PEPPERDINE UNIVERSITY

GRADUATE SCHOOL
OF EDUCATION AND PSYCHOLOGY

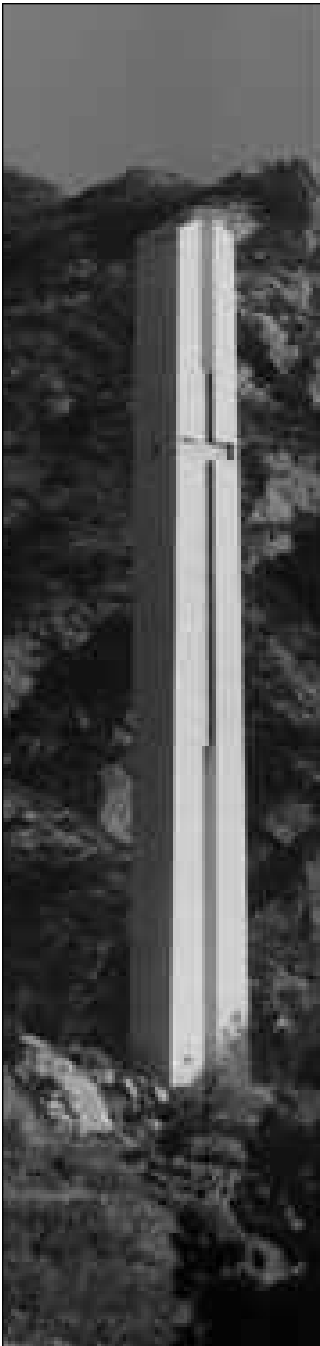## 2001-2002 Academic Catalog

Requests for information should be addressed to:

Pepperdine University
Graduate School of Education and Psychology
400 Corporate Pointe
Culver City, California 90230

(310) 568-5600
http://gsep.pepperdine.edu/gsep/

This is an official publication of Pepperdine University, located at 24255 Pacific Coast Highway, Malibu, California 90263-4392.

POSTMASTER: Send address changes to Pepperdine University, 24255 Pacific Coast Highway, Malibu, California 90263-4392.

*P*epperdine 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:

*T*hat 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 spritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence

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

That knowledge calls, ultimately, for a life of service

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GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY
2001-2002 ACADEMIC CALENDAR

Fall, 2001

Monday	Aug. 27—	New Student Orientation
Thursday	Aug. 30	
Monday	Sept. 3	Labor Day Holiday
Tuesday	Sept. 4	Classes begin for Fall semester; late registration fee applies
Friday	Sept. 14	Late registration and add/drop period ends
Saturday	Sept. 15	Percentage refund schedule applies for withdrawal
Friday	Sept. 28	Last day to apply for Spring 2002 completion of degree; graduation fee due*
Wednesday	Oct. 10	Second tuition installment due for Fall 2001 deferred payment plan
Monday	Oct. 15	Additional degree-posting date for Psy.D. and Ed.D. students*
Friday	Oct. 26	Last day to withdraw with grade of "W"
Thursday	Nov. 22—	Thanksgiving holiday
Friday	Nov. 23	
Friday	Dec. 14	Last day of semester
Saturday	Dec. 15—	Semester break
Tuesday	Jan. 1	

Spring, 2002

Wednesday	Jan. 2—	New Student Orientation
Friday	Jan. 4	
Monday	Jan. 7	Classes Begin for Spring Semester; late registration fee applies
Friday	Jan. 18	Late registration and add/drop period ends
Friday	Jan. 18	Last day to apply for Summer 2002 completion of degree; graduation fee due*
Saturday	Jan. 19	Percentage refund schedule applies for withdrawal
Monday	Jan. 21	Martin Luther King Day (no classes meet)
Sunday	Feb. 10	Second tuition installment due for Spring 2002 deferred payment plan
Monday	Feb. 18	President's Day (no classes meet)
Friday	March 1	Last day to withdraw with grade of "W"
Monday	Apr. 15	Application deadline for 2002-2003 financial aid
Friday	Apr. 19	Last day of semester
Saturday	Apr. 20	Graduation Ceremony
Saturday	Apr. 20—	Semester break
Sunday	Apr. 28	

Summer, 2002

Administrative dates for all programs

Monday	April 29—	New Student Orientation
Friday	May 3	
Monday	May 6	Late registration fee applies
Friday	May 24	Last day to apply for Fall 2002 completion of degree; graduation fee due*
Monday	May 27	Memorial Day holiday
Saturday	June 1	File completion deadline for 2002-2003 financial aid (all programs except Malibu and Psy.D.)
Monday	June 10	Second tuition installment due for Summer 2002 deferred payment plan
Thursday	July 4	Independence Day holiday

Class dates for Education programs

Monday	May 6	Classes begin for Summer
Friday	May 17	Late registration and add/drop period ends
Saturday	May 18	Percentage refund schedule applies for withdrawal
Friday	June 14	Last day to withdraw with grade of "W"
Saturday	July 13	Last day of session
Saturday	July 13	Degree posting date for Education students
Saturday	July 13	Session break

Class dates for Psychology programs

Session I

Monday	May 6	Classes begin for Summer session I
Friday	May 10	Late registration and add/drop period ends
Saturday	May 11	Percentage refund schedule applies for withdrawal
Friday	June 7	Last day to withdraw with grade of "W"
Saturday	June 22	First degree posting date for Psychology students
Saturday	June 22	Last day of session I
Saturday	June 22	Session I break

Session II

Monday	June 24	Classes begin for Summer session II
Friday	June 28	Late registration and add/drop period ends
Saturday	June 29	Percentage refund schedule applies for withdrawal
Friday	July 26	Last day to withdraw with grade of "W"
Saturday	August 10	Second degree posting date for Psychology students
Saturday	August 11	Last day of session II
Saturday	August 11	Session II break

*Graduation is official after the application for degree has been filed and the degree has been posted on the transcript. Degrees are posted regularly at the end of each semester or session. A graduation ceremony is conducted once a year.

PRESIDENT'S MESSAGE

There are differences, sometimes slight and sometimes great, among all the various institutions of higher learning in America. In regard to Pepperdine, our distinctiveness was apparent from the moment we opened our doors in 1937. On that September day in the midst of the Great Depression, there were no models for what our founder hoped to create. George Pepperdine was a Christian businessman, and as an entrepreneur, he thought and acted in a practical, decisive way. He proposed to "help young men and women to prepare themselves for a life of usefulness in this competitive world." But as a person of faith, he was interested in the spiritual and emotional aspects of one's profession as well, realizing that there is more to life than position and monetary gain. He wanted his college to educate the whole person—mind, body, and spirit.

Mr. Pepperdine was really a visionary who put energy and ingenuity into his dreams. The institution he founded has continued to dream and to be an encourager of vision. We have often quoted Daniel Hudson Burnham, who, at the turn of the twentieth century, said, "Make no little plans; they have no magic to stir men's blood. . . . Make big plans, aim high in hope and work."

We believe that students ought to begin with a commitment to outstanding academics. But there are other elements that are also important. Students need a heart for excellence and a soul that makes big plans and aims high. In addition, without a foundation of ethics, character, and faith, we believe true success is impossible. We hope you are among those who want to soar beyond mediocrity and reach for the magic that will "stir men's blood."

The Graduate School of Education and Psychology trains individuals for what have been called "the helping professions." Both the education division and the psychology division trace their roots to the beginning of Pepperdine College in 1937. We have a rich tradition of preparing teachers and counselors who will have a profound influence for good on our society. The Graduate School has also launched innovative new curricula that meet the needs of an exciting new age. In all our academic programs, we offer students room to grow and we encourage them to "make big plans."

It is my privilege to welcome you to a family of creative, courageous thinkers. We are encouraged by your interest in the University and hope your own personal mission parallels our own.

Andrew K. Benton
President

DEAN'S MESSAGE

The Graduate School of Education and Psychology (GSEP) at Pepperdine University offers wonderful opportunities to pursue an advanced degree. If you enjoy scholarly work and want to make a difference in the world, then graduate education is for you. If you want to be engaged and focused in sustained work, and at the same time, develop personal relationships with faculty and other students, then GSEP is for you.

The Graduate School of Education and Psychology creates a nurturing learning environment. Interaction among students and teachers is a hallmark of the journey toward professional identity. GSEP faculty members are known for caring that goes beyond the classroom. They are personally interested in your academic fulfillment and career advancement.

Pepperdine University focuses on providing a values-centered education that emphasizes the University's mission of service through leadership. Faculty members are committed to academic excellence and serve as role models and mentors. As teachers and scholars, they are involved in professional associations and are committed to learning.

Our comprehensive professional programs are designed to meet career advancement needs by offering relevant, cutting-edge knowledge. The use of technology is integrated into the learning experience through facilities, computer equipment, and support staff to assist students. The programs of study will challenge you to excel, enhance your leadership opportunities, develop teamwork approaches to problem-solving, develop self-discipline, and prompt further examination of the moral, ethical, and spiritual dimensions of learning, serving, and living.

Students graduating from our programs have opportunities for careers in many areas. They are the future educators and counselors who have a profound effect on our society and impact the lives of many. Welcome to GSEP and the opportunities for fulfillment in an exciting career, the development of a professional identity, and a life of serving.

Margaret J. Weber
Dean, Graduate School of Education and Psychology

HISTORY AND MISSION

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 6,400 students in five colleges and schools. Seaver College, the School of Law, and the School of Public Policy are located on the University's 830-acre Malibu campus overlooking the Pacific Ocean. The Graduate School of Education and Psychology and the George L. Graziadio School of Business and Management are based at Pepperdine University Plaza on the west side of Los Angeles.

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

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

Colleges and Schools of the University

The Graduate School of Education and Psychology enrolls approximately 1,500 students. It is located at Pepperdine University Plaza on the west side of Los Angeles and also offers selected programs at the Malibu campus, online, and at educational centers in Long Beach, Orange County, the San Fernando Valley, and Ventura County. Master's and doctoral degrees are offered in various specializations within the education and psychology disciplines. Students are prepared for teaching and administrative credentials, as well as the marriage and family therapist license and clinical psychology license. 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 undergraduate residential college of letters, arts, and sciences. Enrollment is limited and highly selective. Because Christian thought and action are central to the college's mission, students are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum allows students to develop as a broadly educated persons prepared for lives of purpose, service, and leadership. The baccalaureate degree is offered in 36 fields of study, and the master's degree is offered in six areas. Designed by architect William L. Pereira, the Malibu campus of Seaver College has frequently been described as the most beautiful in the world.

The School of Law offers a three-year fulltime juris doctor program as well as four joint degree programs, the JD/MBA (Master of Business Administration); JD/MPP (Master of Public Policy); JD/MDR (Master of Dispute Resolution); and the MDR/MPP. The school has a limited enrollment of 650 students, providing training in traditional legal education while offering the most extensive professional lawyering skills training curriculum in the nation, through the acclaimed Straus Institute for Dispute Resolution. Clinical programs allow students the opportunity to further refine their lawyering skills under the supervision of faculty, lawyers, and judges. As a part of the public interest programs, students use their legal skills to give back to the community, working with the homeless, children with disabilities, and juveniles and adults in a variety of inner-city programs. The school also boasts a comprehensive London Program in which students gain an international perspective on the law. Consistent with the University's commitment to academic excellence combined with Christian principles, Pepperdine law students learn in a context that approaches issues from a wide range of philosophical, public policy, legal, and religious perspectives.

The George L. Graziadio School of Business and Management, with approximately 2,300 full- and part-time students enrolled each term, focuses on the development of values-centered leaders. The school's administrative offices are located at Pepperdine University Plaza in Culver City, California. The school offers degree programs for full-time, fully-employed, and executive level students. Classes are held at Pepperdine University Plaza; the Malibu campus; four other educational centers in the greater Los Angeles area: the Orange County Center in Irvine, the Long Beach Center, the San Fernando Valley Center in Encino, and the Ventura County Center in Westlake Village; as well as in Silicon Valley. Degrees granted by the school

include the Bachelor of Science in Management, the Master of Business Administration, the Master of International Business, the Master of Science in Organization Development, and the Master of Science in Technology Management. Special programs include the J.D. and M.B.A. program, which is offered in conjunction with the School of Law; the Master of Public Policy and M.B.A. program, offered in conjunction with the School of Public Policy; and the M.B.A. preparatory program, a certificate program designed to help international students prepare for entry into American business schools.

