title IX Deputy Coordinators
For students:
Tabatha Jones Jolivet, Associate Dean of Student Affairs, Seaver College
24255 Pacific Coast Highway
Malibu, CA 90263
(310) 506-4472
tabatha.jones@pepperdine.edu

Additional Reporting Information for Sexual Assault

Making the decision whether or not to report a sexual assault is the beginning of the process by which victims regain control over their lives. Though the reporting and judicial processes can be difficult, they are often worth the effort because victims feel empowered by bringing the assailants to justice. Reporting a sexual assault also may help to establish precedents that will aid other victims in the future.

Some students will choose to pursue criminal charges (i.e., through the police and criminal courts). Others will choose to pursue University judicial options, if the offender is a Pepperdine student. Some will choose both. Civil litigation is a third option that some victims choose. It is important that students understand their options as they make these decisions. Speaking confidentially with a counselor from the Pepperdine University Counseling Center or the Santa Monica Rape Treatment Center may be helpful as the student decides how to proceed.

For help in reporting the offense to local law enforcement, the student should call the Department of Public Safety at (310) 506-4700. It is important to understand that reporting the incident does not obligate the victim to press criminal charges. To pursue disciplinary action through the University, the student should contact the Dean of Student Affairs Office at (310) 506-4472 or the Office of the Dean at (310) 568-5616.

If the victim or another source identifies the alleged assailant, the Department of Public Safety will collaborate with local law enforcement in conducting an investigation. Support of the victim is the University's highest priority in these matters; therefore, the victim's wishes will always be taken into consideration. There are also community safety issues to be considered. Thus, if the offending student is perceived to be a potential threat to the victim or other students, the University may choose disciplinary action against the alleged offender regardless of whether the victim submits or wishes to pursue a complaint.

The University will make every effort to safeguard the identities of students who seek help and/or report sexual misconduct. While steps are taken to protect the privacy of victims, the University may need to investigate an incident and take action once an allegation is known, whether or not the student chooses to pursue a complaint.

Judicial Procedures in Sexual Misconduct Cases

Students accused of sexual misconduct will be subject to disciplinary proceedings, following the procedures set forth in "Judicial Procedures" under "Student Code of Conduct" in this section, with the following exceptions:

- The disciplinary committee will include only faculty and staff members, with a mix of both male and female members.

- The associate dean by division may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the reporting party, accused student, and/or other witnesses during the hearing

by providing separate facilities and/or by permitting participation by telephone, video conferencing, written statement, or other means, where and as determined in the sole judgment of the associate dean by division to be appropriate.

- The reporting party and the accused are also entitled to the same opportunities during a student disciplinary committee hearing. At the hearing, both parties may call witnesses, ask questions, present relevant information, and give closing statements.

- Both parties may have an advisor present. The advisor must be a current student, faculty, or staff member of the University who was not involved in the incident. The advisor may not address the disciplinary committee. The role of the advisor is to accompany the student and advise him or her privately during the hearing process.

- Both parties will be informed in writing of the outcome of the disciplinary hearing and both parties may appeal the decision of the disciplinary committee based on the appeal criteria set forth in "Appeals Process" under "Student Code of Conduct" in this section.

- The disciplinary committee will render a decision within 60 days of the complaint being filed. However, there may be extenuating circumstances that render this time frame impractical. In such cases, decisions will be rendered as promptly as possible.

The University's actions are not dependent on the initiation or outcome of criminal charges. Disciplinary proceedings may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

If sexual misconduct is found, the University will take steps to prevent recurrence and correct its discriminatory effect on the complainant and others, if appropriate.

General Notices

Applicability of Catalog Provisions

The academic offerings and policies in this academic catalog are applicable only to students who enroll prior to the Fall 2014 semester and who attend Pepperdine University starting Fall 2013.

Campus Security and Fire Safety Information

A copy of Pepperdine University's annual Campus Security and Fire Safety Report is available on the Pepperdine University website: www.pepperdine.edu/publicsafety/department/safety. A hard copy of this report is available upon request by contacting the Department of Public Safety at (310) 506-4700.

Student Health Insurance

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

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

All registered students are eligible for the student insurance policy.

Questions regarding the University's student health insurance plan should be directed to the University's insurance broker, Wells Fargo Insurance Services, at (800) 853-5899. Students may also access student insurance information online by visiting https://wfis.wellsfargo.com/pepperdinestudents.

Information for Veterans

Veterans, armed services personnel, and qualified dependents who desire counseling regarding Veterans Benefits Administration (VA) benefits should contact the Office of Student Information and Services in Malibu. All VA forms and VA counseling are handled by the Office of Student Information and Services. Students intending to use VA benefits should be aware of the following policies:

- It is the students' responsibility to notify the Office of Student Information and Services immediately when they increase or decrease their unit load, withdraw, or take a leave of absence. It is also the students' responsibility to inform this office every term as to the number of units in which they are enrolled.

- All students using VA benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veteran's benefits is considered attainment of less than a "B" or 3.0 cumulative grade point average for graduate students for two consecutive

terms. Students who withdraw from the University lose their benefits at the beginning of the term of withdrawal. If a student is dismissed for academic reasons, benefits are terminated at the date of dismissal. Students who have had their benefits terminated in this manner must be counseled by the Veterans Benefits Administration before their benefits will be restored. Benefits are adjusted for students who fail to complete all courses attempted in a term.

• Benefits of students who drop a course (or courses) in the middle of the term are adjusted accordingly, effective as of the date of the drop or withdrawal, except in extenuating circumstances. In cases where students do not return for the next term, benefits are terminated on the ending date of the previous term.

Nonacademic Student Grievance Procedure

The purpose of this Nonacademic Student Grievance Procedure is to provide for the resolution of student grievances, including allegations of discrimination, harassment, and sexual misconduct, as well as the denial of reasonable accommodations to persons with disabilities (including whether the student is a qualified individual with a disability, the adequacy of the student's documentation regarding the student's disability, and decisions regarding the student's academic adjustment or auxiliary). This procedure is applicable to nonacademic student grievances filed against faculty, staff, or any nonstudent third party. This policy is not applicable to grievances filed against another student. To file a nonacademic grievance against another student, please see "Reporting Misconduct" in the "Student Code of Conduct" found in this section.

This procedure is designed to allow students to address complaints in a prompt, fair, consistent, and objective manner. Any act of reprisal by a University employee or by one acting on behalf of the University, including the intimidation of a grievant, respondent, or witness during the pendency of an investigation, will result in prompt disciplinary action.

This procedure shall not be used to bring frivolous or malicious complaints. If a complaint has been made in bad faith, disciplinary action may be taken against the person bringing the complaint. Before initiating a formal grievance, a student has the option 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. Students are not required to attempt informal resolution in sexual misconduct cases.

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.[1] This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint should specify the University or Graduate School of Education and Psychology policy, procedure, or norm violated and specifically set forth all relevant factual details.

The associate dean by division 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 by division 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. In matters involving complaints regarding the denial of an accommodation, the grievance officer will, to the extent practical, have the necessary training and knowledge or seek consultation, as appropriate, regarding the student's disability.

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 certified U.S. mail, notice of the complaint and its substantive allegations to the person against whom the complaint is made ("respondent") and, if discrimination, harassment, or sexual misconduct is alleged, the University equal employment officer and/or applicable Title IX coordinator. This shall be done as soon as possible, but in no event later than 21 calendar days after the grievance officer receives the written complaint.

The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the grievance officer. Necessary extensions may be granted at the discretion of the grievance officer.

The grievance officer 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. In matters involving allegations of the denial of reasonable accommodations, the grievance officer should have (1) the necessary training or expertise to make a determination regarding the student's disability and/or the requested accommodation(s) and (2) the applicable University policies and procedures, including the scope of accommodations that should be provided to the

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[1]*Assistance will be provided to disabled students who are unable to write a complaint.*

student, which information can be obtained through consultation with the University Disability Services Office as necessary and appropriate.

A student may elect to withdraw a complaint at any time; however, the University reserves the right to investigate all complaints where necessary to protect the interests of the University community.

If the grievance officer desires, he or she may appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter. In such instances, the ad hoc committee should have the necessary training or expertise necessary to investigate the complaint and offer advice on the handling of the matter.

Within 21 business days of receipt of the written response, the reviewing officer shall make a decision by a "preponderance of the evidence" (that is, more likely than not) based on the written complaint, response, 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. All parties, and where discrimination, harassment, or sexual misconduct is alleged, the University equal employment officer and/or Title IX coordinator, shall receive a copy of the grievance officer's decisions.

Any party may submit a written request for appeal to the dean of the Graduate School of Education and Psychology ("reviewing officer") within 14 calendar days from the date of the decision. The request for appeal must specifically set forth all grounds for appeal. The nonappealing party must be given the opportunity to respond in writing to the request for appeal.

The reviewing officer shall be limited to addressing only the following questions:

1. Did the grievance officer consider all the important and appropriate facts in the investigation of this matter?

2. Did the student prove by a preponderance of the evidence that the person against whom the student has a grievance in fact violated a University policy, procedure, or norm or otherwise engaged in any unlawful or illegal activity?

3. Was the process carried out in a fair manner?

4. Was the decision one that a reasonable person might have made?

5. 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 where discrimination, harassment, or sexual misconduct is alleged, to the University equal employment officer and/or Title IX coordinator.

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 from the time of the student's graduation.

Policy on Hazing

Pepperdine University is committed to the highest standards of scholarship, ethics, and Christian principles which strengthen lives for purpose, service, and leadership. Hazing is a violation of its core campus values, state and federal law, and basic human dignity. Therefore, Pepperdine is dedicated to a University community free of hazing.

Hazing is prohibited by state law and University policy. All students and members of campus organizations are required to fully comply with California's Code requirements on hazing and the University's regulations prohibiting hazing. California Penal Code section 245.6(b) (Matt's Law) provides a definition of hazing and prescribes misdemeanor and felony penalties. This would allow a person to bring a civil action for injury or damages against individuals who participate in the hazing or organizations that authorize, request, command, participate in, or ratify the hazing. "Hazing" means any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state. The term "hazing" does not include customary athletic events or school-sanctioned events. Liability for hazing also extends to student organizations and not just to those who directly participated in the hazing acts. Pepperdine University prohibits any recognized student organization from engaging collectively or individually in hazing.

Specific examples include, but are not limited to, any of the following:

1. Any activity that is mandatory for new members only and is not educational in nature (e.g., performing personal chores or errands).

2. Such activities as new member-only scavenger hunts, new member ditches, and the like.

3. Compelling a person or group to remain at a certain place or transporting a person or group anywhere without their consent (road trips, kidnaps, etc.).

4. Expecting students to do anything exclusively "for the fun or entertainment of the members."

5. All forms of physical activity not a part of an organized athletic contest and not specifically directed toward constructive work.

6. Conducting activities that prohibit adequate time for study.

7. Depriving students of sufficient sleep (six hours per day minimum), decent and edible meals, or access to means of maintaining bodily cleanliness.

8. Forcing, coercing, or permitting students to eat or drink foreign or unusual substances such as raw meat, salt water, onions, cinnamon, etc.

9. Applying foreign substances to the body, branding, tattooing, piercing, or other bodily alteration.

10. Carrying any items (shields, paddles, bricks, etc.) that serve no constructive purpose or that are designed to punish or embarrass the carrier.

11. Forcing, or allowing, students to dress in any unusual or awkward fashion. Nudity at any time.

12. Depriving students of "sense awareness" (sight, sound, etc.), which may cause mental and/or physical stress.

13. Misleading students in an effort to convince them that they will not attain full membership status, that they will be hurt during an initiation ceremony, or any other activity that would cause extreme mental stress.

14. Subjecting a person or group of people to verbal harassment.

15. Conducting "interrogations" or any other non-constructive questioning.

16. Disallowing students to talk for an extended period of time.

17. Forcing students to make monetary payments or incur extra expenses not included in general membership dues.

Disciplinary action at the University level is considered independent from other court proceedings and may be instituted against a student also charged in civil or criminal courts based on the same facts that constitute the alleged violation of the Student Code of Conduct. For more information on hazing, visit www.stophazing.org.

Provisions Subject to Change

The provisions of this academic catalog, including rules of conduct, academic offerings, policies, procedures, and all charges, are subject to change by Pepperdine University after reasonable notice. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, or other factors. Pepperdine University will limit changes during an academic year to those that the University believes are reasonable and/or necessary. Continuous scrutiny and development of the program may result in adjustments to the content, sequencing, and number of courses offered in the current or future academic years.

Security of Student Belongings

The University is not responsible for loss of, theft of, or damage to students' personal possessions. Theft and security concerns should be reported immediately to the Department of Public Safety. Students are responsible for their possessions while on University property and are encouraged to lock their rooms when they leave and to utilize laptop locks and other devices to

safeguard their property while using University facilities. Residence hall lobby and suite doors must remain closed and locked at all times. Additionally, students are encouraged not to leave valuables unattended and unsecured. The University encourages students to obtain their own theft and casualty insurance. Such coverage may exist as part of 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.

Smoking Policy

Purpose

Many within the community are calling for a smoke-free campus environment and a smoke-free work environment. Research demonstrates that tobacco smoke is a health hazard to both smokers and non-smokers. According to the Surgeon General, cigarette smoking is the leading preventable cause of illness and premature death in the United States. Non-smokers who are exposed to environmental (secondhand) smoke also face an increased risk of illness or disease as there is no safe amount of secondhand smoke—any exposure poses a health risk. The American Cancer Society estimates that secondhand smoke kills 46,000 people per year. A smoke-free campus policy at Pepperdine will reduce health hazards, encourage healthy living, as well as reduce cigarette litter and the resultant risk of wildfire. As of 2011, nearly 141,000 cigarette-ignited fires occurred in the United States each year.

Policy

All Pepperdine University campuses are smoke-free at all times and smoking is strictly prohibited with the exception of any limited, designated areas where smoking may be permitted for some period while moving toward the goal of a 100 percent smoke-free campus. This prohibition includes, but is not limited to, the interior of University facilities, outdoor areas, and undeveloped property, as well as in any vehicle owned, leased, or operated by the University. Also, the sale, distribution, and advertisement of or sponsorship by tobacco products is prohibited anywhere on campus, at University-sponsored events, or in publications produced by the University. This policy applies to all persons on a Pepperdine University campus.

Implementation

Pepperdine University acknowledges and respects the fact that certain individuals experience extreme difficulty in ceasing the habit of smoking. Consistent with the University mission and identity, it is necessary to avoid alienating community members and treat those who smoke with respect, dignity, and care as Pepperdine seeks to implement and enforce this policy.

Cessation

Increased subsidized cessation programs will be made available to faculty, staff, and students. The University encourages participation in these programs. For more information, employees should call Human Resources, and students should call their dean's office.

Compliance

All members of the University community share in the responsibility of adhering to and enforcing this policy. The success of this policy depends upon the thoughtfulness, consideration, and cooperation of those who smoke and those who do not. Informational rather than punitive enforcement is the intent of this policy. However, repeated violations of the smoking policy, such as smoking in an area other than at a designated smoking location, may result in intervention by the Department of Public Safety, discipline by the supervisor in the case of an employee, or discipline by the applicable dean's office in the case of a student.

Student Code of Conduct

Introduction

Each student is responsible for knowing and adhering to this Code of Conduct. While the policies and code outlined in this academic catalog provide students an effective set of guidelines for personal conduct, the University retains the right to instate additional policies and regulations or to modify existing ones as needs may dictate.

General Conduct Expectations

Pepperdine University's foundation of the Christian faith as the basis of its expectations of student conduct requires that all students maintain the highest standards of personal honor, morality, and integrity at all times. The University reserves the right to refuse admittance to or dismiss any person who violates these principles.

In general, a student's actions off campus are subject to sanctions of civil or criminal authorities; however, whenever its interests as a University community and/or the pursuit of its objectives are adversely affected, the University may take disciplinary action independently of other authorities. Disciplinary proceedings may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.

Misconduct Subject to Disciplinary Action

The following examples of misconduct are not inclusive but are intended to give a student an idea of the types of behaviors that may result in disciplinary action:

1. Violation of published University policies, rules, or regulations. This includes, for example, the policies and regulations specific to the

residential community; the policy on alcohol and other drugs; the policies on vehicles; and the Discrimination, Harassment, and Sexual Misconduct Policy.

2. Violation of federal, state, or local law on or off campus.

3. Dishonesty in any form including, but not limited to, plagiarism; cheating on assignments or examinations; knowingly furnishing false information on University records; and forgery, alteration, or misuse of documents, records, or identification cards. Such violations, at the sole discretion of the University, may be subject to the procedures set forth by the GSEP appeals committee.

4. Manufacture, sale, distribution, promotion, possession, or attempt to obtain false identification.

5. Failure to comply with written or verbal directives of University officials or law enforcement officers acting in performance of their duties and/or failure to provide identification to these persons when requested to do so.

6. Disruption or obstruction of teaching; research; administration; disciplinary proceedings; other University activities, including its public-service functions on or off campus; or other authorized non-University activities when the activities occur on University premises. This includes disruptive behavior that unreasonably interferes with, hinders, obstructs, or prevents other students from freely participating in University instruction, programs, or services.

7. Actions or communications that constitute disrespect, harassment, retaliation, the use or threat of physical violence, intimidation, stalking, or hate violence directed toward a member of the Pepperdine faculty, staff, student body, or a visitor to the campus or toward a member of the community.

8. Failure to possess at all times a valid student identification card and/or failure to surrender an identification card to a University official upon request.

9. Misuse or disregard of the policies regarding parking and driving on campus including, but not limited to, failure to properly register a vehicle, accessing or parking in unauthorized areas, tailgating another car into a parking lot, and using or obtaining a parking permit assigned to another.

10. Any unauthorized use of electronic or other devices to make an audio or video record of any person without his or her prior knowledge or without his or her effective consent.

11. Sexually compromising acts on campus or at University-sponsored events. The final determination of whether an act is sexually compromising will be at the discretion of University officials.

12. Exhibition, possession, distribution, or viewing of material or representations deemed to be obscene or contrary to the moral standards and/or mission of the University.

13. Soliciting or advertising or inviting a reporter to campus without prior approval from the appropriate University office.

14. Drunkenness or disorderly, lewd, or indecent behavior.

15. Promotion, distribution, sale, possession, or use of alcohol or narcotics or other controlled substances on campus or at University-sponsored events regardless of the student's age. See the "Substance Abuse Policy" in this section for more information.

16. Possession and/or use of all types of weapons and ammunition including, but not limited to, firearms, air and spear guns, knives, martial arts weapons, bows and arrows, swords, paint pellet guns, and explosives of any type. All individuals in possession of self-defense items, including pepper spray, must comply with applicable California state law regarding training and permit to use.

17. Unauthorized possession, duplication, or use of keys to any University premises or unauthorized entry to or use of University premises.

18. Attempted or actual theft of and/or damage to property of the University or property of a member of the University community or other personal or public property. This regulation covers the unauthorized appropriation or "borrowing" of property for personal use or the possession of stolen property.

19. Vandalism, disrespect, destruction, or defacement of University property.

20. Theft or other abuse of computer time including, but not limited to,

   • Unauthorized entry into a file to use, read, or change the contents or for any other purpose.

   • Unauthorized transfer of a file.

   • Unauthorized use of another individual's identification and password.

   • Use of computing facilities to interfere with the work of another student, faculty member, or University official.

Reporting Misconduct

Anyone may report a violation of the Code of Conduct by contacting one of the following offices:

Department of Public Safety   (310) 506-4442
Office of the Dean   (310) 568-5617
Housing and Residence Life   (310) 506-4104

Normally, the person reporting the violation will be asked to complete a written report form. Reports should be submitted as soon as possible after the event takes place.

Anonymous reports may be made on the Crime Tips Hotline by calling voice mail at extension 1234 (on campus) or (310) 506-4001 (off campus) and then dialing 4751.

Students living in the residence halls also may notify their resident or student advisors.

For any campus emergency, call 911, and then call the Department of Public Safety at (310) 506-4441.

Judicial Procedures

Philosophy of Student Discipline

An institution of higher learning is authorized by law to establish and administer codes of conduct and to suspend, expel, or dismiss students whose actions negatively impact the campus community. The University reserves this right. Student disciplinary proceedings are not analogous to criminal court proceedings. No particular model of procedural due process is required. However, the procedures should be structured in order to facilitate a reliable determination of the truth and to provide fundamental fairness. Procedures can be very informal in cases where suspension, expulsion, or dismissal is not a probable penalty; more procedural formality should be observed in serious disciplinary cases. In all situations, fairness requires that students be informed of the nature of the charges and be given a fair opportunity to respond to them.

Sources of Information

Information about a student's misconduct may come from a variety of sources including, but not limited to, reports from faculty; staff; students; departments (e.g., Housing and Residence Life, Department of Public Safety); law enforcement agencies; or community members. Other sources of information may include, but are not limited to, electronic communications, social media, photographs, and audio or video recordings.

Definition of Student

Pepperdine University may exercise authority over any matriculated graduate student who is enrolled full- or part-time; has completed the immediately preceding term, is not presently enrolled, and is eligible for re-enrollment; or is on an approved educational leave or other approved leave status. This includes the period before classes begin, while the student is attending classes, between academic sessions, or on leave.

Authority and Responsibility for Student Discipline

The dean is responsible for the overall coordination of rules and regulations regarding student discipline for misconduct and serves as the final appeal for student disciplinary decisions. The associate dean by division is primarily responsible for the operational details of the disciplinary process. The associate dean by division will review reports of misconduct and may conduct an investigation. If the associate dean by division considers the report to indicate a probable violation of the Code of Conduct, the incident will be heard through either an administrative hearing or a hearing with the student disciplinary committee.

When appropriate, some University policy violations may be addressed by other judicial bodies including, but not limited to, the GSEP appeals

committee and/or the nonacademic grievance officer. Violations that occur in the on-campus residential community will be investigated and adjudicated by Seaver College pursuant to Seaver College's Judicial Procedures (seaver.pepperdine.edu/academicintegrity/procedures/judicial.html). If conduct violates both residential community policies and the Code of Conduct, the associate dean by division, in his or her sole discretion, can participate, as a nonvoting member, in the Seaver College disciplinary proceedings and can impose additional Code of Conduct sanctions based upon those proceedings. However, the associate dean by division reserves the right to pursue Code of Conduct violations in a separate proceeding pursuant to the procedures set forth below. Sanctions imposed pursuant to the Seaver College Judicial Procedures can be appealed to the Seaver College dean of students. Sanctions imposed by the Office of the Dean can be appealed as set forth below. If students from different schools of Pepperdine University are involved in a Code of Conduct violation, the matter will be investigated and adjudicated by the school of the accused student. The Department of Public Safety works in cooperation with these offices in the reporting of violations and the conducting of investigations.