The School of Public Policy (SPP) offers a Master of Public Policy (MPP) degree that combines a distinctive emphasis on ethics and the moral and historical roots of free institutions with analytical and leadership skills. 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, the church, volunteer associations, local and regional government, the private sector, and nonprofit organizations. Joint degree programs include a JD/MPP in conjunction with the School of Law; an MPP/MOR degree in conjunction with the Straus Institute for Dispute Resolution; and a joint MPP/MBA in conjunction with the George L. Graziadio School of Business. The Davenport Institute, the research and special program division of SPP, is dedicated to addressing public issues through major conferences, seminars, and published research.

History and Mission of the Graduate School of Education and Psychology

From the University's beginning, the discipline of education has played a prominent role in the academic program of the institution. With the growing emphasis upon 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, becoming 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.

The school's programs are designed to prepare professionals for service and leadership roles in education, psychology, and related areas. The University's Christian values and heritage are reflected throughout the school's programs and activities. The disciplines of education and psychology strive both to improve society and to enrich the quality of life of individuals. The curricula emphasize freedom of inquiry and examination of ethical and moral issues through study of the traditional academic disciplines. Faculty members are expected to demonstrate excellence in teaching, dedication to their profession, scholarship, and support of the University's values. Students are required to perform at a high level of scholarship and to adhere to professional ethics. The school strives to impart a love of knowledge that will lead to a lifetime of study and learning.

Educational Centers

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

Additional facilities are available at the Malibu campus and the Long Beach, Orange County, San Fernando Valley, and Ventura County Centers. These locations house classrooms, faculty offices, academic computing facilities, and libraries. A psychological and educational clinic is located at Pepperdine University Plaza, and Community Counseling Centers are located at the Orange County and San Fernando Valley Centers. Students attend classes at the locations listed below:

Pepperdine University Plaza
400 Corporate Pointe
Culver City, California 90230
(310) 568-5600 (GSEP)

San Fernando Valley Center
16830 Ventura Boulevard
Suite 200
Encino, California 91436
(818) 501-1600 (Main)

Ventura County Center
2829 Townsgate Road
Suite 180
Westlake Village, California 91362
(805) 449-1181 (Main)

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

Orange County Center
18111 Von Karman
Irvine, California 92612
(949) 223-2500 (Main)

Long Beach Center
One World Trade Center
Suite 200
Long Beach, California 90831
(562) 495-0288 (Main)

* See center location maps on inside back cover.

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 an accredited college or university prior to the time of graduate matriculation. Admission to doctoral programs requires completion of a master's degree from an accredited college or university. Only those applicants who show substantial promise of successfully completing the graduate course of study are accepted. The applicant's academic record and relevant personal data are considered.

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

Admission Policies

Filing Deadlines

To assure proper processing of files and timely notification of decision to the applicant, applications for admission must be received by the deadlines listed in the 2001-2002 Application for Admission.

Limitations

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

Readmission

Students who have been continuously absent for two or more terms must file a petition for readmission with the Admissions Office. If readmitted, students are required to comply with current program requirements. Students who have been absent for more than two calendar years are required to file a new application with the Admissions Office, pay the regular application fee, and be considered for admission based upon current admission standards. The readmission applicants will be notified promptly after a decision has been made. All students who are readmitted are responsible for clearing their accounts before being permitted to register. If returning students wish to change their original degree objective, they must file a new application with the Admissions 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 400 international students from 70 countries are enrolled at the University.

All international applicants are required to submit certified transcripts, in English, including a calculated grade point average, which have been evaluated by a credentials service such as International Education Research Foundation (IERF). IERF can be reached in Los Angeles at (310) 390-6276. International students whose native language is not English must submit a minimum score of 550/220 CBT on the Test of English as a Foreign Language (TOEFL). Information concerning this test may be obtained by writing TOEFL, Box 899, Princeton, NJ 08540, USA.

To obtain further information on immigration issues, applicants may write to the International Student Services Office, Pepperdine University, 24255 Pacific Coast Highway, Malibu, CA 90263-4246, USA or call (310) 506-4246.

Admission of Veterans

Veterans who seek admission should follow the regular admission policies, but should also contact the Registrar's Office in Malibu. This should be done as early as possible to expedite handling of applicant forms and counseling. They must be fully admitted before receiving benefits. Veterans are advised to consult the Information for Veterans section of this catalog.

Admission of Pepperdine University Graduates

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

Admission Requirements and Application Procedures

The Application for Admission contains complete instructions and all appropriate forms for properly completing the application for admission process. Applications may be obtained from, and must be submitted to, the Graduate School of Education and Psychology Admissions 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.

Teaching Credentials
Master of Arts in Education
Combined Master of Arts in Education and Teaching Credential

- Application for admission with a nonrefundable processing fee.

- Official transcript in a registrar's sealed and stamped/signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant, as well as all transcripts from any college or university 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 addressing future career objectives, issues in education, or experience with a second language or cultural diversity, and other related interests.

Applicants pursuing a Teaching Credential are also required to submit the following:

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

- Statement of Responsibility.

- An official California Basic Educational Skills Test (CBEST) transcript as proof of passage. A photocopy of the "Passing Status Transcript Copy" card is acceptable.

Master of Arts in Educational Technology (Online)

- Application for Admission with a nonrefundable processing fee.

- Official transcript in a registrar's sealed and stamped/signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant. Transcripts of all postsecondary and postbaccalaureate study are recommended.

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

- A three-part statement describing: a) vision for technology in learning settings, b) experience/background in technology, and c) personal goals related to the pursuit of this degree.

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

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

- Application for admission with a nonrefundable processing fee.

- Official transcript in a registrar's sealed and stamped/signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant as well as transcripts of all postsecondary and post-baccalaureate study.

- Two recommendation forms 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.

Applicants pursuing a Master of Science in Administration are also required to submit the following:

- A signed Principal's Consent form indicating the support of the principal or supervising administrator under whom 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 (as well as the applicant's experience and assignment).

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

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

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

- An official California Basic Educational Skills Test (CBEST)

transcript as proof of passage. A photocopy of the "Passing Status Transcript Copy" card is acceptable.

- Statement of Responsibility.

Doctor of Education with Concentrations in

Educational Leadership, Administration, and Policy (ELAP)
Educational Technology (ET)
Organization Change (OC)
Organizational Leadership (OL)

- Application for admission with a nonrefundable processing fee.

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

- Three recommendations attesting to the applicant's academic abilities, character, and professional ability. *(ET applicants are required to submit only two recommendations describing the applicant's technology use and one must be from an employer and one from a colleague.)*

- Scores from the Miller Analogies Test, the Graduate Record Examination (verbal and quantitative sections), or the Graduate Management Admissions Test, 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. (*OL and ELAP applicants are required to submit an on-site writing sample at the time of their interview.)*

Applicants pursuing the Organization Change Concentration are also required to submit the following:

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

- A completed Self-Evaluation Inventory form included in the Application for Admission

Organization Change candidates are required to have 8-10 years of work experience in management and/or consulting, as well as previous experience in a human interaction laboratory (such as those sponsored by NTL or UCLA) or other individual or group development/therapy work leading to greater self-insight

Applicants for all concentrations will be expected to provide the following:

- A personal computer — A laptop is required for all concentrations and is mandatory for participation in face-to-face sessions including new student orientations and/or TechCamp®.

- Accepted applicants will be required to submit a nonrefundable $500 deposit that will be applied to the first term's tuition.

Professional Clear Administrative Services Credential

Students can pursue the credential alone or in conjunction with the Educational Technology; Organizational Leadership; or Educational Leadership, Administration and Policy doctoral concentrations only (steps 4-6 only are required for candidates pursuing the credential in conjunction with a doctoral degree).

1. Application for Admission and submit it with a nonrefundable processing fee.

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

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

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

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

6. Confirmation of assignment to an administrative position.

7. Personal interviews are required for all qualified candidates who apply for the program. *(OL and ELAP applicants are required to submit an on-site writing sample at the time of their interview.)*

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

- Application for admission with a nonrefundable processing fee.

- Official transcript in a registrar's sealed and stamped/ signed envelope from the accredited institution that awarded the baccalaureate degree to the applicant. (Applicants to the evening format 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. For the daytime format at the Malibu campus, a bachelor's degree in psychology or a related field is required and all applicants must have completed course work in statistics and research methods. Daytime format applicants with degrees in a closely related field must have completed at least five courses in core areas of psychology, such as abnormal, developmental, social, or physiological psychology; personality; learning; testing; or counseling.)

- Scores from the Graduate Record Examination (GRE), taken within the last five years, or the Miller's Analogy Test (MAT), taken within the last two years. These tests may be waived for applicants for the evening format only, with seven or more years of qualified full-time work experience, a cumulative undergraduate GPA of 3.7 or higher, or a completed master's degree.

- Two professional recommendations from individuals familiar with the applicant's academic 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. Applicants with qualified full-time work experience 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.

Doctor of Psychology

The Psy.D. 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 master's 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 Admissions Committee takes into consideration the breadth and depth of an applicant's foundation of general knowledge of psychology in granting admission. Scores of the Graduate Record Examination (including the Psychology Subject Test), in addition to a review of undergraduate and graduate transcripts, provide an assessment of an applicant's general knowledge. The profession of clinical psychology requires individual and interpersonal competencies in addition to intelligence, motivation, and academic preparation. Interpersonal attributes and skills are therefore taken into consideration in assessing an individual's qualification for admission.

- Application for admission with a nonrefundable processing fee.

- Official transcript in a registrar's sealed and stamped/ signed envelope from the accredited institutions that awarded the baccalaureate and master's degrees to the applicant and all official transcript(s) of postbaccalaureate study.

- An autobiographical statement of 3-10 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 résumé of professional experience both inside and outside the field of psychology (include current professional activities).

- Two recommendations: If possible, one from a college professor familiar with the applicant's academic performance and one from a clinical supervisor familiar with the applicant's clinical skills.

- Scores from the Graduate Record Examination (general and psychology subject test sections), taken within the past five years.

- Optional: It is recommended that applicants submit course descriptions of master's degree courses to assist the Admissions Committee in determining if prerequisites have been met. *(Note: Students admitted to the Psy.D. Program are required to attain a minimum score of 600 on the Psychology Subject Test of the Graduate Record Examination or to complete Psy 700 Special Topics in Psychology: Advanced General Psychology prior to commencing the second year of doctoral studies.)*

- Personal interviews may be required.

Admission Process

Applications are evaluated only after all the necessary information and materials have been received by the Admissions Office. Completed files are processed and evaluated by the Admissions Committee. Applicants to most programs are notified of the admission decision by 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, admission to the master's programs may utilize interviews for admission decisions. The doctoral programs utilize interviews and on-site writing samples for admission decisions, as follows:

Doctor of Education—The Doctoral Program Admission Committee bases its admission decisions on the entire mosaic of requirements rather than any single factor. Applicants wishing to appeal a negative decision may present additional or clarifying information to the program director for referral back to the committee. Students completing their master's degree requirements at Pepperdine University should not assume automatic admission into the doctoral program.

Doctor of Psychology—After initial screening of the applications, the remaining candidates will be invited for interviews by the Doctoral Program Admission Committee and be required to submit an on-site writing sample at the time of the interview or at some other approved time. Special arrangements for telephone interviews may be made for applicants who reside outside the Southern California area. The committee bases its decisions on an entire mosaic of requirements rather than on any single factor. Students completing their master's degree requirements at Pepperdine University should not assume automatic admission into the doctoral program.

Admission Classification

Admission to 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 to regular status, applicants must fulfill all admission requirements, be fully admitted into a specific program, and be otherwise fully acceptable to the dean.