Jurisdiction of the Code of Conduct

The Code of Conduct applies to conduct that occurs on University premises or at University-sponsored activities and to off-campus conduct that adversely affects the University community and/or the pursuit of its objectives. Each student is responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). The code applies to a student's conduct even if the student withdraws from school while a disciplinary matter is pending. The associate dean by division will decide whether the code will be applied to conduct occurring off campus on a case-by-case basis, in his or her sole discretion.

Disciplinary Sanctions

Violation of University policies for personal conduct may result in the imposition of one or more of the sanctions listed below. Sanctions which may be imposed are not limited to those listed. In certain limited situations, University officials may impose a sanction but suspend or postpone its actual implementation.

Sanctions affecting the conduct of students are based on general principles of fair treatment. Sanctions will take into account the intent of the accused, the effect of the conduct on the victim and/or University community, the student's disciplinary history, whether sanctions such as education and community service are likely to change the student's conduct, and the student's needs and prospects for improvement. While attempting to be consistent in its disciplinary decisions, the University also seeks to be fair and sensitive to

the facts and circumstances of each individual case. Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- Censure—Oral or written warning for conduct unbecoming of a Pepperdine student.

- Reprimand—Written warning that continuation or repetition of misconduct may result in a more severe sanction.

- Probation—A status which indicates that a student's relationship with Pepperdine University is tenuous and that his or her records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student's privileges may accompany probation.

- Fines—Payment of charges for violation of regulations. These charges will be added to a student's account.

- Loss of Privileges—Such loss may include financial aid; eligibility to represent the University officially on athletic teams or performing groups; seeking or holding an elected student office; eating in the cafeteria; participating in the Pepperdine international programs; and use of specific University facilities, equipment, or services.

- Restitution—Requirement to pay for the repair to and/or replacement of damaged property. Failure to pay such charges may result in additional sanctions (including, but not limited to, denial of re-enrollment or refusal to release official transcripts and records).

- Educational Sanctions—For example, community service, essay-writing assignment, attendance at a seminar, or other discretionary sanction as deemed appropriate by the sanctioning official.

- Suspension—Separation of the student from the University for a specified length of time.

- Dismissal—Separation of the student from the University on a permanent basis. In certain cases a dismissed student may, after an extended period of time, petition the University for readmission.

When students are dismissed or suspended for disciplinary reasons, there will be no refund of tuition or room charges for the semester and all financial aid will be cancelled. Upon permanent separation from University housing, students may apply to the Office of Housing and Residence Life for unused board charges.

If a violation occurs just prior to a student's scheduled graduation, sanctions may be imposed even if all academic requirements are completed. Sanctions may include, but are not limited to, community service, research or reflective paper, restitution, loss of privilege to participate in the commencement ceremony, deferment of degree, and a transcript hold. The University may withhold issuing a degree until all sanctions are fulfilled. In the rare case of

a serious violation (e.g., sexual assault, DUI, illegal drug sales), the University may permanently withhold a degree.

Interim Suspension

In certain circumstances, the dean or a designee may impose a University or residence hall suspension prior to a meeting with a judicial body. Interim suspension may be imposed only (1) to ensure the safety and well-being of members of the University community or preservation of University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student poses a definite threat of disruption of or interference with the normal operations of the University. During the interim suspension, students will be denied access to the residence halls and/or the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the dean or the designee may determine to be appropriate.

Retention of Disciplinary Records

Probation, suspension, dismissal, and/or permanent withholding of a degree sanctions are made part of the student's permanent academic record. Cases involving warnings or other sanctions are made part of the student's Office of the Dean file and are subject to review for the purposes of authorized background checks, subpoenas, or legal proceedings. Cases found to be unactionable will be expunged from the student's confidential record.

Appeals Process

Students who believe they were not treated fairly in the disciplinary process or that the sanction imposed was unreasonable can submit a written appeal to the dean. The appeal letter must specifically set forth all grounds for appeal (that is, what actions or failure to act deprived the student of fundamental fairness or what circumstances make the sanction fundamentally unreasonable). The appeal letter must be submitted within seven days of the issuance of the sanction. The judicial body originating the decision must be given the opportunity to respond in writing to the appeal letter.

Generally, the appellate process does not require a hearing nor does it require the dean to make any personal contact with either the student or the original judicial body. Where personal contact with either party appears necessary to the dean, such contacts can occur in the absence of the other party.

Where it appears that the sanction raises an issue of particular importance to the school or University, the dean may, but is not required to, convene an ad hoc appeals committee to assist in making a recommendation to the dean regarding the appeal. The dean will use the GSEP appeals committee. The dean may participate in all formal discussions between committee members. In making its recommendation, the committee may consider and review the appeal letter and response as well as supporting documentation, may

interview involved parties and witnesses, and shall limit itself to addressing only the following questions:

1. In the investigation of this matter, did the decision maker consider all the important and appropriate facts?

2. Was it proven by a "preponderance of the evidence" (that is, more likely than not) that the student in fact violated a University policy, rule, guideline, code, or expectation or otherwise engaged in any unlawful or illegal activity?

3. Was the judicial process carried out in a fair manner?

4. Was the sanction one that a reasonable person might have made?

The GSEP appeals committee shall submit its recommendation to the dean based on its conclusions to the above inquiries. The dean shall not be bound by the committee's recommendation.

In the event that the GSEP appeals committee is not convened, the dean's decision regarding the appeal will be based on the four questions outlined above. The dean may affirm, reverse, or modify the sanction. The dean also may return the case to the initial decision maker for further consideration. The dean's decision shall be final and effective immediately.

Immunity for Victims

Sometimes, victims of physical or sexual assault or domestic violence are hesitant to report to University officials because they fear that they themselves may be charged with policy violations, such as visitation, alcohol violations, or sexual activity at the time of the incident. To encourage reporting, Pepperdine offers victims immunity from policy violations related to the assault.

Immunity for Good Samaritans

Pepperdine encourages students to offer assistance to other students in need, both on and off campus. When a student seeks medical assistance for a student in need, both parties will receive immunity from disciplinary action. This policy was created because students are sometimes hesitant to offer assistance to other students for fear that they themselves may be charged with policy violations (for example, a student who has been drinking on campus might hesitate to get help from the Department of Public Safety or a residential advisor for someone who may be suffering from alcohol poisoning or might be hesitant to provide important information about a sexual assault incident).

Forfeiture of Financial Assistance

Every student who has accepted a scholarship, loan, fellowship, grant-in-aid, or any other financial assistance by the University or the state is deemed to have agreed to observe the rules and regulations of the University. The University shall review the record of each recipient of financial assistance who has been placed on University disciplinary probation; is suspended, expelled, or dismissed from the University; or is arrested and convicted as a result of a violation of University policy. In such cases, students who have accordingly

violated the Student Code of Conduct as outlined in this academic catalog may forfeit their financial assistance. For further information regarding this policy, please contact the Office of Financial Assistance.

Social Media Privacy

The University complies with all local, state, and federal laws governing social media privacy. Although the law prohibits the University from asking students, prospective students, or student groups to disclose a user name or password for accessing personal social media, requesting access to personal social media, or divulging any personal social media to or in the presence of a University employee or representative, the University may lawfully require disclosure, access, or viewing personal social media if necessary to investigate and take disciplinary action against any student, prospective student, or student group utilizing social media in ways that are unlawful, violate the Code of Conduct, or pose a threat to the safety of the campus community.

Interpretation and Revision

Any questions of interpretation of this Code of Conduct should be referred to the associate dean by division. The code will be reviewed every year. In the revision of this Code of Conduct, the Office of the Dean gratefully acknowledges the use and adaptation of model codes of student conduct published by the National Association of College and University Attorneys in *Student Disciplinary Issues: A Legal Compendium.*

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 does not include applicants who have not attended Pepperdine University.

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 45 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and, in some instances, to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admission, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the University with written permission to release their records, specifying which records and to whom the release should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information may generally be granted access upon submission to the University of a signed statement or other evidence of federal income tax dependency.

The University has designated the following categories of information as "directory information," which may be released to the public without notice or consent of the student: student's name, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, enrollment status, thesis titles/topics, photograph, e-mail address, and the most recent previous public or private school attended by the student.

The student may request that certain categories of directory information not be released to the public without the student's written consent. Such requests shall be submitted in accordance with the Student Records Policy of the University.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the Office of Student Information and Services, Pepperdine University, 24255 Pacific Coast Highway, Malibu, California 90263. Copies may also be obtained online at www.pepperdine.edu/registrar/policies.

Right to File a Complaint

Any student alleging failure of the University to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 330 Independence Avenue, SW, Washington, D.C. 20201. Students are encouraged to utilize the internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Substance Abuse Policy

In keeping with the mission of the University and its commitment to provide an alcohol- and drug-free work environment, the University has formulated the following policy, which applies to all students, regarding alcohol and drugs.

Applicability

The policy applies to all students.

Definitions

Substance refers to any drug (including alcohol) that has known mind- or function-altering effects on a human subject, specifically including psychoactive substances and including, but not limited to, substances controlled or prohibited by state and/or federal law. Alcohol consists of beer, wine, and all forms of distilled liquor, in addition to any beverage, mixture, or preparation containing ethyl alcohol.

Prohibitions

All University students are required to be completely free of illegal drugs. The University prohibits the illegal use, possession, transport, manufacture, distribution, promotion, or sale of drugs, drug paraphernalia, or look-alike (simulated) drugs and the unauthorized use or possession of alcohol while in any facility controlled by the University or as part of any University-sponsored activity.

Students may not be on University-controlled property or engage in any University activity while under the influence of any drug, alcohol, or other substance that will in any way affect their alertness, coordination, or response or affect their safety or the safety of others.

Health Risks

The University is very concerned about harm to students using or abusing drugs and alcohol. All drugs are toxic or poisonous if abused. Health risks of drug abuse include, but are not limited to, sleep disorders, confusion, hallucinations, paranoia, deep depression, impotence, liver and kidney damage, cardiac irregularities, hepatitis, and neurological damage. Abuse of either alcohol or drugs during pregnancy increases the risk of birth defects, spontaneous abortion, and stillbirths. Alcohol is a depressant. It depresses the central nervous system and can cause serious, irreversible physical damage. Excessive drinking damages the liver, resulting in cirrhosis. Chronic alcohol abuse also causes hypertension; cardiac irregularities; ulcers; pancreatitis; kidney disease; and cancer of the esophagus, liver, bladder, or lungs.

Student Assistance

Any individuals within the University community who have developed an alcohol or drug dependency and who identify themselves to faculty

or administrators will be afforded every reasonable consideration so long as they continue to make appropriate efforts to achieve and maintain sobriety. Such individuals have the right to expect that such disclosures will be held in confidence and not relayed to another who does not have a legitimate need to know. Facilities of the University are made available to alcohol and drug recovery self-help groups that serve the University community and the general public for the conduct of their meetings. Confidential counseling and treatment are available to students through the Psychological and Educational Clinic at the West Los Angeles Graduate Campus, the Community Counseling Centers at the Irvine and Encino Graduate Campuses, or by referral to appropriate agencies off campus.