Provisional Status—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, at the University's discretion, be admitted with provisional status. Over a period of no more than two terms, students who are admitted on provisional status must enroll in a minimum of six semester units that require a letter grade. A grade of "B" (3.0) or higher must be earned in all

classes taken and approval granted by the program committee before the student may be admitted to regular status. Students on provisional status who do not earn a grade "B" or higher in all classes taken are subject to dismissal from the program.

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

Nondegree Status—Students may be admitted, with permission, to nondegree status if they do not wish to pursue a degree or credential, but intend to have credits received from the University transferred elsewhere, or desire to take courses for personal enrichment only. 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.

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 federally insured financial aid. It is the applicant's responsibility to make certain that the application file is completed within 60 days from the beginning of the first term. No amount of credit taken with unclassified status assures a student of regular or provisional admission. It is imperative, therefore, that unclassified students complete their files to apply for regular status by the published deadline.

Transfer of Graduate Credit

Upon approval, students at the master's level may transfer as many as six semester units of previous graduate level course work to meet toward the requirements for the program, provided the transfer credit meets all equivalency requirements. Education doctoral students may transfer up to seven semester units of doctoral level courses. Psychology doctoral students may transfer up to nine

semester units. These units may be earned at Pepperdine University as well as at other accredited colleges and universities. Continuing education units are not acceptable for transfer credit. Courses to be transferred for master's, doctoral, or credential programs must have been taken within the last seven years and the student must have earned a grade of "B" (3.0) or better in each course.

To transfer courses, the applicant must complete a Transfer Credit Request form indicating courses the applicant wishes to transfer as part of the admission process. This form, accompanied by course descriptions from the institution where the courses were taken, must be submitted to the program administrator for evaluation. Applicants will be notified in writing concerning the decision. After admission, students must receive advance approval from their program director to take courses at other universities in lieu of required courses at Pepperdine University.

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 2000. 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
Tuition, per unit:
  Master's level courses at educational centers ……….$620
  Master's level courses at Malibu campus …………….$785
  Doctoral level courses (excluding Ed.D. in
  Organization Change)…………………………………785
Tuition, per term:
  Doctor of Education in Organization Change ……..$7,710
Tuition per term:
  M.A. in Education Technology (Online)
    (first term only, VirtCamp©) $2360
    (each subsequent term) $5360
 Educational Technology TechCamp©................................$295
Organizational Leadership Community Building,
  Workshop, and Orientation...$299
Orange County Facilities per term..$50
Graduation fee……………………………………………$65
Late registration fee ……………………………………...$50
Withdrawal fee ……………………………………………$150
Continuous registration fee, per course[1] …………………$100
Challenge examination fee, per course …………………$300

Retake Ed.D. comprehensive examination fee, per test....$100
Class change fee $25
Program change fee $35
Auditing fee, per course (not required of enrolled
    students) $100
Transcripts, per copy[2] $4
Late payment fee[3] (nonrefundable)................................$25
Late (company reimbursement) payment fee[3]
    (nonrefundable)..$50
Delinquency charge (per month)[4] 1.5%
4-Payment Option Service Charge (per term)[5] $15
Returned check charges:
    If check is up to $99.99 ....$10
    If check is $100 or more $25

1. Doctoral students (Ed.D.) who schedule the defense of their dissertation (final oral) for a date in the first three weeks of a term are required to pay this fee in lieu of the tuition for ED 791 (2 units). This fee is also charged to doctoral students who defend their dissertation in one term, but submit final copies of their dissertation and all required paperwork in a succeeding term. Doctoral students (Psy.D.) who wish to remain enrolled during the second and third term of their predoctoral internships are assessed this fee. The fee is also assessed for Psy.D. students who schedule the defense of their dissertation (final oral) for a date in the first three weeks of a term in lieu of two units of tuition for PSY 795, Clinical Dissertation Supervision, as well as for students who defend their dissertation in one term, but submit final copies of their dissertation and all paperwork in a succeeding term.
2. Students ordering a transcript by written request will be charged $4. If ordering by telephone, they will be charged $8. Students may call (310) 456-4351 to hear a recorded informational message for ordering transcripts.
3. This fee is charged on each late payment and is not in lieu of the delinquency charge.
4. A 1.5 percent per month delinquency charge (liquidated damages under Cal. Civ. Code 1671-b) is applicable to all unpaid prior term 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 4-Payment Option will be assesed a $15 service charge per term.

Financial Policies

Payment Policies

The student is responsible for the payment of any outstanding balance on his/her student account. All tuition charges are due by the first day of each term unless the student is eligible for and has chosen one of the installment payment options listed in this section. 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.

Monthly statements of account for each student account will be sent to the billing address. To avoid the *nonrefundable* $25 late payment fee, the student must pay at least the minimum amount due by the due date as stated on the monthly statement of account. The student is responsible to keep his/her billing address current with the Office of Student Accounts. The receipt of the statement of account is not a prerequisite for payment of any outstanding balance due.

In the event that the student fails to attend class or leaves the University for any reason, the student must formally withdraw through the Program 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 of the term for each term.

Installment Payment Options (2-Payment Option or 4-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 assistance, in installments as described below.

The *nonrefundable late payment* fee of $25 will be charged for *each installment payment* that is late. 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 will be required to pay all charges upon future registrations and advance registrations.

2-Payment Option

Tuition, after deduction of any financial assistance, is divided into two equal installments to be paid according to the following schedules. All other charges are due on or before the due date listed on the student's monthly statement of account.

2-Payment Option Payment Due Dates

	Fall	Spring	Summer
1st installment due on or before	1st day of term	1st day of term	1st day of term
2nd installment due on or before	October 10	February 10	June 10

4-Payment Option

Tuition, after deduction of any financial assistance, is divided into four equal installments to be paid according to the following schedules. All other charges are due on or before the due date listed on the student's monthly statement of account. A nonrefundable $15 service charge per term will be added to the student account.

4-Payment Option Payment Due Dates

	Fall	Spring	Summer
1st installment due on or before	1st day of term	1st day of term	1st day of term
2nd installment due on or before	October 10	February 10	June 10
3st installment due on or before	November 10	March 10	July 10
4nd installment due on or before	December 10	April 10	August 10

Company Reimbursement

For students reimbursed for tuition by their employers, the University will allow a deferral of payment. The student is *responsible for payment to the University* of the deferred amount by the due date *regardless of the company's payment.* Payment must be *received* by the Student Accounts Office on or before the due date to avoid a *nonrefundable* $50 late payment fee and delinquency charges assessed at 1.5% per month on any unpaid balance.

To qualify for the Company Reimbursement Plan, the student must fill out and return the Company Reimbursement Agreement Form to the Student Accounts Office by the first day of the term. The Company Reimbursement Agreement Form may be obtained by contacting the Student Accounts Office or obtaining it on the Internet at: http://www.pepperdine.edu/finance/studentacc/.

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

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

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

For company-reimbursed students, delinquency charges will not be assessed on the reimbursable portion of charges. A nonrefundable late fee of $50 will be charged for missing a deadline, and the privilege of using the Company Reimbursement Plan at future registrations may be revoked. If the Company Reimbursement Plan has been used in the past and a form is on file, this form will remain active through the completion of the degree unless a student changes place of employment, experiences a change in company policy, or withdraws from a term.

Company Reimbursement Option Payment Due Dates

Fall	Spring	Summer
January 15	May 15	September 15

Penalties on Unpaid Balances

Billing statements reflecting balance due are produced each month. Students are responsible for keeping their billing addresses current with the Office of Student Accounts. The receipt of the statement of account is not a prerequisite for payment of any outstanding balance due. Any unpaid portion after the end of the term is subject to a delinquency charge of 1.5% per month or fraction thereof. Credits or payments will apply first to this penalty and then to the principal.

Add/Drop Policy

Students may change courses during the add/drop period upon payment of the class change fee for the processing of each change of enrollment form. 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.

Financial Aid

It is the student's responsibility to arrange and confirm the availability of financial aid and other support 10 days before the date of registration. Contact must be made with the Financial Aid Office at Pepperdine University Plaza well in advance of registration. For more information, call (310) 258-2848.

Federally Insured Student Loans

If the student plans to rely on a federally insured student loan or similar form of support, the loan must be secured or the lending agency must give written certification of payment to the University before the registration date. A pending application is inadequate grounds for deferring payment. Since these loan applications require several weeks for processing, application should be made well in advance. The student, not the Financial Aid Office, is responsible for making these arrangements. All students who are permitted to defer payment due to a pending loan will be assessed the late payment fee.

Regardless of loan status, the student is ultimately responsible for payment of all charges incurred. Accordingly, the student should make arrangements each term that assure ultimate 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 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 Registrar's Office in Malibu of the student's intention to drop a course or withdraw from the University. The date this notice is received by the Registrar's Office is the effective date for determining the refund amount according to the schedule below. Students may drop classes without tuition penalty upon payment of the appropriate fee during the add/drop period only. 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
Through the 3rd week* of the term 75%
During the 4th week* of the term...............................50%
Through the 7th week* of the term.............................25%
After the 7th week* of the term....................................0%

A week is five working days 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

Refunds are credited to the student's account. To receive a check for any credit balance remaining after all charges and credits are

processed, the student must make a written request to the Student Accounts Office in Culver City for the payment. Refund payments of credit balances will not be made until the student's payments have cleared the bank. Students should consult with the Financial Aid Office concerning the effect that withdrawal or change in course load may have on financial aid. The student must pay all charges owed at the time of withdrawal or dismissal.

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 before June 1 of each year and by prospective students immediately upon 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 verified financial need and does not unlawfully discriminate on the basis of race, color, national or ethnic origin, religion, sex, age, disability, or prior military service.

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

1. Full-time status: enrollment in six units per term.
2. Half-time status: enrollment in three units per term.
3. Enrollment in a dissertation course constitutes full-time status.
4. Enrollment in clinical practicum and field work 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. In addition to submitting the FAFSA, applicants interested in grants and scholarships must submit a statement of financial need with a copy of federal tax forms to the Financial Aid Office. FAFSA forms can be obtained by contacting the Financial Aid Office at (310) 258-2848 or the student services assistants at any of the educational centers.

Types of Financial Aid Programs

Federal Stafford Student Loans

Those who qualify on the basis of financial need may borrow money for school through the Federal Subsidized Stafford Loan program. Interest is paid by the government while the student maintains at least half-time enrollment. No payments are made while a student is in school, but six months after leaving school, dropping below half-time status, or graduating, the student will begin to make repayment on both the principal and interest. The maximum amount any student may borrow in subsidized Stafford funds is $8,500 each academic year. Funds are divided evenly between the number of terms in the loan period and sent to the Student Accounts Office upon verification of enrollment.

Those who need funds in excess of $8,500, or who do not otherwise qualify for a Federal Subsidized Stafford Loan, may apply for a Federal Unsubsidized Stafford Loan. It is not necessary to demonstrate need to qualify; however, interest is not paid by the government for this loan. If enrolled in an eligible program at least half-time, however, borrowers may defer payment of the principal and pay the interest only, or may defer payment and have the interest charges added to the principal balance (capitalized). Through a combination of subsidized and unsubsidized loans, students may borrow up to $18,500 each academic year. These loans must be coordinated with other aid and cannot exceed the total educational cost. The interest rate is variable, not to exceed 8.25%. Repayment begins six months after the student ceases to be enrolled at least part-time.

Graduate School of Education and
Psychology Colleagues Grants

The Graduate School of Education and Psychology and the Colleagues, which is the school's alumni support organization, offer annual assistance to doctoral and master's students enrolled in at

least six units per term. Qualified doctoral students are generally awarded funds not to exceed 25% of tuition costs. Master's level assistance generally does not exceed $1,000 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 established for specific students and/or purposes. Scholarships are offered to students who demonstrate high academic merit, with financial need taken into consideration. Several of these funds are designed to promote cultural enrichment at the school by assisting female and minority students. Recipients typically receive $350 to $1,000 each term, depending upon the scholarship fund and number of recipients. Students applying for financial aid are also considered for the following scholarship awards that are funded in various amounts on a year-by-year basis:

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.

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 program.

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.

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

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.

GSEP Washington Mutual Scholarship—Income for this special scholarship is provided to assist students enrolled in teacher training programs.

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

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

Olaf H. Tegner Endowed Scholarship—This scholarship has been named in honor of Dean Emeritus Olaf H. Tegner, for his nearly six decades of loyalty to Pepperdine as a student, professor, dean, administrator, and life-long 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.

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

Richard and Carla MacNair Memorial Scholarship—This is a special scholarship established by a charitable gift annuity for Richard and Carla MacNair. The income from this gift will be used for worthy students.

Assistantships

Full-time students (enrolled in at least six units) may gain valuable work experience and earn $10 per hour through three types of assistantships. While a student may hold more than one assistantship, the maximum number of hours a student may work is nineteen and three quarters (19 $3/4$) hours per week.

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 access an application through the GSEP Financial Aid Web page at http://gsep.pepperdine.edu/gsep/af/finaid or call (310) 568-2375 to request an application by mail.

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

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

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

STUDENT SERVICES

Counseling Services

Academic and Program Counseling Services

Individuals who are considering applying to a program should contact the program administrator for general information. Prospective students may also schedule a personal appointment with a program administrator 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 program administrators make a concerted effort to be available at times convenient to students and to assist in resolving issues related to their course of study. Enrolled students are provided academic and career counseling through both the faculty and staff. Students are encouraged to request a counseling appointment whenever they have questions regarding their programs. 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 Legal Notices section of this catalog.

Psychological and Educational Clinic and Community Counseling Centers

The Psychological and Educational Clinic, located at Pepperdine University Plaza, and the Community Counseling Centers, located at the Orange County Center and the San Fernando Valley Center, provide comprehensive psychological services to the general community as well as to Pepperdine University staff and students. Services are provided to Pepperdine staff and students at a reduced fee. Psychological services include psychological assessment; vocational evaluation and counseling; and individual, couple, and family therapy. Services are provided by psychology graduate students under the supervision of licensed clinical psychologists.

General Services

Academic Computing

Computer centers equipped with PC and Macintosh personal computers are located at each educational center. An academic computing user consultant is available for assistance during lab hours. Printing is available. Free workshops in word processing and spreadsheets are offered regularly. For more information, call (310) 568-5687.

Athletic Facilities

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

Bookstore Services

Bookstores are located at the Orange County Center (OCC), Pepperdine University Plaza (PUP), and the Malibu campus. Students at other locations may order their textbooks to be delivered to them by mail.

PUP Bookstore:	(310) 568-5741
OCC Bookstore:	(949) 223-2552
Malibu Bookstore:	(310) 506-4291

Career Development

Education: The Career Development Office offers workshops and seminars focused on helping students and alumni develop their careers. In addition, the office maintains current job listings, provides consultation on resumes and vitae, and acts as a resource for students to enhance their success in establishing a career in education. For individual career consultation appointments, call (310) 568-5634. For job and career listings and sample resumes, visit the career development website at

http://moon.pepperdine.edu/gsep/as/edcareer/.

Psychology: In addition to the services listed above, the Psychology Professional Development Department offers special events geared toward career opportunities and professional advancement for graduating students and psychology alumni for the

Master of Arts in Psychology (MAP) and Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy (MACLP) tracks. These events include career fairs, visits to community agencies that may offer employment, guest speakers, and roundtable discussions on doctoral programs. In addition, a weekly e-mail to alumni announces current psychology positions, workshops, and valuable training information. *FOCUS on Clinical Training*, a newsletter published each term, features alumni success stories as well as information on a wide range of career opportunities in the sub-fields of psychology. Information: e-mail at caredev@pepperdine.edu, or call Kathleen Wenger at (949) 223-2580.

Computer Services

The Graduate School of Education and Psychology provides computing services and assistance to students at all six educational centers. Student computer services are available through the Academic Computing Center. Each computing facility is designed to link computing technology to the learning process.

Pepperdine University Plaza Academic Computing	(310) 568-5687
Malibu Academic Computing	(310) 506-4029
Orange County Academic Computing	(949) 223-2510
San Fernando Valley Academic Computing	(818) 501-1614
Ventura County Academic Computing	(805) 496-8767
Long Beach Academic Computing	(562) 436-7592

Computer Store

Pepperdine University operates the WaveNet computer store located in Room 125 of Thornton Administrative Center on the Malibu campus. The website is www.pepperdine.edu/wavenet. The store is an outlet that allows Pepperdine students, faculty, and staff to purchase computer equipment and software at academic discounts. It offers Dell and Apple brand computers along with academic-priced software from a variety of manufacturers such as Microsoft, Adobe, and Macromedia. Consultation and information on the appropriate products is offered through the store. For more information, call (310) 506-4848.

Disabled Student Services

Disabled students are advised to read the Legal Notices section of this catalog.

Food Services

Two cafes offering salad bars, sandwiches, and grill items are located within walking distance of Pepperdine University Plaza. The Malibu campus has a cafeteria and snack bar which offer a wide range of items. The Orange County Center features home-cooked soups, salads, and sandwiches, Monday through Thursday, from 3:30-9 pm. In addition, each educational center has a student lounge equipped with vending machines for drinks, sandwiches, and snacks. The lounges are open during regular building hours.

Health Insurance Service

Health and accident hospital insurance is available to Pepperdine University students. Enrollment is possible at the beginning of each term. For more information, students may contact the Student Health Center at (310) 506-4316.

Housing Assistance

Because students arrive from other states and countries, Pepperdine provides assistance in finding housing near the center they are enrolled. Although there is no on-campus housing at educational centers and only limited housing at the Malibu campus for graduate students, students are assisted in locating the residence of their choice, whether it is an apartment, townhouse, condominium, or guest room. For more information, call (310) 568-5769.

International Student Services

The International Student Services Office in Malibu is ready to assist international students in all matters related to their admission, orientation, academic advisement, legal issues, and personal concerns. In addition, the office provides the necessary services to assist international students with problems related to immigration, visas, and work permits. For information, call (310) 506-4246.

Library Services

Students, faculty, staff, and alumni of the Graduate School of Education and Psychology are served by the three Libraries and three Reference Centers that form the University Libraries' system. The library collection of Pepperdine University contains 800,000 volumes and an extensive number of government documents, periodicals, electronic databases and online materials, and specialized print and nonprint materials. The Plaza Library collection, largest of the

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

Library services, available to current students and faculty, support both academic and research pursuits. Services include the Pepperdine Campus Loan Service, which allows library books, journals, and videos to be transferred between any two Pepperdine Libraries; and the Interlibrary Loan Service, which allows books, dissertations, and journal articles to be obtained from other libraries within North America. In addition, Pepperdine Librarians provide in-class instruction, workshops, and individual consultation in information-seeking skills and the use of library resources. Instruction may cover strategy and selection of library resources from both print and electronic resources. These services are described on the Pepperdine Libraries' web site: http://rigel.pepperdine.edu/

Library resources are described and may be accessed through the Pepperdine Libraries' web site. Access to the Electronic Databases, Interlibrary Loan, and Ask-A-Librarian (e-mail reference) requires authentication. Students enter their Social Security number (nine digits, no dashes) as User Name and registration PIN as Password. For off-campus access, the Library proxy server allows access to resources using your local Internet Service Provider (ISP) and either Netscape (4.06-4.75) or Internet Explorer (5.01 or higher), which must be configured to work with the library proxy server. Instructions for software configuration as well as access assistance are available from the Library Technical Help Desk at (310) 506-7769 or by e-mail, libhelpdesk@pepperdine.edu.

New Student Orientation

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

On-site Assistance

Since students enrolled at the Long Beach, Orange County, Malibu, San Fernando Valley, and Ventura County campuses may not have easy access to the headquarters in Los Angeles, Pepperdine staff are available at each location to assist them with registration, housing, financial aid, and other special needs.

Parking

Pepperdine University Plaza (Culver City) students may purchase a cardkey parking pass per term, which allows unlimited parking from 12 noon to 11 p.m., Monday through Friday; 7:30 a.m. to 6 p.m. Saturday; or partial validation each time they park in the parking structure.

San Fernando Valley Center (Encino) student parking is only available to those who purchase a parking pass each term, which provides unlimited parking from 3:30 p.m. to 11 p.m., Monday through Friday, and all day Saturday.

Orange County Center (Irvine) 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.

Ventura County Center (Westlake Village) and 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, the *Pepperdine Colleague*, to serve informational as well as professional needs. It is scheduled to be published three times per year and features articles authored by faculty, staff, and students, which focus on current issues in the education and psychology professions. The *WaveRunner*, a publication for students, is published three times per year.

Registration

Within a designated period of time each term, students will be able to enroll through an automated telephone system or Web site. For information regarding registration of classes, please call (310) 258-2848.

Statistics and Methodology Support

This service is offered to assist doctoral students with the statistical and research skills needed for progression through the dissertation process. Presentations cover research design, instrumentation, database construction, statistical analysis, interpretation of findings, and presentation of results. Sessions are offered at both the Pepperdine University Plaza and Orange County Center. For specific information, call (310) 568-5612.

Travel Agency

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

Veteran Services

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

Writing Support

This service is available to all students seeking writing assistance and advisement for class projects and papers. Assistance is available through workshops and by appointment at the Pepperdine University Plaza and Orange County Center. For specific information, visit the Writing Support Program Web site at http://gsep.pepperdine.edu/gsep/as/writing.

Alumni-Student Relations

Pepperdine University values the lifelong relationship that begins with the student and continues with our alumni. At the present time, the Pepperdine University Alumni Association is a 55,000+ member organization. The alumni association is here to help alumni remain in the Pepperdine family, keeping alive the memories and the friendships that were created here. The association also provides opportunities for new personal and professional relationships, including networking and professional growth and development. Members of the alumni association receive many benefits and services, including savings and discounts, memberships and privileges, invitations to special events, newsletters and publications. We believe the student is at the heart of the University and hope you will participate in activities with other alumni and the Colleagues organization to expand your classroom experience.

Colleagues

Colleagues is the support organization for the Graduate School of Education and Psychology. Colleagues helps to ensure that the high quality of the graduate school's programs are achieved to advance its competitive benefits of practicality and excellence in the fields of education and psychology. Colleagues members include alumni, students, friends, and the faculty/staff of Pepperdine. The Colleagues' mission is to provide financial support to students in the form of scholarships and grants, networking and professional growth opportunities to alumni and students of GSEP, special lectures and crucial programs, library additions and computer equipment, and to increase the value of the school's diploma through support of faculty research and development projects. For more information, call (310) 568-5510.

Phi Delta Kappa

The Graduate School of Education and Psychology has a local chapter of this international, honorary fraternity of educators. Phi Delta Kappa is open to men and women selected for their scholarship, professional dedication, and acceptance of responsibilities in research and community service. The fraternity sponsors the project, "Tres Escuelas Hermanas," a cooperative program involving three schools who exchange artwork, e-mails, and

teacher resources: one school in Mexico, one in Riverside County, and one in Los Angeles County. Membership carries many benefits, including regular meetings which often feature informative panels and speakers and a subscription to *Kappan* magazine.

Psi Chi

Pepperdine has had an active chapter of this national honor society in psychology for more than forty years. Members have the opportunity to participate in social and professional activities while being recognized for academic achievement. Membership is open to graduate psychology students who have earned a minimum of nine units with a cumulative grade point average of 3.5 or higher.

ACADEMIC POLICIES

Introduction

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

Academic Course Load

Students enrolled in two courses for a total of six or more units are considered full time. Doctoral students at the comprehensive examination and dissertation level are considered full time. 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 field work or practicum courses in addition to the maximum load. In these instances, the total number of units per term should not exceed 12. Psychology students must file a petition with the appropriate program administrator 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

Program administrators and the faculty will advise students concerning their programs. Only those courses completed according to the requirements listed in this catalog may count toward the degree. Elective courses must be approved by the program administrator.