Legal Sanctions

Local, state, and federal laws establish severe penalties for unlawful possession of illicit drugs and alcohol. These sanctions, upon conviction, may include a small fine and probation, imprisonment for up to one year, a $1,000 fine, or both of the latter. It is especially important to note that recent federal laws have increased the penalties for illegally distributing drugs to include life imprisonment and fines in excess of $1 million.

Disciplinary Action

Any student found supplying alcohol or drugs on campus or unlawfully supplying alcohol or drugs to another member of the community or the public at large is subject to immediate suspension leading to dismissal. A student found in two or more incidents to be under the influence of drugs or alcohol may, at the discretion of University officials, be suspended for up to one year, or in cases where no improvement is evident, dismissed from the University. Any student who encourages another to consume alcoholic beverages or any other substance as a means to induce that individual to engage in behavior that would otherwise be against that person's will is subject to dismissal from the University. Students found to be under the influence of alcohol or drugs are detained until safe transport to their destination can be arranged.

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.

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Associate Dean, Education .... *Martine A. Jago**
Associate Dean, Psychology .... *Robert A. deMayo**

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Director, Fiscal Planning and Student Financials .... *Spencer Hardman*
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Manager, Events .... *Vanessa Jahn*

Education Programs

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Administrative Assistant .... *Unique Banks*
Associate Program Director, Leadership and Technology .... *Christie Dailo*
Associate Program Director, K–12 Programs .... *Kristin Bailey*
Assistant Program Director, MAE Programs .... *Maria Marion*
Director, Assessment and Accreditation .... *Lory Selby*
Certification Manager .... *Summer O'Neal*

Master of Arts in Education Program

Director .... *Robert Barner**
Director of University Intern Program .... *David Stevens**
Director of Clinical Experience, West Los Angeles .... *David Stevens**
Director of Clinical Experience, Irvine .... *Margot Condon**
Director of Clinical Experience, Encino, Westlake, and Malibu .... *Open*
Director of TESOL .... *Martine A. Jago**

* Indicates individuals who are also members of the faculty.

Master of Arts in Learning Technologies (Online) Program

Director.. Paul Sparks*

Master of Science in Administration and California Preliminary Administrative Services Credential Programs

Director ....Robert Barner*

Master of Arts in Social Entrepreneurship and Change

Director.. Margaret J. Weber*

Doctor of Education and Professional Administrative Credential Programs

Director, Educational Leadership, Administration,
and Policy.. Linda Purrington*
Director, Learning Technologies... Linda Polin*
Director, Organizational Leadership....................... June Schmieder-Ramirez*

Psychology Programs

Assistant to Associate Dean..................................... Camille Croswell-Andres
Administrative Assistant..Unique Banks

Master of Arts in Psychology Program

Director..Robert A. deMayo*

Master of Arts in Clinical Psychology Program, Evening Format

Director.. Duncan Wigg*

Doctor of Psychology Program

Director..Edward P. Shafranske*
Director, Clinical Training .... Anat Cohen*
Program Administrator... Cheryl Saunders
PsyD Clinical Training and Professional
Development Administrator... Jay Carson

Master of Arts in Clinical Psychology Program, Daytime Format

Director.. Stephanie Woo*
Program Administrator/Office Manager .... Andrea Lipnicki

Internal and External Relations

Assistant Dean .... Marian Guirguis

Alumni and Advancement

Senior Advancement Officer ....Kerri Cissna-Heath
Director, Alumni Relations...Claudette LaCour
Administrative Assistant, GSEP Advancement.......................Elizabeth Gayed
Administrative Assistant, Alumni Relations .... Open

Indicates individuals who are also members of the faculty.

Career Services

Director...*Yas Djadali*
Manager, Career Services (Psychology)...............................*Adriana Estrada*

Professional Development—Psychology

PsyD Clinical Training and
  Professional Development Administrator...............................*Jay Carson*
Manager, MA, Clinical Training
  and Professional Development ....*Kathleen Wenger*
MA Clinical Training and Development Coordinator................*Rebecca Reed*
Coordinator, Clinical Training and Professional Development.....*Alice Richardson*

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Director, Marketing..*Open*
Marketing Manager, Education and Psychology......................*Emma Gibson*
Public Relations Manager ....*Veronica Orozco*

Recruitment and Admissions

Director..*Barbara Moore*
Deputy Director, Community Relations...................................*Steve Ralph*
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Manager of Outreach and Recruitment, Psychology .....*Nicole Bassett Goodkind*
Admission Manager, Education...*Open*
Admission Manager, Education..*Jennifer Agatep*
Senior Admission Manager, Psychology...............................*Deanna Lazaro*
Admission Specialist..*Casey Schrey*

Student Financials

Director, Fiscal Planning and Student Financials................*Spencer Hardman*
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Financial Aid Assistant..*Melissa Peters*
Student Accounts Coordinator ....*Tiffany Wright*

Student Services

Director, Student Success ....*Michelle Blas*
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Academic Advisor, Leadership and Technology........................*Jolene Martin*
Senior Academic Advisor, Psychology ....*Tinnie Taylor*
Academic Advisor, Psychology ....*Bernadette Rivera*
Manager, IRB and Dissertation Support ....*Veronica Jimenez*
Manager, Writing Support ....*Regina Meister*
Assistant Manager, Writing Support...*Open*
Manager, Records and Enrollment.....................................*Arminda Lerma*

* Indicates individuals who are also members of the faculty.

Technology

Director, Technology .... *Ashish Regmi*
IT Support Services Manager .... *Open*
Program Manager .... *Ramy Rizkallah*
Senior Lead Systems and Data Administrator .... *Osvaldo Gomez*

Community Counseling Centers

Clinic Director, Irvine .... *Duncan Wigg**
Clinic Director, Encino .... *Anat Cohen**
Clinic Director, West Los Angeles .... *Aaron Aviera**

* Indicates individuals who are also members of the faculty.

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Client Services

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Manager ....*Jose Juan Hernandez*
Team Leader, Drescher...*Erik Rush*
Team Leader, Irvine... *Rene Mendez*
Team Leader, West Los Angeles .... *Kevin Diep*
Team Leader, Encino .... *Omar Cayasso*
Team Leader, Westlake Village... *Lotte Cherin*
Senior Client Technologies Analyst, Drescher .... *Anthony Cortez*
Senior Client Technologies Analyst, Drescher ....*Will Lindauer*
Client Technologies Analyst, West Los Angeles .... *Danielle Buard*
Client Technologies Analyst, West Los Angeles .... *Ilya Burkov*

Graduate Campuses

Senior Director, West Los Angeles...................................... *Harold Taylor*
Lead Coordinator, West Los Angeles.................................... *Willis Huffman*
Campus Coordinator, West Los Angeles .... *Marco Huerta*
Campus Coordinator, West Los Angeles .... *Chaundra Pierce*
Saturday Coordinator, West Los Angeles.................................*John Ortega*
Sunday Coordinator, West Los Angeles .... *Mark Walker*
Director, Irvine .... *Pamela Ortega*
Lead Coordinator, Irvine... *Jennifer Rivera*
Campus Coordinator, Irvine... *Mayra Blunt*
Campus Coordinator, Irvine..*Stephanie Rivera*
Director, Encino..*Leslie Skinner*
Lead Coordinator, Encino.. *Barbara Rodriquez*
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Lead Campus Coordinator, Westlake Village............................. *Linda Mott*
Campus Coordinator, Westlake Village.................................... *Jeanne Fell*

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Liaison, Graduate School of Education and Psychology ....*Maria Brahme*
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Public Services Supervisor, West Los Angeles ....*Michael Bell*
Library Assistant, West Los Angeles................................ *Hermito San Jose*
Information Services Librarian, Irvine..................................... *Toby Berger*
Reference Assistant, Irvine.. *Eliana Ruiz*
Library Assistant, Irvine...*Dillon Condon*
Information Services Librarian, Drescher .... *Lizette Gabriel*
Public Services Supervisor, Drescher................................*Pauline Freeland*
Evening Circulation Supervisor, Drescher ....*Andy Hakobyan*
Reference Assistant, Encino .... *Krista Pannell*
Library Assistant, Encino.. *Kathryn Stewart*

Graduate School of Education and Psychology Administration and Faculty

Margaret J. Weber, PhD
Dean and Professor of Education

BS, MS, Eastern Illinois University
PhD, University of Missouri

Dr. Weber currently directs The Women's Project: Work-Life Balance that explores issues of identity, relational style, motivation, and adaptive style. The project is expanding to include stories of women serving in leadership roles globally. Additionally, she directs the MA in Social Entrepreneurship and Change program which seeks to engage individuals at the grassroots for sustainable change to respond to issues of poverty, homelessness, human rights, trafficking, environment, and other related issues of justice. She believes that through faith and education, we are called to lives of service, purpose, and leadership which is at the core of who we are as individuals. Professor Weber serves on the board of the Union Rescue Mission.

Robert A. deMayo, PhD, ABPP
Associate Dean, Psychology
and Professor of Psychology

BA, University of California, Santa Cruz
MA, PhD, University of California, Los Angeles

Dr. deMayo is president-elect of the California Psychological Association. He is a past president of the Los Angeles Society of Clinical Psychologist and is past chair of the Division of Education and Training of the California Psychological Association. He was honored in 2012 with the Distinguished Service Award, Division II, Education and Training, California Psychological Association, and in 2006 with the Distinguished Contribution to the Profession of Psychology Award by the California Psychological Association. Prior to coming to Pepperdine, Dr. deMayo was awarded the Shepherd Ivory Franz Distinguished Teaching Award from the UCLA Psychology Department. He is a Diplomate in Clinical Psychology with the American Board of Professional Psychology, a licensed psychologist, and remains active in clinical practice.

Martine A. Jago, PhD
Associate Dean and Professor of Education

BA, MA, University of Oxford
P.G.C.E., University of Cambridge
PhD, University of Kent

Dr. Jago was awarded a three-year research scholarship for her doctoral study, which explored the impact of policy on practice in terms of social change and curriculum innovation, and a two-year grant from the European Union for the training and mobility of young researchers. As a research fellow, she participated in a study of early literacy education in England, France, Australia, and Singapore, and developed language awareness education projects with colleagues from the University of Cambridge and teachers in Germany and The Netherlands. She has taught in England, Germany, California, and Alaska. In 2001, she was appointed a fellow of the Royal Society for Arts, Manufactures, and Commerce in London for her contribution to language education. Dr. Jago is the director of the Teaching English to Speakers of Other Languages (TESOL) program.

Aaron Aviera, PhD
Senior Clinical Faculty
Clinic Director, Pepperdine Psychological and Educational Clinic, West Los Angeles
Clinical Director, Union Rescue Mission—Pepperdine Psychology Clinic

BA, MA, PhD, University of California, Los Angeles

Dr. Aviera is a clinical psychologist who has been with Pepperdine University since 1997. Prior to coming to Pepperdine University, Dr. Aviera worked at Metropolitan State Hospital with hospitalized persistently mentally ill Latino clients. Areas of interest and study include clinical supervision, developing culturally sensitive interventions for Latino clients, working with disenfranchised individuals, the substance-abusing mentally ill, crisis intervention, and the use of mindfulness and meditation for personal growth. Dr. Aviera conducts psychotherapy with a wide range of clients in both English and Spanish and provides crisis intervention and critical incident stress debriefing to injured and traumatized workers.

Robert R. Barner, PhD
Visiting Faculty of Education

BS, University of Redlands
MA, Loyola Marymount University
PhD, University of California, Los Angeles

Dr. Barner recently retired from serving as assistant superintendent of educational programs for the Los Angeles County Office of Education. He also retired from the Los Angeles Unified School District (LAUSD) as assistant superintendent of intervention programs. He has remained active with the LAUSD serving as a mentor for scores of aspiring administrators. He is a two-time National Science Foundation Grant recipient, has written numerous articles on educational leadership, and has authored a book on *Formative Evaluation in Mathematics at Low Socio-economic Status Inner-city Schools: Towards an Understanding of Student Failure in Large Urban Districts' Instructional Programs.* He is a two-time recipient of the adjunct professor of the year award and has received numerous other awards for his contributions to education. Dr. Barner is the director of the teacher education programs.

Thema Bryant-Davis, PhD
Associate Professor of Psychology

BA, MA, PhD, Duke University

Dr. Bryant-Davis teaches Individual and Family Development, Trauma in Diverse Populations, Expressive Arts Therapy, Intimate Partner Violence, and Professional Practice and Mental Health Systems. In 2007 the American Psychological Association (APA) awarded her the Emerging Leader of Women in Psychology Award for her scholarship and clinical work on violence against women. In addition, she received the Sarah Allen Research on the Status of Black Women Award. For three years, Dr. Bryant-Davis was selected as an APA representative to the United Nations and in 2010 served as the global and international issues chairperson for the Society for the Psychology of Women. She was also appointed to serve on the APA Committee on Women in Psychology. Her research expertise is in the cultural context of trauma, particularly child abuse, partner abuse, sexual assault, and the societal trauma of racism.

Vance Caesar, PhD
Visiting Faculty of Education

BS, The Citadel
MBA, Florida Atlantic University
PhD, Walden University

Dr. Caesar is owner of The Vance Caesar Group, which is known as one of the nation's premiere leadership coaching and training firms. He has also served as the operating head of publicly owned daily newspapers and his own media group. Dr. Caesar has led groups of executives in developmental situations, been an individual and organizational consultant, and taught leadership and entrepreneurship to industry groups and MBA candidates. He is published in magazines, newspapers, and websites. He has also been elected to many for-profit and not-for-profit boards and is the founder of the Professional Coaches and Mentors Association.

Carrie Castañeda-Sound, PhD
Assistant Professor of Psychology

BA, University of California, Santa Barbara
MS, PhD, University of Utah

Dr. Castañeda-Sound received her doctorate in counseling psychology, with an emphasis in therapy with children and families. She came to Pepperdine University after five years as a faculty member at Our Lady of the Lake University in San Antonio, Texas. Her teaching interests include multicultural counseling, Latino psychology, and qualitative research methods. Her research interests include the impact of immigration issues on families, ethnic and racial identity development of Latino children and adolescents, and the training needs of Spanish-speaking therapists.

Kathy L. Church, EdD
Professor of Education

BS, MA, EdD, Ball State University

Dr. Church is a professor at Pepperdine University working within the Graduate School of Education and Psychology. She received her doctoral degree in school psychology with a special emphasis on educational psychology and reading. She has experience as an assistant professor at Ball State University and an associate professor at Anderson University in Indiana. As a university liaison in a professional development school, Dr. Church has teamed with teachers and administrators to enhance academic experience for elementary students and teacher education candidates. In her liaison capacity, she has implemented grant-funded projects focusing on the writing process for elementary children and exploring teacher voice in professional development. Her teaching experience includes life span development, child and adolescent development, learning, study strategies for college students, reading diagnosis and instruction, education in a democratic society, senior seminar, and supervision of practicum classes in a variety of school settings.

Anat Cohen, PhD
Clinical Faculty and Clinic Director,
Encino Community Counseling Center

BA, Bar-Ilan University, Israel
MA, PhD, California School of Professional Psychology

As a visiting faculty member and director of the Pepperdine Community Counseling Center at the Encino Graduate Campus, Dr. Cohen is concerned with issues related to leadership and organization within the clinical setting, with focus on supervision and training. Dr. Cohen serves as director of clinical training for the PsyD program. Prior to joining the faculty at Pepperdine, Dr. Cohen was the assistant director of training at the Verdugo Mental Health Center. She has also served as a clinical faculty member for the California School of Professional Psychology. Her teaching experience is in the field of research and statistics, including serving as a dissertation consultant.

Anthony M. Collatos, PhD
Associate Professor of Education

BA, Loyola Marymount University
PhD, University of California, Los Angeles

Dr. Collatos' research interests include college access pathways, urban education, critical sociology, learning communities, and urban family/teacher education partnerships. He is a research associate with UCLA's Institute for Democracy, Education, and Access and the University of California All Campus Consortium on Racial Diversity (UC/ACCORD). His research involves the Futures Project, an eight-year longitudinal study that examined alternative pathways for first-generation urban youth to more effectively navigate the K–16 educational pipeline. Dr. Collatos is also the director of the Urban Parent/Teacher Education Collaborative and the Youth and Empowerment Research Seminar Program. He has published several articles and book chapters and regularly presents his research to educators, community groups, and at national and international conferences. He currently teaches courses in social and cultural foundations, multicultural education, and action research. Before becoming a university educator, Dr. Collatos taught as a secondary social studies instructor, coached, and worked as a college access advisor for low-income youth.

Margot Condon, EdD
Senior Lecturer of Education

BA, California State University, Northridge
MS, EdD, Pepperdine University

Dr. Condon is the director of student teaching for Pepperdine in Orange County. She has been a master teacher in both the Los Angeles and San Diego school districts and was the director of the Performing Arts Academy at the University of California, Irvine. Her teaching interests focus on creating a positive environment in the classroom and the organization and management of instruction. She was awarded Pepperdine's Luckman Distinguished Teaching Fellows award and the 2011 Howard White Award for Teaching Excellence. She is currently also writing children's books.

Spring Cooke, EdD
Visiting Faculty of Education

BS, MA, Pepperdine University
EdD, University of Southern California, Los Angeles

Dr. Cooke studied urban education and teacher education in multicultural societies at the University of Southern California. While there, she conducted research on the school-wide instructional strategies of high-achieving, high-poverty, urban schools with large concentrations of students of color. Dr. Cooke is currently coauthoring an examination of similar research. At Pepperdine's GSEP, she teaches the following courses: Math and Science Teaching Methods; Cultural Diversity, Identity and Vocation; and Student Teaching. Dr. Cooke is a member of the Diversity Council and the Urban Initiative.
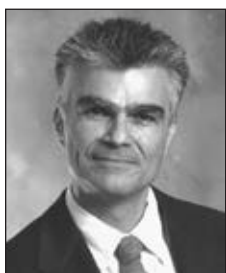
Louis John Cozolino, PhD
Professor of Psychology

BA, State University of New York, Stony Brook
MTS, Harvard University
PhD, University of California, Los Angeles

Dr. Cozolino has diverse clinical and research interests and holds degrees in philosophy, theology, and clinical psychology. He has conducted empirical research in schizophrenia, child abuse, and the long-term impact of stress. His current theoretical interests are in the synthesis of neuroscience and psychotherapy. He is the author of *The Neuroscience of Psychotherapy, The Making of a Therapist, The Neuroscience of Human Relationships,* and *The Healthy Aging Brain* as well as numerous articles and book chapters on a variety of topics. He also maintains a clinical and consulting practice in Los Angeles.

Kay Davis, EdD
Senior Lecturer of Education

BSN, California State University, Long Beach
MSN, University of California, Los Angeles
EdD, Pepperdine University

Dr. Davis began her teaching career at Pepperdine as an adjunct faculty member in 1988. Her teaching areas include research methods and information literacy. Dr. Davis continues her involvement in industry and maintains a consulting practice that provides educational and administrative services to a variety of national and international organizations.

Cynthia A. Dollins, EdD
Lecturer of Education

BA, MA, California State Polytechnic University, Pomona
MS, California State University, Fullerton
EdD, Pepperdine University

Dr. Dollins teaches K–12 reading, writing, and literature methods courses as well as curriculum development. Her research interests include early literacy development, literature and composition instruction for children and adolescents, metacognition related to the decision-making process of teachers and students, the parallel processes of reading and writing, as well as K–12 curriculum development. Her book, *The ABCs of Literacy: Preparing Our Children for Lifelong Learning,* balances theory and practice to show parents and early childhood educators the value of reading aloud to teach key pre-literacy skills. She provides workshops to parents and teachers around the topics of literature and composition. Dr. Dollins is involved with community outreach to support families with literacy development. She has previously been a teacher and a principal.

Kathleen A. Eldridge, PhD
Associate Professor of Psychology

BA, University of California, Santa Barbara
MA, PhD, University of California, Los Angeles

Dr. Eldridge is a licensed clinical psychologist specializing in psychotherapy research and couple/marital and family therapy. She teaches courses in marriage and family therapy, research methods, and statistics. Dr. Eldridge has published research on couple therapy and relationship communication and presented the results of this research at national and international conferences. She collaborates with investigators at UCLA on a clinical trial of marital therapy. Dr. Eldridge also collaborates with psychology faculty colleagues in implementing the Pepperdine Applied Research Center, a project to develop research in the training clinics at Pepperdine University. She currently has a private practice and has worked in clinical settings with diverse populations comprised of children, adolescents, college students, adults, couples, and families.

Drew Erhardt, PhD
Professor of Psychology

BA, University of Virginia
MA, PhD, University of California, Los Angeles

Dr. Erhardt earned his doctorate in clinical psychology from UCLA and completed a postdoctoral fellowship at the UCLA Neuro-Psychiatric Institute and Hospital. Prior to teaching at Pepperdine, he served on the faculty at Duke University. Dr. Erhardt is a licensed psychologist whose research and clinical work focus on the diagnosis and treatment of attention-deficit hyperactivity disorder and other psychological disorders originating in childhood. His teaching interests include child and adult psychopathology, cognitive-behavioral therapy, and clinical interventions with children and adolescents.

David W. Foy, PhD
Professor of Psychology

BS, Mississippi College
MA, PhD, University of Southern Mississippi

Dr. Foy came to Pepperdine after serving as a professor of psychology at Fuller Theological Seminary. His clinical and research activities involve using a multiple trauma perspective in the study of traumatic victimization and identifying etiologic factors in the development of post-traumatic stress disorder. Combat veterans, battered women, adult and child survivors of childhood sexual abuse, and adolescent survivors of gang-related violence are populations that have been studied in his research lab. He serves as senior research consultant for the V.A. National Center for the Study of Post-traumatic Stress Disorder in Menlo Park and Honolulu.

Miguel E. Gallardo, PsyD
Associate Professor of Psychology

BS, Texas Christian University
PsyD, California School of Professional Psychology

Dr. Gallardo is a licensed clinical psychologist and maintains an independent consultation practice where he conducts therapy with adolescents and adults. His areas of scholarship and research interest include Chicano/Latino mental health and multicultural issues. He has written and presented in the areas of Chicano/Latino mental health, evidence-based practices, integrative health care, multicultural organizational development, and culture and disability. Additionally, he also conducts continuing education workshops in the area of culturally responsive therapy with diverse communities throughout the state and country.