Academic Program Standards

Admitted students may continue in their program as long as their academic performance and personal conduct meet the standards set by the University and the individual program. Students should consult each program description for specific information. Students must possess a cumulative grade point average of 3.0 in all work completed in the program to graduate. 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. A grade below "B-" in any doctoral course requires an

immediate faculty review of the student's suitability for continuing doctoral study. Students whose grade point average falls below 3.0 have one term to raise their grade point average to 3.0 before being dismissed from their program.

Add/Drop Policy

Students may add or drop courses during the add/drop period. (Consult the Academic Calendar section of this catalog for exact dates.) A fee is charged for the processing of each change of enrollment form. Students are expected to make these changes in writing.

Attendance

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

Course Auditing

Students may audit certain classes with the consent of the instructor, space permitting. An audited course does not appear on the student's academic records and no grade is assigned. Students are not permitted to challenge any course for credit if they have previously audited the course. Program requirements cannot be met through auditing.

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 program administrator, who will solicit input from appropriate faculty before presenting the request to the program director 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 program administrators' offices. Students will not be permitted to challenge for credit any course previously audited.

Master's level students who wish to challenge a course, and have not already transferred the maximum number of semester units (six), may challenge as many as six semester units. Students who are pursuing a doctorate in education may challenge and/or transfer as many as seven semester units of doctoral level courses, except

students in the Educational Leadership, Administration and Policy doctoral program who may challenge and/or transfer as many as eight semester units. Students who are pursuing a doctorate in psychology may challenge and/or transfer as many as nine semester units.

Course Numbering System

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

Course Repetition

Courses may be repeated with the written approval of the Associate Dean of the appropriate division. Petitions to repeat a course will be reviewed based on the academic standards and policies of the division. The grade first received in the course, as well as the grade received when the course is repeated, is averaged into the student's cumulative grade point average. Both grades are shown on the student's transcripts, however, and the units are counted only once toward graduation. For additional information, students are directed to refer to the academic policies and program descriptions of their respective divisions in the catalog.

Credit Transfers

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

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 diploma and a copy of their transcript approximately 6-8 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:

1. 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
2. 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

Credit/No Credit (CR/NC)

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

A grade of "I" (Incomplete), indicating incomplete work, may be assigned by the instructor to a student who has attended class but who, due to an emergency late in the term, fails to complete the final examination or project. 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 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, field work, dissertation research, and graduate projects).

Graduation Applications

Graduation applications are available at Pepperdine University Plaza or through the University's Registrar's office. Students should apply for graduation during the term prior to the term they plan to graduate. Deadline dates to file for graduation are listed in the academic calendar in this catalog. Students failing to file their application for graduation and pay their graduation fees by the deadline will not be allowed to graduate in that term.

Graduation Ceremony

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

Pre-admission Course Work

Applicants who have completed graduate courses at Pepperdine University before admission to Regular Status 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 Change

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. A program change fee will also be applied to the student's account.

Program Continuation

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

Program Time Limits

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

Registration

An official registration period is scheduled before the beginning of each term. Each student is expected to register in person, through telephone registration, or online. After the official registration period, a late registration fee is charged. Students who do not complete registration properly or who fail to secure final approval from the Finance and Registrar's Offices in Malibu are not considered officially enrolled and will be denied all credit for the term.

Regulations Concerning a Second Master's Degree

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

within the last seven years, toward Pepperdine's Master's 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 are encouraged to submit a written complaint to the division's ombudsperson. The student complaint procedure is described in detail in the Legal Notices section of this catalog.

Transcripts of Academic Records

Transcripts are furnished upon payment of a fee for each transcript issued. Normally, official transcripts are delivered by mail. Official transcripts can be given to the student only in a sealed envelope. If the seal is broken, the transcript ceases to be official. A request for the transcript of record must be made by the student either on the regular form supplied at the Registrar's Office in Malibu or by written request to that office. Transcript requests may also be made by fax and must contain the same information required in the written requests. Telephone requests are accepted in lieu of written requests, if the student is willing to provide specific information to ensure proper identity. A special handling fee is charged for faxed and telephone requests. The request should show the student's full name and ID number, the program in which the student is enrolled, and the last date of attendance.

For pick-up or walk-in services, the request should be filed in the Registrar's Office at least one day before the transcript is needed. 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 in other institutions. Requests for partial transcripts will not be honored. The Registrar's Office will not release transcripts unless the student has made satisfactory arrangements with the Finance Office in Malibu. Refer to the policy in this catalog on withholding of transcripts, diplomas, and certificates under Security Interest in Student Records in the Financial Information section of this catalog.

Transfer Work After Enrollment

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

Withdrawal from Classes

A student may officially withdraw from any class without permission of the instructor from the end of the add/drop period to the end of the eighth week of the term. After the eighth week of a term, a student may withdraw from a course 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. The permanent record will indicate a grade of "W" for all withdrawals. Students who stop attending but do not officially withdraw from their classes will be automatically assigned a grade of "F" by the instructor. No financial adjustment will be made for withdrawal after the fifth week of a term. Withdrawals are official only upon timely notification to the program administrator. Information on registration changes of any student receiving veteran benefits will be forwarded to the Veterans Administration whenever such changes occur.

Withdrawal from the University

A student who fails to attend classes or leaves the University for any reason must officially withdraw from all classes as well as check out from appropriate campus offices, as designated by the Registrar's Office. Only those students who follow these procedures and return all appropriate documents to the Registrar's Office in Malibu are considered to be officially withdrawn.

ACADEMIC PROGRAMS

Education Programs

Teaching Credential Programs

- Multiple Subject Credentials: Preliminary, Professional Clear, CLAD Emphasis
- Single Subject Credentials: Preliminary, Professional Clear, CLAD Emphasis

Master of Arts in Education

- Broad-Based Studies Emphasis
- Psychology Concentration

Combined Master of Arts in Education and Teaching Credential

Master of Arts in Educational Technology (Online)

Educational Leadership Academy

- Master of Science in Administration and Preliminary Administative Services Credential

Doctor of Education

- Educational Leadership, Administration, and Policy Concentration
- Educational Technology Concentration
- Organization Change Concentration
- Organizational Leadership Concentration

Professional Clear Administrative Services Credential

Teaching Credential Programs

All teaching credential programs and the Master of Arts in Education are offered at the Pepperdine University Plaza, the San Fernando Valley Center, the Orange County Center, and the Ventura County Center.

All students entering the credential program or master of arts programs are required to have home access to the Internet and a personal e-mail address on the Internet. Special classes in basic Internet use are available free of charge through the GSEP Academic Computing Center at each campus. In addition, all new students in the Master of Arts in Education and Teaching Credential programs are required to attend the Technology Orientation Camp© as part of their new student orientation at each campus. Special computer and software packages are available to full-time students through the Pepperdine University Computer Store.

GSEP offers preliminary and professional clear credentials for multiple subject and single subject instruction, with an optional emphasis in Cross-cultural, Language and Academic Development (CLAD). The preliminary credential is valid for five years and must be cleared with the professional clear credential which requires 30 units beyond the bachelor's degree and specific required course work. (Course work follows this section.)

Multiple Subject Credential

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

Multiple subject credential candidates must establish subject matter competence in the broad range of school curricula and teaching topics in one of two ways. First, students may obtain a subject matter competency statement from the approved California undergraduate program from which they obtained their bachelor's degree. The second and more common path is to take and pass the Multiple Subjects Assessment for Teachers (MSAT) offered regularly throughout the region by the Educational Testing Service. Students must have established subject matter competency before they may

enroll in ED 680 or ED 681. This is a state requirement and cannot be waived. Other qualifications may need to be met through course work and/or tests. Students may discuss additional requirements with a program administrator.

Single Subject Credential

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

Single subject credential candidates must establish subject matter competence in their chosen field in one of two ways. First, students may obtain a subject matter competency statement from the approved California undergraduate program from which they obtained their bachelor's degree. The second and more common path is to take and pass the Single Subject Assessment for Teachers (SSAT) and/or the Praxis (as required) test which are offered regularly throughout the region by the Educational Testing Service. Bulletins are available at the various campuses. Students must have established subject matter competency before they may enroll in ED 683 or ED 684. This is a state requirement and cannot be waived. Other qualifications may need to be met through course work and/or tests. Students may discuss additional requirements with a program administrator.

Cross-Cultural, Language, and Academic Development (CLAD)

As is reflected in the public schools, California is an ethnically, culturally, and linguistically diverse state. Pepperdine values the state's eclectic student population and believes it is critical that teachers understand the implications of diversity on teaching and learning. Thus, while it still remains an optional authorization, both GSEP and the Commission on Teacher Credentialing strongly recommend that all would-be teachers obtain CLAD authorization to provide instruction in English to students whose native language is not English and who are limited in their English language proficiency. CLAD teachers are skilled in English Language Development (ELD) and Specially Designed Academic Instruction Delivered in English (SDAIE).

To obtain CLAD authorization students must complete four additional courses and satisfy one of the state-mandated options for experience with second language acquisition. A program advisor assists students in selecting an option.

Preliminary Teaching Credential

Integrated program also includes competencies for the Professional Clear Teaching Credential.

Multiple Subject Credential Required Course Work

ED 600	Historical and Philosophical Foundations of Education	(3)
ED 601	Psychological Foundations of Education	(3)
EDTC 645	Language Acquisition and Language Arts Methods	(4)
EDTC 677	Environmental and Instructional Strategies for the Diverse Classroom: Multiple Subject	(3)
EDTC 679	Introduction to Student Teaching: Observation and Participation in the Elementary School	(4)
EDTC 680	Student Teaching in the Elementary School	(4)
EDTC 681	Advanced Student Teaching in the Elementary School	(4)
EDTC 691	Mathematics Methods for Elementary Schools	(2)
EDTC 692	Science Methods for Elementary Schools	(2)
EDTC 693	History/Social Science Methods for Elementary Schools	(2)
EDTC 694	Child and Adolescent Literature and Composition	(2)

Single Subject Credential Required Course Work

ED 600	Historical and Philosophical Foundations of Education	(3)
ED 601	Psychological Foundations of Education	(3)
EDTC 645	Language Acquisition and Language Arts Methods	(4)
EDTC 678	Environmental and Instructional Strategies for the Diverse Classroom: Single Subject	(3)
EDTC 682	Introduction to Student Teaching: Observation and Participation in the Secondary School	(4)

EDTC 683	Student Teaching in the Secondary School..(4)
EDTC 684	Advanced Student Teaching in the Secondary School..(4)
EDTC 694	Child and Adolescent Literature and Composition ....(2)
EDTC 695A	Single Subject Investigation: Understanding Content ....(2)
EDTC 695B	Single Subject Investigation: Understanding Pedagogy ....(2)
EDTC 695C	Single Subject Investigation: Research and Reflection on Practice............(2)

Additional Course Work for the CLAD Emphasis

The following courses are required for both multiple or single subject credentials with CLAD emphasis:

ED 603	Foundations of Curriculum and Instruction for Culturally Diverse Settings ....(3)
EDTC 672	Cultural Diversity ....(3)
EDTC 673	Second Language Development: Theories and Foundations ....(3)
EDTC 674	Second Language Development: Methods and Practice ....(2)

Additional Course Work for the California Professional Clear Teaching Credential

Applicable to students beginning GSEP's credential program prior to Fall, 2000, or who hold a Preliminary Teaching Credential as of Fall, 2000.

The following courses are required for both multiple or single subject professional clear teaching credential:

ED 654	Introduction to Educational Technology …………………………………(4)
EDTC 661	Education in the Least Restrictive Environment …………………………………(3)
EDTC 690A, B	Health Education for Teachers …………(1,1)

Master of Arts in Education

Pepperdine has structured course work to facilitate the accomplishment of a 30-unit Master of Arts degree in Education. This degree is available to students who are not seeking a credential.

This M.A. degree is available with two different emphases. The broad-based studies emphasis provides students with a general educational background in the foundations of education and in the critical issues of modern education. The psychology emphasis enables students to pursue a more clinical study of human development and issues affecting school children and their families.