Reyna García Ramos, PhD
Professor of Education

BA, University of California, Los Angeles
PhD, University of California, Santa Barbara

Dr. Garcia Ramos' work has focused on addressing the widening academic gap of English learners in California's public school system. She has worked to establish university-school partnerships that allow future teachers extensive learning experiences with English learner youth. Garcia Ramos teaches courses in language and second language development, cultural diversity, and educational psychology. Before becoming a university educator, Garcia Ramos worked in bilingual classrooms in the Los Angeles and Goleta Unified School Districts. She was a community educator and organizer and helped design culturally relevant curricula for Spanish-speaking immigrants in the Inland Valley Empire and supervised instructors to deliver ESL, literacy, and civics instruction. Garcia Ramos was the director of legislative affairs for the California Association for Bilingual Education from 2006 to 2008.

Susan R. Hall, **JD**, **PhD**
Associate Professor of Psychology

BA, Georgetown University
MA, JD, PhD, University of Arizona

Dr. Hall conducted her internship and postdoctoral fellowship in child clinical psychology at the Yale University School of Medicine, Child Study Center. Her scholarship examines the clinical and forensic needs and strengths of children and youth exposed to violence and maltreatment and attempts to bridge the gap between research and clinical practice and between psychology and spirituality/religion. She is faculty advisor of the Research and Practice Team and a co-faculty advisor of the Pepperdine chapter of the Christian Association for Psychological Studies. Dr. Hall's teaching interests include individual and family development, assessment and treatment of children and adolescents, behavioral and cognitive-behavioral therapy, forensic psychology, and clinical practicum.

Eric Hamilton, PhD
Professor of Education with Joint Appointment in Mathematics

BA, MAT, University of Chicago
PhD, Northwestern University

Dr. Hamilton currently serves as the leader of the international Distributed Learning and Collaboration series of research symposia in Asia, Europe, and Africa, supported by the National Science Foundation (NSF), Microsoft Research, and numerous overseas government agencies and universities. Dr. Hamilton came to GSEP from the U.S. Air Force Academy, where he was a research professor and on the mathematics faculty; he also served as the director of the Academy's Center for Research on Learning and Teaching. He was a member of the Senior Executive Service of the U.S. government as a division director for research, evaluation, and communication at NSF. He also served as a program officer overseeing urban and statewide systemic reform efforts in mathematics and science education.

Nancy Harding, PhD
Associate Professor of Education

BA, Temple University
MA, PhD, University of California, Los Angeles

Dr. Harding earned her PhD in psychological studies in education from the University of California, Los Angeles. Dr. Harding's primary interests are teacher preparation and support. Her research addresses the cultural connections between home and school, parental values, and cultural diversity in education. She taught in rural and urban schools in Pennsylvania, North Carolina, and Texas before settling in Los Angeles.

Pamela H. Harmell, PhD
Senior Lecturer of Psychology

BA, University of California, Los Angeles
MA, PhD, California School of Professional Psychology

Dr. Harmell has been in private practice as a clinical psychologist since 1989. She has completed one year of law school and is the 2004–05 chair of the California Psychological Association Ethics Committee. Dr. Harmell regularly publishes columns in the *Los Angeles Psychologist* and lectures and consults statewide on legal and ethical considerations in clinical practice. In 1999, the California governor appointed Dr. Harmell to the California Board of Psychology, where she served as a member until 2003.

Shelly Prillerman Harrell, PhD
Professor of Psychology

BA, Harvard University
MA, PhD, University of California, Los Angeles

Dr. Harrell is a licensed clinical psychologist whose scholarship has been in the areas of multicultural community psychology and racism-related stress. Her current research focuses on the development of strengths-based interventions with culturally diverse and underserved populations. Dr. Harrell teaches the research and dissertation course sequences as well as theories and techniques of cultural-ecological and community-clinical interventions. Dr. Harrell's private practice specializes in coaching for optimal performance and well-being and psychotherapy with individuals and couples. She is on the editorial board of the *American Journal of Community Psychology* and has served as an editorial consultant for the *Journal of Black Psychology.* She has been a diversity consultant and trainer for nearly 20 years and served as a senior consultant at the Museum of Tolerance. Dr. Harrell has received awards from the Society for Community Research and Action, the Society for the Psychological Study of Ethnic Minority Issues, and the Los Angeles County Psychological Association.

Susan Himelstein, PhD
Lecturer of Psychology

BS, Miami University
MA, PhD, University of California, Los Angeles

Dr. Himelstein is a licensed psychologist and holds the Pupil Personnel Services Credential. She has worked as an elementary school counselor and school psychologist. Previous clinical affiliations include the Reiss-Davis Child Study Center, the Marion Davies Children's Center in the UCLA Department of Pediatrics, and the UCLA Neuropsychiatric Hospital. Dr. Himelstein began teaching cognitive and personality assessment courses at Pepperdine as an adjunct professor in 1989. She also maintains a private practice specializing in psycho-diagnostic assessment of learning, emotional, and behavioral disorders as well as psychotherapy with children, adolescents, and adults.

Judy Ho, PhD
Assistant Professor of Psychology

BA, BS, University of California, Berkeley
MS, PhD, University of California San Diego/San Diego State University Joint Doctoral Program in Clinical Psychology

Dr. Ho is a board-licensed clinical psychologist. She spent three years postdoctorate conducting psychiatric research at the UCLA Neuropsychiatric Institute and working with community mental health providers to improve the delivery of evidence-based care to high-need populations in Los Angeles and New Orleans. Dr. Ho served for two years on the board of directors and the executive committee for the National Postdoctoral Association and on the Postdoctorate Leadership Committee for the American Academy of Medical Colleges GREAT group. Dr. Ho's clinical specialties including child and family interventions; culturally responsive treatments for ethnic minority individuals; and treatments for depression and anxiety disorders, eating disorders, externalizing disorders, and borderline personality disorder.

Robert Hohenstein, PhD
Clinical Faculty of Psychology

BA, MS, California State University, Fullerton
PhD, American Commonwealth University

Dr. Hohenstein has been affiliated with Pepperdine since 1993. He has taught theories of personality, theories of counseling and psychotherapy, family systems, group therapy, clinical management of psychopathology, and clinical practicum. In addition, as director of student counseling programs in more than 20 schools in Los Angeles and Orange Counties, Dr. Hohenstein supervises interns in Pepperdine's graduate programs in psychology. He holds licenses as a psychologist and Marriage and Family Therapist and a credential in Pupil Personnel Services K–12. He maintains a private practice specializing in clinical psychology. Dr. Hohenstein has more than 25 years of experience in clinical, educational, and organizational settings.

Barbara Ingram, PhD
Professor of Psychology

AB, Cornell University
MEd, Boston College
MA, PhD, University of Southern California

Dr. Ingram has been on the psychology faculty for more than 25 years. Prior to receiving her PhD in clinical psychology and her license as a psychologist, she served in the National Teachers Corps, earning her MEd in urban education. She teaches courses in individual and group therapy in the master's program and emphasizes the development of self-awareness and therapeutic skills through experiential activities. She has recently completed a book that teaches clinical case formulation skills to students who are entering a field placement for the first time. She has published articles in the areas of behavior therapy, managed care, and Judaism. Her current research involves the application of grounded theory methodology to the exploration of clinical problems.

Carolyn Keatinge, PhD
Lecturer of Psychology

BA, Mod., MA, Trinity College, Dublin
MA, PhD, University of Illinois at Chicago

Dr. Keatinge is a licensed psychologist whose primary interests are in teaching and psychological assessment. She has worked extensively in the field of forensic psychology and has collaborated for many years with nonprofits providing services for the chronically ill. She has served on the Orange County panel of expert witnesses and been a psychology examiner for the California Board of Psychology. She has published papers on schizophrenia and community mental health as well as a psychological assessment textbook. She is currently completing an integrated psychopathology textbook. Her research interests are in psychological assessment, forensic psychology, and programs providing access to educational opportunities for under-serviced adolescents.

Doug Leigh, PhD
Associate Professor of Education

BA, MS, PhD, Florida State University

Dr. Leigh earned his PhD in instructional systems from Florida State University, where he served as a technical director of projects with various local, state, and federal agencies. His current research, publication, and lecture interests concern cause analysis, organizational trust, leadership visions, and alternative dispute resolution. He is coeditor of *The Handbook of Selecting and Implementing Performance Interventions* (Wiley, 2010) and coauthor of *The Assessment Book: Applied Strategic Thinking and Performance Improvement Through Self-Assessments* (HRD Press, 2008); *Strategic Planning for Success: Aligning People, Performance, and Payoffs* (Jossey-Bass, 2003); and *Useful Educational Results: Defining, Prioritizing, and Accomplishing* (Proactive Publishing, 2001). Dr. Leigh is an associate director of Roger Kaufman & Associates, two-time chair of the American Evaluation Association's Needs Assessment Topic Interest Group, and past editor-in-chief of the International Society for Performance Improvement's (ISPI) monthly professional journal, *Performance Improvement*. A lifetime member of ISPI, he has most recently served as chair of its Research Committee.

David A. Levy, PhD
Professor of Psychology

BA, University of California, Los Angeles
MA, Pepperdine University
MA, PhD, University of California, Los Angeles

Dr. Levy has extensive experience as a teacher, therapist, and researcher. He earned his doctorate in social psychology and has served as a visiting professor of psychology at Leningrad State University. He holds licenses both in psychology and in marriage and family therapy and is actively involved in clinical practice and supervision. Dr. Levy's numerous theoretical and empirical research studies have been published in scientific journals and presented at professional conferences. His areas of research and teaching include social cognition, interpersonal influence, media psychology, and the improvement of critical thinking skills.

Dennis W. Lowe, PhD
Professor of Psychology and
Young Family Life Chair

BA, MA, Pepperdine University
PhD, Florida State University

Dr. Lowe is a licensed psychologist and a marriage and family therapist. He teaches in the areas of psychopathology and marriage and family therapy. His specialties include couple relationships as well as the intersection between mental illness and family life. Of particular interest are projects that provide new skills designed to strengthen family relationships or efforts to reduce the stigma of mental illness. Dr. Lowe was the founding director of the Center for the Family and currently holds the M. Norvel and Helen Young Chair in Family Life at Pepperdine. He has been a recipient of the Distinguished Teaching Fellow Award.

Farzin Madjidi, EdD
Professor of Education

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

Dr. Madjidi teaches in the Doctor of Education in Organizational Leadership program. His areas of expertise include building leadership capacity in medium- and large-size companies, governance of not-for-profit organizations, personal leadership, and training emerging leaders. He has served as a leadership consultant and trainer to major companies such as AT&T, British Petroleum, Federal Express, Universal Music Group, Kaiser-Permanente, Hyundai Motors, and the City of Los Angeles. Dr. Madjidi received Pepperdine University's Howard A. White Award for Excellence in Teaching in 2005. In 2009, Dr. Madjidi received the California Diversity Council's prestigious DiversityFirst award, one of the highest honors that can be obtained in the field, for his pioneering work cultivating diversity in the classroom and leading student groups on international trips.

Tomás Martinez, PhD
Professor of Psychology, Seaver College

BA, California State University, Long Beach
MA, PhD, University of Michigan

Dr. Martinez is a full-time faculty member of Seaver College who has a joint appointment at GSEP. He is a community/clinical psychologist who specializes in mental health systems research, cross-cultural psychology, and family violence. At Pepperdine, he teaches cross-cultural psychology and clinical practicum. Dr. Martinez's research interests include the fields of child and spousal abuse, cross-cultural mental health treatment, and high-risk youth and family intervention, specializing in the Latino community. He is a consulting psychologist to a mental health agency in the San Fernando Valley.