Course Work for the Master of Arts in Education

Required Core Courses

ED 600   Historical and Philosophical Foundations
           of Education ....(3)
ED 601   Psychological Foundations of Education ..(3)
ED 602   Introduction to Research and Assessment (3)
ED 603   Foundations of Curriculum and Instruction
           for Culturally Diverse Settings................(3)

The remaining 18 units of electives must be drawn from options within the following list and are planned with an advisor.

Broad-Based Studies

EDTC 645   Language Acquisition and Language
           Arts Methods.....................................(4)
ED 654   Introduction to Educational Technology ..(4)
EDTC 661   Education in the Least Restrictive
           Environment ....(3)
EDTC 672   Cultural Diversity ....(3)
EDTC 673   Second Language Development:
           Theories and Foundation......................(3)
EDTC 674   Second Language Development:
           Methods and Practice ....(2)
EDTC 677   Environment and Instructional Strategies
           for the Diverse Classroom:
           Multiple Subject ....(3)
EDTC 678   Environment and Instructional Strategies
           for the Diverse Classroom:
           Single Subject ....(3)

EDTC 690A, B	Health Education for Teachers ....(1, 1)
EDTC 691	Mathematics Methods for Elementary Schools ....(2)
EDTC 692	Science Methods for Elementary Schools....(2)
EDTC 693	History/Social Science Methods for Elementary Schools ....(2)
EDTC 694	Child and Adolescent Literature and Composition ....(2)
EDTC 695A	Single Subject Investigation: Understanding Content ....(2)
EDTC 695B	Single Subject Investigation: Understanding Pedagogy......................(2)
EDTC 695C	Single Subject Investigation: Research and Reflection on Practice ....(2)
ED 699	Independent Study and Selected Topics...(1-5)
PSY 610	Theories of Personality..........................(3)
PSY 656	Physiological Psychology ....(3)
PSY 657	Psychopathology..................................(3)
PSY 658	Individual and Family Development: A Life Cycle Approach............................(3)
PSY 659	Principles and Theories of Learning.........(3)

Psychology Concentration

PSY 601	Assessment of Intelligence ....(3)
PSY 606	Interpersonal Skills and Group Therapy ..(3)
PSY 607	Social Psychology ....(3)
PSY 610	Theories of Personality..........................(3)
PSY 656	Physiological Psychology ....(3)
PSY 657	Psychopathology...............................(3)
PSY 658	Individual and Family Development: A Life Cycle Approach............................(3)
PSY 659	Principles and Theories of Learning.........(3)

Combined Master of Arts in Education and Teaching Credential

Pepperdine has structured course work to facilitate the accomplishment of a Master of Arts degree in conjunction with a teaching credential. Students pursuing this option may complete their M.A. and credential in as little as three terms. Because most of

the courses required for the credentials and CLAD emphasis can be applied to the master's, a combination M.A. and teaching credential can be earned with minimal additional courses.

Course Work for the Combined Master of Arts in Education and Teaching Credential

Required Courses

ED 600	Historical and Philosophical Foundations of Education	(3)
ED 601	Psychological Foundations of Education	(3)
ED 602	Introduction to Research and Assessment	(3)
ED 603*	Foundations of Curriculum and Instruction for Culturally Diverse Settings	(3)
EDTC 645	Language Acquisition and Language Arts Methods	(4)
EDTC 672*	Cultural Diversity	(3)
EDTC 673*	Second Language Development: Theories and Foundation	(4)
EDTC 674*	Second Language Development: Methods and Practice	(2)
EDTC 677	Environmental and Instructional Strategies for the Diverse Classroom: Multiple Subject (for Multiple Subject Credential only)	(3)
EDTC 678	Environmental and Instructional Strategies for the Diverse Classroom: Single Subject (for Single Subject Credential only)	(3)
EDTC 679–681	Student Teaching in the Elementary School (for Multiple Subject Credential only)	(4, 4, 4)
EDTC 682-684	Student Teaching in the Secondary School (for Single Subject Credential only)	(4, 4, 4)
EDTC 691	Mathematics Methods for Elementary Schools (for Multiple Subject Credential only)	(2)
EDTC 692	Science Methods for Elementary Schools (for Multiple Subject Credential only)	(2)
EDTC 693	History/Social Science Methods for Elementary Schools	(2)

	(for Multiple Subject Credential only)	
EDTC 694	Child and Adolescent Literature and Composition ....(2)	
EDTC 695A,B,C		
	Single Subject Investigation..............(2, 2, 2) (for Single Subject Credential only)	

*required for students pursuing a teaching credential with CLAD emphasis.

Student Teaching Policy for Teachers on Emergency Permit—Emergency Permit Alternative Program (EPAP)

The Graduate School of Education and Psychology Teaching Credential program established the following policies regarding student teaching for teachers who are teaching under a district contract on an emergency permit:

Option 1. EPAP student teachers with less than one year of teaching experience:

The Graduate School of Education and Psychology field personnel, in conjunction with a school/district personnel and a peer coach at the school site, supervise all (three) student teaching assignments at the public school where the teacher is working on an emergency contract basis. Pepperdine's field supervisor, district personnel, and a peer coach at the school site work together to provide supervision for the teacher in the classroom. Students pay for a four-unit assignment for each nine-week block of student teaching.

Requirements for an emergency permit teacher under this option:
1) Acceptance to the single- or multiple-subject credential program.
2) EPAP application for admittance into student teaching prior to the established deadline for each term. All candidates must meet the existing eligibility requirements for the program.
3) Prior to the second student teaching assignment, the teacher must pass the CBEST and MSAT or SSAT/Praxis.

Completion of a subject matter competence-waived program is also accepted in lieu of the MSAT or SSAT/Praxis.

4) Certificate of Clearance: emergency teachers are subject to the same requirements for CBEST, tuberculosis testing, and fingerprinting, as are all other student teachers.

5) Waivers may be given for the classroom experience in lieu of the first two assignments of student teaching; students should refer to student teaching handbook for eligibility.

Option 2. EPAP student teachers with two or more years of teaching experience.

If a student receives credit for the first two assignments of student teaching based on two or more years of appropriate teaching experience, the third assignment may be completed during the summer months in a university-selected year-round school. Teachers who have been teaching on emergency permit contracts for two years or more may be permitted to waive two student teaching assignments, and pay for and complete one four-unit assignment of advanced student teaching.

Requirements for an emergency permit teacher under this option:

1) Acceptance to the single- or multiple-subject credential program.

2) EPAP application for admittance into student teaching prior to the established deadline for each term. All candidates must meet the existing eligibility requirements for the program.

3) Prior to the second student teaching assignment, the teacher must pass the CBEST and MSAT or SSAT/Praxis. Completion of a subject matter competence-waived program is also accepted in lieu of the MSAT or SSAT/Praxis.

4) Certificate of Clearance: emergency teachers are subject to the same requirements for CBEST, tuberculosis testing, and fingerprinting, as are all other student teachers.

5) Waivers may be given for the classroom experience in lieu of the first two assignments of student teaching; students should refer to student teaching handbook for eligibility.

Master of Arts in Educational Technology (Online)

Pepperdine offers an advanced master of arts program for professionals with at least three years of experience in learning settings. The Master of Arts in Educational Technology 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 the barriers of school walls with electronic networking. Connecting with the larger professional community, working on meaningful projects in collaboration with peers and faculty, and reflecting on those experiences, all enable students to construct deeper understandings of subject matter than in traditional graduate settings.

The technology specialization supports two themes: learning and leadership. Students learn how technology can support innovative ideas in learning environments–constructivism, alternate assessment, collaboration, and community–by experiencing them directly, as learners in real and virtual classrooms. The program also prepares students to lead others, develop colleagues, manage resources, make technology decisions, and secure project funding. Students work with multimedia, groupware, and Net-based applications and hardware and become fully engaged in an electronic learning community.

In the Master of Arts in Educational Technology program, 85% of the course work is conducted online, with 15% conducted in three face-to-face settings. Two of the three face-to-face sessions take place over an intensive five-day period at our West Los Angeles campus near LAX. The other face-to-face meeting takes place at a national or regional educational technology conference venue. All other course work occurs online through newsgroups, Web pages and real time "chat" in a virtual environment hosted by SRI and Pepperdine.

All courses for this 30-unit program are taken with the same cadre of peers, or team, with an annual intake in Summer. Although the Summer term begins in May, VirtCamp© and the initial course for the program take place in July and August. EDC 640 – Distributed Learning Environments Lab—VirtCamp©, a one-unit face-to-face course is completed in July at Pepperdine. EDC 641 – Introduction to Distributed Learning Environments, a three-unit course, is conducted online in August.

The remaining units completed in three additional school terms (Fall, Spring, and Summer) include:

EDC 630	The Practicing Professional	(1)
EDC 633	Educating Today's Learner	(3)
EDC 634	Shaping Learning Environments	(2)
EDC 638A,B,C	Participatory Action Research	(1,1,1)
EDC 639	Mentoring and Team Leadership	(3)
EDC 664	Learning and Technology	(4)
EDC 665	Curriculum and Technology	(3)
EDC 667	Leadership and Educational Technology	(4)
EDC 668	Managing Learning Technologies for Change	(3)

Technology Requirements

All students entering the master of arts program are required to purchase or upgrade a laptop computer to meet specifications. (Technology specifications are available upon admission to the program). Students must also have home access to the Internet and a personal e-mail address on the Internet. Students are required to participate in a week-long VirtCamp©, intended to prepare them to work successfully online. Special computer and software packages are available to full-time students through 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 at least an overall grade of "B" or higher, or "Credit," in master's course work taken. A grade below "C-" in any master's course requires an immediate faculty review of the student's suitability to continue master's studies. The outcome of a faculty review may include, but not be limited to, options such as requiring the student to participate in a pre-approved remedial program, limiting the number of courses or units in which the student may enroll, or recommending the dismissal of the student to the Associate Dean. Any student who receives a grade of C- in any two courses will be dismissed from the program.

Educational Leadership Academy

The mission of the Educational Leadership Academy is to develop individuals who are capable of and committed to taking action to create schools that work for everyone in our diverse society. A single-track leadership program, the Educational Leadership Academy is offered each year to carefully selected, currently practicing, highly committed educators who desire an intense, personally transforming, team-based leadership program. All courses are taken with a team of graduate students who serve as a support group for each other in these concentrated programs.

Master of Science in Administration and Preliminary Administrative Services Credential

This program includes three days of visiting exemplary schools, conferences, and interaction with outstanding administrators. The program prepares teachers to become principals, site-based managers, and other school leaders. Graduates will be eligible for the Preliminary Administrative Services Credential, which qualifies recipients to serve as public school administrators or supervisors at any level in elementary or secondary schools. Classes are offered on weeknights and weekends. Applicants should refer to the Admission Information section of this catalog for information concerning admission, application procedures, transfer credit, and other pertinent information, in addition to the Course Descriptions section for prerequisites and other necessary information about each course. This 30-unit course of study includes the following courses:

ED 651	Developing a Vision for Educational Leadership ……………………(5)	
ED 647 A,B	Understanding Self and People…………(3, 3)	
ED 648 A,B	Understanding Teaching and Learning (3, 3)	
ED 649 A,B	Understanding Environments …………(2, 3)	
ED 650	Understanding and Transforming Organizations………………………………(5)	
ED 652	Evaluating, Revisioning, and Planning ….(1)	
ED 620 —622	Directed Administrative Experience………………………………(2, 2, 2)	

Preliminary Administrative Services Credential

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

- Pass the California Basic Educational Skills Test (CBEST).

- Possess a valid California Teaching, Pupil Personnel Services, Health Services, Speech Pathology, Librarianship, Designated Subjects, or Clinical Rehabilitative Services Credential.

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

Upon successful completion of the program and application to the State of California, applicants will receive a Certificate of Eligibility from the Commission on Teacher Credentialing. This document will permit credential candidates to seek an administrative position. This Certificate of Eligibility will have no expiration date. After obtaining a position requiring an administrative credential, the candidate and the employing school district will sign the Certificate of Eligibility and return it to the Commission, at which time a Preliminary Administrative Services Credential will be issued. Credential requirements for the second tier credential, the Professional Administrative Services Credential, must be completed within five years of the date of issuance of the Preliminary Administrative Services Credential.

Doctor of Education

The field of education needs professionals capable of providing a rapidly changing world with innovative and creative leadership. The call from the profession is for a multidisciplinary doctoral program that will provide forward-looking educational managers with the skills needed to organize people effectively while still offering the kind of instructional leadership required to meet the needs of a population for which "cradle to grave" education will be commonplace.

The school's mission through the doctoral program is to prepare practitioners with relevant skills, knowledge, and values to assume leadership roles and effect change in organizations. The high level of individual interaction between students and faculty allows Pepperdine to model strategies for students to immediately apply in the workplace. Students enroll in one of four concentrations:

- Educational Leadership, Administration, and Policy
- Educational Technology
- Organization Change
- Organizational Leadership

Classes in the Educational Leadership, Administration, and Policy and Organizational Leadership concentrations are offered on weeknights and occasional weekends while classes in the Educational Technology and Organization Change concentrations are offered in nontraditional delivery modes. Specific objectives of the program include the following:

- To prepare students to use human relations skills that will enable them to function effectively as problem-solvers and leaders of people.
- To prepare students to analyze and, if need be, synthesize institutional arrangements using the latest administrative and organizational development theories.
- To prepare students to use educational research as a problem-solving tool and be able to evaluate, interpret, and apply the research finding of others to improve existing educational programs.

- To foster in students an understanding of the complexities of educating a multicultural population of diverse age and socioeconomic status in a metropolitan setting.

- To prepare students to diagnose the curricular needs of various student groups and to guide human beings toward innovative and valid educational goals.

Applicants are expected to demonstrate knowledge of administrative processes through successful professional experience or its equivalent in an organizational setting. Also required is demonstrated knowledge of the teaching and learning processes based on successful teaching experience. Applicants should refer to the Admission Information section of this catalog for information concerning admission, application procedures, credit transfers, and other pertinent information, in addition to the Course Descriptions section for prerequisites and other necessary information about each course.

Upon admission, students are classified as having graduate status in the doctoral program, permitting them to enroll in doctoral courses. At the successful completion of three terms of doctoral course work (normally six courses), students are permitted to file for entrance to the doctoral program, provided they possess at least a 3.0 grade point average. Students are encouraged to become familiar with current and future computer software applications programs as tools during their course of study and after graduation. Following all course work, passage of the comprehensive examinations, and acceptance of a satisfactory dissertation proposal by the dissertation committee, students are advanced to the status of Degree Candidate. Students must complete their dissertation within five years after they complete comprehensive examinations.

Program Requirements for All Concentrations

The following core courses, comprehensive examination seminar, and dissertation are required of all students:

Core Courses
    Core 1
    ED 700   Leadership of Human Endeavor
                in the Institutional Setting.....................(4)
    ED 714   Management of Human Resources..........(3)
    ED 724   Ethics and Society ....(3)

ED 762	Transforming Organizations in a Global Community ....(3)

Core 2

ED 729*	Communication and Information Technology ....(2-3)
ED 730	Research and Evaluation—Qualitative and Quantitative..(4)
ED 734	Data Analysis and Interpretation ....(4)

Students enrolled in the Educational Technology concentration register for ED 729 for 2 units only and all other students register for 729 for 3 units.
Specific course titles and descriptions subject to change.
Students are required to take ED 729, Communication and Information Technology as a prerequisite to ED 734, Data Analysis and Interpretation. The course is graded Credit/No Credit. In the event a student does not attain a "CR," the student must retake ED 729 before registering for any other courses. During the term that students retake ED 729, they will not be allowed to enroll in any other courses. If they attain a grade of "CR" when they retake the course, they may continue in the program. If they do not attain a "CR," they will not have fulfilled the prerequisite to ED 734 and will not be permitted to continue in the program. Students should take ED 729 within their first year in the program, preferably within the first term.

Comprehensive Examination Seminar

All students are required to register for ED 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 a comprehensive seminar are allowed to retake it once. Failure to pass the seminar successfully on the second attempt will be grounds for dismissal from the program.

Dissertation

Upon selection of a faculty chairperson, students are required to register in ED 791, Dissertation Research. Doctoral students who schedule the defense of their dissertation (final oral) for a date in the first three weeks of a term are required to pay a fee in lieu of the tuition for ED 791 (two units). This is also charged to doctoral students who defend their dissertation in one term, but submit final copies of their dissertation and all required paperwork in a succeeding term.

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. 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 doctoral program administrator.

Educational Leadership, Administration, and Policy

The Educational Leadership, Administration, and Policy doctoral program is currently being redesigned for re-introduction in June of 2002. This 40 percent online program is intended for K-12 administrators nationwide. Face-to-face portions of the program will be offered in three extended blocks of time each semester to facilitate travel and the schedules of working administrators. The curriculum will be constructed so that California administrators may complete their Tier II Professional Clear Administrative Credential while pursuing the doctorate.

This highly innovative program, specially designed for public school administrators, uses sophisticated methods of inquiry and analysis to address issues of professional practice, with an emphasis upon problems confronting the administrator in the K-12 environment. In conjunction with leaders from their school district, students address a "real-life" problem in that district. To solve this problem, students work as members of a team with district mentors, University faculty, and other students if appropriate.

In addition to focusing on real-world problems, the program emphasizes values and visionary leadership. While working with outstanding on-site professionals, students develop the intellectual foundations and knowledge needed to create a vision and inspire others to take action appropriate to that vision. Through guidance from proactive leaders, candidates learn how to take charge in an

atmosphere of ambiguity, evaluate school operations, and design and implement improvements required for a brighter future for all students.

Classes are offered on weeknights and occasional weekends at Pepperdine University Plaza in West Los Angeles and the Orange County Center. In addition to the 24 units of core courses, students enroll in 20 units of concentration courses.

ED 774	Inquiry 1: Foundations of Inquiry …….…..…(4)
ED 775	Inquiry 2: Implementation of the Inquiry…(4)
ED 776	Inquiry 3: Evaluating/Presenting Results/
	Outcomes/Conclusion of Inquiry…………(4)
ED 785	Contemporary Topics ………………….…(8)

Educational Technology

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

Concentration courses focus on advanced learning theory as it is related to product design, the relationship between humans and computers, and the special management issues that surround technology. In addition, core courses are geared toward the technological environment where appropriate. All students complete a five-unit consultancy, and as part of the Policy Development course, spend several days in Washington, D.C., discussing technology and education policy with national leaders.

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

Online classes are conducted on the Internet, and face-to-face classes are offered at Pepperdine University Plaza in West Los Angeles, the east coast, and London. To facilitate online communication and assignment completion, all students are required to purchase a laptop computer.

The program begins with a one-week Technology Camp. Although the Fall term and courses for the doctoral program in

educational technology begin in September, the five-day mandatory TechCamp© takes place in July. Attendance for face-to-face sessions is required for five extended weeks (most occurring over a weekend) each year.

In addition to the 23 units of core courses, students enroll in 21 units of concentration courses:

ED 721	Policy Development ………………………..·(3)	
ED 758	Consultancy Project…………………….. (1, 1, 1)	
ED 766	Cultural Dimensions in Global	
	Management …………………………….·(2)	
ED 770A, B	Learning and Design …………………..(2, 2)	
ED 771A, B	Human Computer Interaction …………(2, 2)	
ED 773	Managing the Technological	
	Environment ………………………..·…(3)	
ED 785	Contemporary Topics ………………….·(2)	

Organization Change

The Organization Change concentration focuses on the broad field of organization change. Taking a comprehensive view of the world's changing external environments, this program emphasizes the theory, research, and practice of change within, between, and across organizations. This course of study uses an integrated strategic management framework to develop knowledge and skills for designing and managing continuous organizational change. There are five competency areas: ethics, interpersonal awareness/self as instrument; OD, OB, OT, and allied social science field of knowledge; research; and practice. Integrating strands include leadership; model building; creative and critical thinking; future perspectives and communication.

Students follow a sequence-oriented curriculum through a series of 12, eight-day, seminar-style sessions held at conference facilities. Sessions are scheduled at two-to-four month intervals over a three-year period.

In the third year of study, students participate in an International Experience and a change project supported by faculty and an on-site mentor.

The following 34 units of specialized course work is required in addition to 24 units of core courses, the comprehensive examination seminar, and dissertation:

ED 721	Policy Development ....(3)
ED 764	Strategic Management and Change ....(4)
ED 765	Designing Future Organizations ....(4)
ED 766	Cultural Dimensions in Global
	Management ....(4)
ED 767	Transorganizational Development ....(4)
ED 768A, B, C	International Consultancy ....(1,1,1)
ED 769A, B, C, D	
	The Practice of Organization
	Change ....(1,1,1,1)
ED 785	Contemporary Topics ....(8)

Organizational Leadership Concentration

The Organizational Leadership concentration is designed to develop individuals who have the knowledge and capability 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, health care, and adult occupational education.

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

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

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

Classes are offered on weeknights and occasional weekends at Pepperdine University Plaza in West Los Angeles and the Orange County Center. In addition to the 24 units of core courses, students enroll in 20 units of concentration courses.

ED 753	Administration/Management and Policy Development	(4)
ED 754	Legal/Economic/Socio-political Theory Applied to Organizations	(4)
ED 755	Adult and Life-Span Learning	(3)
ED 756	Educational Program Development and Evaluation	(3)
ED 757	Public Relations and Marketing	(2)
ED 758	Consultancy Project	(4)

Continuation in Program

The faculty is committed to the attainment of the highest academic standards. Each student is expected to attain at least a grade of "B" or higher, or "Credit," in each doctoral course taken. A grade below "B-" in any doctoral course requires an immediate faculty review of the student's suitability to continue doctoral studies. The outcome of a faculty review may include, but not be limited to, options such as requiring the student to participate in a pre-approved remedial program, limiting the number of courses or units in which the student may enroll, or recommending the dismissal of the student to the Associate Dean. Any student who receives two grades lower than a "B-" will be dismissed from the program.

While students may incur a grade below "B-" in one of their doctoral courses, 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 who fails to maintain a grade point average of at least 3.0 will be placed on academic probation. Students who fail to increase their grade point average to at least 3.0 in the next term will be dismissed from the program. A student may be placed on academic probation only once during his/her doctoral studies.

Professional Administrative Services Credential

This credential is available in a separate format or in conjunction with the Educational Technology concentration, Organizational Leadership concentration, or the Educational Leadership, Administration, and Policy concentration. 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 nonuniversity activities (if appropriate). The choices are based upon the professional needs of the candidate. Assessment and planning occur during a two-unit induction and planning seminar that precedes enrollment in subsequent courses and activities.

Classes are offered on week nights and occasional weekends at Pepperdine University Plaza in West Los Angeles and the Orange County Center.

Psychology Programs

Master of Arts in Psychology

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

Doctor of Psychology

Master of Arts in Psychology

This program is designed to provide students with a theoretical and practical understanding of the principles of psychology within the framework of a strong clinical emphasis. Courses present various aspects of the art and science of psychology as it is applied to the understanding of human behavior and to the prevention, diagnosis, and treatment of mental and emotional problems. The program meets prerequisite requirements for application to the University's doctoral program, assuming that the student has taken a graduate course in developmental psychology (e.g., PSY 658). Completion of the M.A. in psychology does not guarantee admission to the doctoral program. Classes are offered on afternoons and weeknights at Pepperdine University Plaza, the San Fernando Valley Center, and the Orange County Center.

Applicants should refer to the Admission Information section of this catalog for information concerning admission, application procedures, credit transfers, and other pertinent information, in addition to the Course Descriptions section of this catalog for prerequisites and other necessary information about each course.