John F. McManus, PhD
Professor of Education

AB, Holy Cross College
MA, Clark University
PhD, University of Connecticut

Dr. McManus is a cofounder of the Doctor of Education in Learning Technologies program and served four years as program director. A coauthor of several texts on computer applications, he has served as director of computer services for Pepperdine University and as associate dean of the Education Division and interim dean at the Graduate School of Education and Psychology. He teaches courses in technology management, research, and statistics.

Cary L. Mitchell, PhD
Professor of Psychology

BA, Pepperdine University
MA, PhD, University of Kentucky

Dr. Mitchell's graduate degrees are in clinical psychology. His teaching and research interests include psychological assessment, professional issues, values in psychotherapy, and homelessness. From 1995 to 2002, he served as the associate dean of the Psychology Division of GSEP. He has been principal investigator on several grants that have been used to create a mental health training clinic at the Union Rescue Mission in Los Angeles. A licensed psychologist, Dr. Mitchell consults in the area of pre-employment psychological evaluation.

Linda G. Polin, PhD
Professor of Education and Davidson Endowed
Professor

BA, University of California, Santa Barbara
MA, PhD, University of California, Los Angeles

Dr. Polin received her doctorate in educational psychology, specializing in learning and instruction. She leads the master's and doctoral courses in learning, technology, design, and, occasionally, research methods. Dr. Polin consults with school districts and software developers, has written columns on technology for teacher journals, and has developed school software packages. Her current interests focus on knowledge creation and knowledge sharing in online or distributed learning communities.

Linda K. Purrington, EdD
Lecturer of Education

BA, MA, California State University, Fullerton
EdD, Pepperdine University

Dr. Purrington serves as the director for the Doctor of Education in Educational Leadership, Administration, and Policy program. She teaches courses in personal leadership, organizational leadership, proficiency, leading learning, and practitioner action research. Dr. Purrington also serves as chair of the California Association of Professors of Educational Administration (CAPEA) Diversity, Equity, and Social Justice Committee. As a past director for Pepperdine's Educational Leadership Academy, Dr. Purrington taught courses in personal leadership, instructional leadership, organizational change, and field experience. As a past director for the Master of Arts in Education and Teacher Credential Program, Dr. Purrington taught Second Language Theory and Methods, Literacy Methods, and Math Methods. Dr. Purrington's research interests relate to student and adult learning within and across diverse and distributed learning communities, building leadership capacity in K–12 and higher education settings, culturally proficient leadership and teaching practices, and leading educational organization change efforts. Dr. Purrington worked for 21 years in K–12 education as a district office coordinator for state and federal programs, a grant writer, an elementary principal, an elementary assistant principal, and a bilingual-cross-cultural specialist classroom teacher.

Kent Rhodes, EdD
Visiting Professor of Education

BA, Lubbock Christian University
MA, Texas Tech University
EdD, Pepperdine University

Dr. Rhodes teaches courses in organizational behavior and ethics. He maintains a consulting practice, coaching executive teams through merger and acquisition integration strategies. Dr. Rhodes founded and served as chief executive officer of OnCourse Network, Inc., an Internet distance education company. He holds membership in the American Management Association and the Industrial/Organizational Psychology Division with the American Psychological Association, Academy of Management, and the United States Ombudsman Association. Dr. Rhodes' research interests include how concepts of mercy and justice are enacted within values-based organizations, ethical leadership, interaction of systems and culture on individual values and faith formation, and mergers and acquisitions integrations as ethical strategies.

Daryl Rowe, PhD
Professor of Psychology

BA, Hampton Institute
MA, PhD, Ohio State University

Dr. Rowe has held faculty positions at the Union Institute in Cincinnati, Ohio; California State University, Long Beach; and the University of California, Irvine. His research and teaching interests include both cross-cultural and culturally specific mental health issues. In addition to alcohol and other substance abuse prevention and treatment theories and techniques of counseling, psychotherapy, and clinical supervision, he conducts research, consults, trains, and publishes on psychological issues affecting African Americans. He holds a national position in the Association of Black Psychologists and sits on the board of several community agencies. Dr. Rowe is a licensed psychologist with a private practice emphasizing couples and marital therapy in the Los Angeles area.

June Schmieder-Ramirez, PhD
Professor of Education

BA, San Jose State University
MBA, St. Mary's College
MA, PhD, Stanford University

Dr. Schmieder-Ramirez has extensive experience in education and business consulting, including serving as school business manager, associate superintendent for business services, and superintendent of schools. In addition, she has taught at California State University, Fullerton and California State University, San Bernardino. She is also coauthor of several texts on law, finance, and personnel. She teaches courses in legal and sociopolitical theory. Her research interests include cyber law and e-commerce. She founded the "Hermanas Escuelas" program which provides computers to indigenous Mexican youth as well as students in Los Angeles and Riverside Counties. Dr. Schmieder-Ramirez is the director for the Doctor of Education in Organizational Leadership program.

Edward P. Shafranske, PhD, ABPP
Professor of Psychology and Muriel Lipsey Endowed Chair for Counseling and Clinical Psychology

BA, Immaculate Heart College
MA, PhD, United States International University
PhD, Southern California Psychoanalytic Institute

Dr. Shafranske is a psychologist/psychoanalyst with experience in private practice, community mental health, and university/school settings. His primary interests are in clinical and applied psychoanalysis, clinical supervision and training, and the psychology of religion. He is a fellow of APA, board certified in psychoanalytic psychology, a member of the American and International Psychoanalytic Associations, and chair of the CPA Division of Education and Training. His coauthored or co-edited books include *Religion and the Clinical Practice of Psychology, Spiritually Oriented Psychotherapy, Clinical Supervision: A Competency-based Approach,* and *Casebook for Clinical Supervision.* He was awarded Pepperdine's Howard A. White Award for Teaching Excellence in 2006 and in 2007 received the Distinguished Contribution to Psychology as a Profession Award by the California Psychological Association. Dr. Shafranske is the program director for the Doctor of Psychology program.

Paul R. Sparks, PhD
Associate Professor of Education

BS, Brigham Young University
MS, California State University, Los Angeles
PhD, University of Southern California

Dr. Sparks is the director of the Master of Arts in Learning Technologies (MALT) program. He leads courses in human-computer interaction, consulting, constructivist leadership, mentoring, and action research. Previously, Dr. Sparks was CLO at a national Internet company, where he developed the corporate university, and he led national learning technology efforts for Rockwell International. Dr. Sparks is interested in the role of relationships in learning and currently researches virtual learning environments including serious games, virtual worlds, and online communities. His avocations include mountain biking, watercolor painting, poetry, world travel, and a bit of paragliding.

Ronald D. Stephens, EdD
Professor of Education and School Safety Professor

BS, MBA, Pepperdine University
EdD, University of Southern California

Dr. Stephens serves as chair in school safety for the Graduate School of Education and Psychology. For the past 17 years, he has served as executive director for the National School Safety Center. He is a consultant and frequent speaker to education organizations and school districts worldwide. His past experience includes service as a teacher, school administrator, and school board member. Dr. Stephens has taught courses in business management and organization and educational administration. He is the executive editor of *School Safety,* America's leading school crime prevention news journal.

David Stevens, EdD
Mentor Professor and Director of Clinical Experience

BA, Trinity College
MS, California State University, Fullerton
EdD, University of Southern California

Dr. Stevens is the mentor professor and director of clinical experience for Seaver College and the Graduate School of Education and Psychology. He is also the director of the University Intern Program. He received his EdD in higher education administration where he performed case studies on alternative capstone experiences being utilized at highly selective tier one private research universities. Before joining Pepperdine, Dr. Stevens was an assistant professor and director of the Single Subject Credential Program at Point Loma Nazarene University in San Diego. He has 13 years of public school experience, previously serving as assistant principal at Bathgate Elementary School in Orange County as well as teaching elementary and secondary math. His current research includes neuroscience and exploring relationships between classroom atmospheres and learning. Dr. Stevens teaches in both the Teacher Education and the Master of Arts in Social Entrepreneurship and Change programs.

Amy R. Tuttle, PhD
Associate Professor of Psychology

BA, MS, California State University, Fresno
PhD, Loma Linda University

Dr. Tuttle is a licensed marriage and family therapist and an AAMFT-approved supervisor. She is a faculty advisor to the Social Justice Collaborative at the Irvine Graduate Campus. Dr. Tuttle's clinical and research interests include multicultural issues; postmodern and contemporary family therapy and theories; intergenerational and relational processes of healing and trauma; issues of social justice and responsibility; and intervention with disadvantaged, multi-stressed populations. Dr. Tuttle maintains a clinical practice serving disadvantaged youth and families and is a consultant to a family-focused, delinquency prevention program. Dr. Tuttle coauthored *Theory-Based Treatment Planning for Marriage and Family Therapists* and a chapter in *Couples, Gender, and Power: Creating Change in Intimate Relationships*.

Duncan Wigg, PhD
Senior Clinical Faculty and Clinic Director,
Irvine Community Counseling Center

BA, California State University, Sonoma
MA, PhD, California School of Professional Psychology

Dr. Wigg has been affiliated with the GSEP Psychology Division since 1987. In addition to his duties as director of the Community Counseling Center at the Irvine Graduate Campus, he is also director of the Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format program. As both a licensed clinical psychologist and a licensed marriage and family therapist, Dr. Wigg's professional interests focus on the training and supervision of students in preparation for careers as clinical practitioners. He is particularly interested in contemporary clinical and theoretical issues in family therapy to include solution-focused and narrative therapies.

Stephanie M. Woo, PhD
Professor of Psychology

BA, MA, PhD, University of California, Los Angeles

After earning her doctoral degree in clinical psychology from UCLA, Dr. Woo completed a postdoctoral fellowship at the UCLA Neuropsychiatric Institute in psychological assessment. Dr. Woo teaches courses on psychopathology, psychological assessment, and behavioral interventions. Her research interests include cognitive behavioral interventions (CBT), training paraprofessionals, psychological assessment, and family environmental factors that can affect the course of schizophrenia and bipolar disorder. Dr. Woo recently coauthored a comprehensive textbook on the diagnosis and treatment of mental disorders across the life span. She serves as a consultant to the RAND Corporation on studies examining CBT treatment for depression in individuals who have co-occurring substance use disorders. Dr. Woo is currently the director of the Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format program at the Malibu campus.

Faculty Emeriti

Arthur L. Adams, EdD............................Emeritus Professor of Education
BFA, MS, University of Southern California
EdD, Brigham Young University

Joy Keiko Asamen, PhD..........................Emerita Professor of Psychology
BA, University of California, Los Angeles
MA, California State University, Northridge
PhD, University of California, Los Angeles

John Chandler, EdD...............................Emeritus Professor of Education
BA, University of San Francisco
MA, San Jose State University
EdD, Stanford University

O. Jennings Davis, EdD......... Emeritus Professor of Education and Psychology
BS, David Lipscomb University
MA, Ohio State University
MA, Pepperdine University
EdD, Teachers College, Columbia University

David N. Elkins, PhD...........................Emeritus Professor of Psychology
BA, Harding University
MS, University of Bridgeport
PhD, U.S. International University

Cara L. Garcia, PhD...............................Emerita Professor of Education
BS, Central Michigan University
MA, California State University, Los Angeles
PhD, University of Arizona

Robert Gelhart, EdD.............................Emeritus Professor of Psychology
BA, MEd, Central Washington State University
EdD, University of Southern California

Diana Hiatt-Michael, EdD.........................Emerita Professor of Education
BS, University of Wisconsin
MS, University of Connecticut
EdD, University of California, Los Angeles

Clarence Hibbs, PhD . . . . Emeritus Professor of Psychology
BA, MDiv, Abilene Christian University
MA, PhD, University of Iowa

H. Woodrow Hughes, PhD.......................Emeritus Professor of Education
BA, Whitworth College
MA, Seattle University
PhD, University of Oregon

Ruth N. Johnson, EdD .... Emerita Professor of Education
BS, MS, Colorado State University
PhD, University of California, Davis

Thomas O. Lawson, EdD .... Emeritus Professor of Education
BS, MEd, University of Southern California
EdD, University of California, Los Angeles

Frances W. Neely, PhD .... Emerita Professor of Psychology
BA, Catholic University of America
MA, PhD, University of Kansas

George H. Norstrand, EdD .... Emeritus Professor of Education
BS, MEd, University of California, Los Angeles
EdD, Brigham Young University

Robert C. Paull, PhD .... Emeritus Professor of Education
BA, Dickinson College
MAT, Duke University
PhD, University of Southern California

Michele Stimac, EdD .... Emerita Professor of Education
BA, Webster College
MA, St. Louis University
EdD, Boston University

Plenary speaker Chancellor Linda Thor sharing her insights at the inaugural conference *Celebrate Women's Wisdom: Life Journeys* in March 2013.

INDEX

General Index

University Phone Directory

West Los Angeles Graduate Campus	(310 area code)
General Information	568-5600
Academic Computing	568-2831
Admissions	258-2850
Advancement	568-5517
Alumni Relations	568-5649
Bookstore	568-5741
Career Services	568-5666
Community Counseling Center	568-5752
Financial Aid	568-5775
Housing Services	568-5600
Library (Circulation)	568-5685
Library (Reference)	568-5670
Psychological and Educational Clinic	568-5752
Registration and Records	568-2328
Room Scheduling	568-2373
Student Accounts	568-5588

Malibu Campus	(310 area code)
General Information	506-4000
Computer Store	506-4811
Disability Services Office	506-6500
Equal Opportunity Office	506-4208
Health Center	506-4316
Health Insurance	506-4316
International Student Services	506-4246
Library (Circulation)	506-7273
Registrar	506-7999
Student Accounts	506-8000

Drescher Graduate Campus (Malibu)   **(310 area code)**

General Information 506-4000

Bookstore 506-8569

Library (Circulation) 506-8566

Encino Graduate Campus   **(818 area code)**

General Information 501-1600

Academic Computing 501-1614

Community Counseling Center 501-1678

Library 501-1615

Irvine Graduate Campus   **(949 area code)**

General Information 223-2500

Academic Computing 223-2510

Community Counseling Center 223-2570

Library 223-2520

Westlake Village Graduate Campus   **(805 area code)**

General Information 449-1181

Academic Computing 379-5801

Library 379-5801

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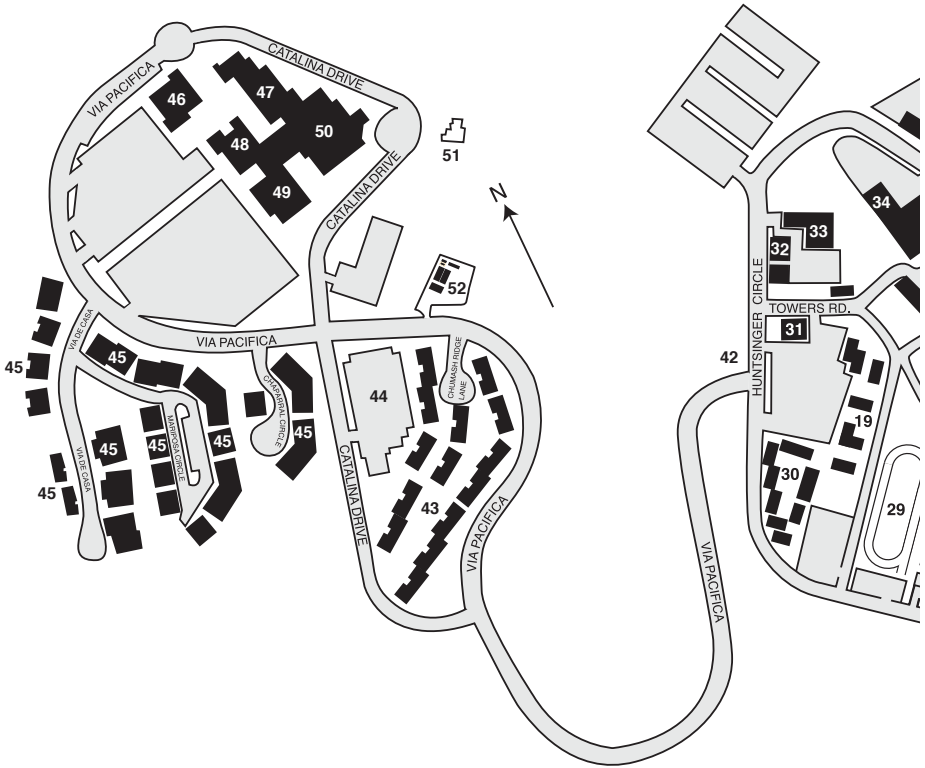
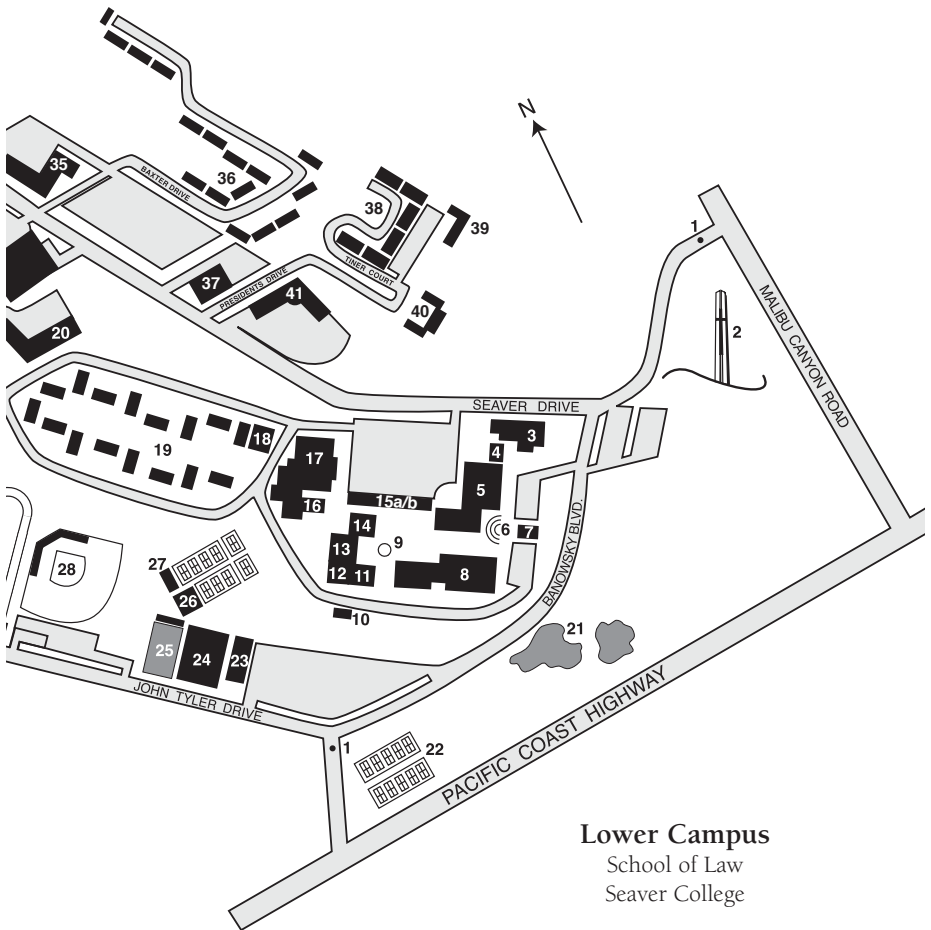## Drescher Graduate Campus

Graduate School of Education and Psychology
Graziadio School of Business and Management
School of Public Policy

1. Information Booth
2. Phillips Theme Tower
3. Charles B. Thornton Administrative Center
4. Pendleton Computer Center
5. Huntsinger Academic Center
   Fletcher Jones Foundation Academic
     Computing Center
   Payson Library
   Pendleton Learning Center
   Tech Central
6. Amphitheatre
7. Stauffer Chapel
8. Tyler Campus Center
   Beaman Patio
   Bookstore
   La Brea Bakery
   Nature's Edge convenience store
   Rockwell Dining Center
   Sandbar Student Lounge
   Student Counseling and Testing Center

9. Mullin Town Square
   Adamson Plaza
   Biggers Family Courtyard
   Joslyn Plaza
   Scaife Terrace and Bridge
10. Stauffer Greenhouse
11. Rockwell Academic Center
12. Keck Science Center
13. Appleby American Studies Center
14. Elkins Auditorium
15a. Plaza Classrooms
15b. Plaza Terrace (rooftop)
16. Frederick R. Weisman Museum of Art
17. Cultural Arts Center
    Lindhurst Theatre
    Ahmanson Music Building
    Raitt Recital Hall
    Smothers Theatre
18. Howard A. White Center

MALIBU CAMPUS

N

MALIBU CANYON ROAD

BAXTER DRIVE

PRESIDENTS DRIVE

TIMER COURT

SEAVER DRIVE

BANOWSKY BLVD.

JOHN TYLER DRIVE

PACIFIC COAST HIGHWAY

35 36 38 39 37 41 40 20 18 19 17 16 15a/b 3 4 5 6 7 2 1 14 13 9 12 11 8 10 28 27 26 25 24 23 21 1 22

Lower Campus
School of Law
Seaver College

19. Residence Halls
      Housing and Residence Life
20. Rockwell Towers Residence Hall
21. Alumni Park
22. Crest Tennis Courts
23. Helen Field Heritage Hall
24. Firestone Fieldhouse
25. Raleigh Runnels Memorial Pool
26. Ralphs-Straus Tennis Center
27. Harilela International Tennis Stadium
28. Eddy D. Field Baseball Stadium
29. Stotsenberg Track
      Tari Frahm Rokus Field
30. Lovernich Residential Complex
31. Student Health Center
32. Mail Services
33. Facilities Management and Planning
34. Odell McConnell Law Center
35. George C. Page Residential Complex

36. Faculty/Staff Homes
37. Seaver Academic Complex
38. Faculty/Staff Homes
39. Mallmann House
40. Brock House
41. Center for Communication and Business
      Public Safety
42. Entrance to Drescher Graduate Campus
43. Student Residential Complex
44. Parking Structure
45. Faculty/Staff Homes
46. Young Center for the Graduate School of
      Education and Psychology
47. Beckman Management Center, GSBM
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. Construction and Campus Planning