The 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 six units. Depending on the student's academic background, the course work will consist of the courses listed under Foundation courses, Level I, and Level II Courses, supplemented with elective courses in lieu of waived foundation courses, if needed to complete the total unit requirement. The maximum permissible course load is 10 units per term, although students who are employed full-time are urged to enroll in only six units. With the exception of courses which 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.

Foundation Courses

PSY 626	Psychological Research and Statistics	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 658	Individual and Family Development: A Life Cycle Approach	(3)
PSY 659	Principles and Theories of Learning	(3)

Students must demonstrate familiarity with the above content areas before progressing to Level I courses. This familiarity may be demonstrated by completing an equivalent undergraduate course at an accredited institution within the preceding seven years, receiving a grade of "B" or better; completing a Pepperdine graduate level course, or equivalent, with a grade of "B" or better; or by passing a challenge exam administered by the division.

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

Level I Courses

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

	Methods ....(3)	
Level II Courses		
PSY 600	Clinical Management of	
	Psychopathology..................................(3)	
PSY 601	Assessment of Intelligence.....................(3)	
PSY 602	Personality Assessment.........................(3)	
PSY 637	Techniques of Counseling and	
	Psychotherapy.....................................(3)	
PSY 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.

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

The focus of this program is to provide a strong master's-level foundation in the areas of clinical psychology and marriage and family therapy. The curriculum is designed to meet the academic requirements for the Marriage and Family Therapist (MFT) license in California, as specified in sections 4980.37, 4980.40, and 4980.41 of the California Business and Professions Code. As part of their curriculum, students are required to gain supervised counseling experience in approved clinical settings. In this manner, students may earn a portion of the 3,000 hours of experience required for the MFT license.

The program is designed for persons who wish to gain knowledge and develop skills related to providing psychotherapeutic services in a variety of settings. In addition, this program provides an academic and practicum foundation which may be helpful for students who plan to enter doctoral programs in family therapy or clinical, counseling, community, or developmental psychology. An afternoon or evening format is offered at Pepperdine University Plaza, the San Fernando Valley Center, and the Orange County

Center. A daytime format is offered at the Malibu campus.

Applicants should refer to the Admissions Information section of this catalog for information concerning admission, application procedures, credit transfers, and other pertinent information, in addition to the Course Descriptions section for prerequisites and other information about each course. Students who are pursuing a second Pepperdine master's degree should refer to regulations within the Academic Policies section.

Evening Format

The Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy program is offered on weeknights and afternoons at Pepperdine University Plaza, the San Fernando Valley Center, and the Orange County Center. 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. Students whose bachelor's degrees are in fields other than psychology may be considered for admission to this format. The program requires 48-63 units, depending upon previous course work. The total number of units students complete toward the degree will depend upon the number of foundation courses waived and current MFT licensing requirements. If a student has completed the foundation courses elsewhere and has them waived, and if applicable graduate units are transferred in, as few as 42 units must be taken. If a student must complete all foundation and core requirements, a total of 63 units must be completed. The units will consist of the courses listed below from the foundation and core requirements.

Foundation Courses*—The courses listed below are considered foundational to the program. Students who have completed any of these undergraduate courses may seek permission to waive the appropriate courses. Foundation courses taken at the graduate level may be waived or transferred (maximum of six semester units for transfers). Permission to waive or transfer credits should be requested at the time of admission.

PSY 610	Theories of Personality	(3)
PSY 626	Psychological Research and Statistics	(3)
PSY 656	Physiological Psychology	(3)
PSY 657	Psychopathology	(3)
PSY 659	Principles and Theories of Learning	(3)

A grade of "B" or better must be achieved in each of the foundation courses as a prerequisite for enrolling in core courses.

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

PSY 600	Clinical Management of Psychopathology	(3)
PSY 603	Assessment for Marriage and Family Therapists	(3)
PSY 606A	Interpersonal Skills and Group Therapy	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Cross-cultural Counseling	(3)
PSY 623	Professional Ethics and the Law	(3)
PSY 624	Substance Abuse Evaluation and Treatment	(3)
PSY 627	Psychopharmacology	(2)
PSY 628	Human Sexuality	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Marriage and Family Therapy I	(3)
PSY 640	Marriage and Family Therapy II	(3)
PSY 642	Professional Practice and Mental Health Systems	(3)
PSY 658	Individual and Family Development: A Life Cycle Approach	(3)
PSY 662	Clinical Practicum	(2, 2, 2)
PSY 668	Clinical Interventions with Children and Adolescents	(3)

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Daytime Format

This program is designed for full-time students only. It is open to new students in September of each year and is offered on Pepperdine's Malibu campus. Students are required to begin working in field placement settings during their second term in the program and for each successive term. The daytime format is 20 months in

length and students complete 12 units the first term and 11 units each subsequent term except in the summer, which requires five units.

Core Courses—The following 50 units of course work are required and are completed in a specific sequence:

PSY 600	Clinical Management of Psychopathology	(3)
PSY 603	Assessment for Marriage and Family Therapists	(3)
PSY 606B	Interpersonal Skills and Group Therapy	(3)
PSY 622	Cross-cultural Counseling	(3)
PSY 623	Professional Ethics and the Law	(3)
PSY 624	Substance Abuse Evaluation and Treatment	(3)
PSY 626	Psychological Research and Statistics	(3)
PSY 627	Psychopharmacology	(2)
PSY 628	Human Sexuality	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Marriage and Family Therapy I	(3)
PSY 640	Marriage and Family Therapy II	(3)
PSY 642	Professional Practice and Mental Health Systems	(3)
PSY 658	Individual and Family Development: A Life Cycle Approach	(3)
PSY 662	Clinical Practicum	(2, 2, 2, 2)
PSY 668	Clinical Interventions with Children and Adolescents	(3)

Continuation in Program

In addition to meeting academic standards for graduation, students are expected to meet generally accepted behavioral criteria for a mental health professional. Relevant areas include, but are not limited to, following appropriate ethical-legal standards, demonstrating reasonable maturity in professional interpersonal contacts, and remaining relatively free of personal-emotional behaviors that could constitute a potential threat to the welfare of the public to be served. A faculty panel will review feedback from professors concerning individual students and initiate remedial interventions where deemed necessary. Whereas every attempt will

be made to resolve problems, it is possible that these procedures could lead to dismissal from the program.

Personal Psychotherapy for Training Clinicians

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

Field Placement

MFT Clinical Training and Professional Development staff assist students in locating Pepperdine-approved practicum sites. The clinical training staff visit and evaluate established and potential sites, while maintaining the Field Placement Directory, in which sites approved by Pepperdine are listed. This directory can be found at each Pepperdine center.

Marriage and Family Therapist License Requirements

A licensed marriage and family therapist in California is able to offer psychotherapeutic services to those with relationship dysfunctions and to collect a fee for such services. The Board of Behavioral Sciences (BBS) governs the licensing process. The current general requirements for the license include the following:

1. A state approved master's degree that includes a minimum of 48 semester units of course work in the content areas specified by law.

2. Supervised experience totaling 3,000 hours in assessing and treating individuals, couples, families, and groups to improve their interpersonal relationships.

3. A seven-hour workshop on the assessment and reporting of child abuse.

4. An oral and written exam that is administered by the BBS.

Specific licensing requirements depend on when the student enters a master's program, graduates, and applies for licensing. Pepperdine's primary role is to assist students in completing academic requirements for the license. Pepperdine is also responsible for coordinating and approving all MFT hours gained before the degree is earned. Since licensing requirements change periodically, students are advised that it may be necessary to modify the curriculum of the clinical psychology program so that it may continue to conform to the current requirements. Also, students should maintain contact with the BBS to stay informed on any changes which may affect their efforts to obtain a license. A copy of the current MFT regulations may be obtained by writing to the Board of Behavioral Sciences, 400 "R" Street, Suite 3150, Sacramento, CA 95814. Students are encouraged to visit the BBS website at www.bbs.ca.gov for additional information about licensing. Students should also contact the clinical training staff to obtain a copy of the MFT Handbook that lists essential information on BBS and Pepperdine MFT requirements.

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. The endowment income provides for a professor in the Graduate School of Education and Psychology, and offers scholarship assistance, which is based on need, academic ability, character, and career plans in education or family life. Dr. Dennis Lowe, professor of psychology and director of the Center for the Family, has held this chair since 1993.

Doctor of Psychology Program

The doctoral program in clinical psychology awards the Doctor of Psychology (Psy.D.) degree and is accredited by the American Psychological Association. The program exemplifies the *practitioner-scholar* model of professional training and prepares clinical psychologists to apply knowledge obtained from psychological science to the promotion of mental health and is intended for the welfare of individuals, families, groups, institutions, and society at large. This model of training is recognized by the American Psychological Association as appropriate for the preparation of clinical psychology practitioners. An emphasis is placed on developing knowledge, skills, and attitudes leading to competence as a clinician and as a scholar. Skills in assessment, diagnosis, and treatment are developed for application in a wide-range of clinical settings, taking into consideration features of individual and cultural diversity.

Graduates, following completion of post-doctoral clinical training, are eligible to be examined for licensure as psychologists throughout the country. As licensed clinical psychologists, they are eligible for listing in the National Register of Health Service Providers in Psychology, and they may sit for diplomate examinations given by the American Board of Professional Examiners in Psychology. Psychologists trained within the practitioner-scholar model usually establish careers in clinical practice within private and public settings, including clinics, hospitals, and community agencies as well as teach and provide supervision in colleges and universities. Psychologists also serve as consultants to corporate, public, educational, and religious institutions, and conduct program evaluation and design community and group intervention programs.

Academic Emphasis

The Psy.D. Program is a post-master's program that conisists of three years of course work and supervised clinical training, one year of internship, and completion of a clinical dissertation. The philosophy of the program is informed by the observation that clinical psychology is an evolving discipline and that new knowledge and practices emerge from many different theoretical orientations

and epistemological traditions. In keeping with this perspective, the program reflects a generalist orientation as well as offers opportunities to study with experts in their respective specialties. Attention is placed throughout the curriculum on principles derived from psychology as a science. Thus, students are expected to master the theoretical and research literature that supports clinical practice. Further, students are required to uphold ethical and professional standards throughout their academic, clinical, and research training.

Course Requirements and Program Sequence

Approximately 81-84 units are required. This program is designed to be accomplished after three years of course work, in addition to an internship. Only in exceptional circumstances, and with approval, may students deviate from the required courses. Students may transfer/challenge a maximum of nine graduate semester units. These courses must be equivalent to psychology courses offered in the 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 tentative list of courses and their sequence. Students enroll in an average of 8-10 units each term.

First-Year Courses

    Fall

PSY 705	Sociocultural Bases of Behavior	(3)
PSY 707	Interviewing and Intake Evaluation	(2)
PSY 710	Cognitive Assessment	(3)
PSY 714	Advanced Clinical Psychopathology	(3)
PSY 770	Doctoral Practicum	(1)

    Spring

PSY 706	Ethical, Legal and Professional Issues	(3)
PSY 709	The Therapeutic Relationship	(1)
PSY 711	Personality Assessment	(3)
PSY 716	Psychoanalytic Developmental Psychology	(3)
PSY 771	Doctoral Practicum	(1)

Summer

PSY 715	Behavioral Assessment and Intervention....(3)	
PSY 717	History, Systems, and Philosophy of Science..(2)	
PSY 772	Doctoral Practicum ....(1)	
PSY 790	Clinical Dissertation Seminar I ....(1)	

Second-Year Courses

Fall

PSY 701	Research and Statistics I: Statistics and Quantitative Research Methods ....(2)	
PSY 718	Interventions with Children and Adolescents ....(3)	
PSY 730/732/ 734/736	Theories and Techniques: A ....(3)	
PSY 773	Doctoral Practicum ....(1)	
PSY 791	Clinical Dissertation Seminar II ....(1)	

Spring

PSY 702	Research and Statistics II: Qualitative Research Methods and Content Analysis....(1.5)	
PSY 704	Measurement Theory and Instrument Construction..(2)	
PSY 713	Advanced Psychological Assessment........(2)	
PSY 731/733/ 735/737	Theories and Techniques: B ....(3)	
PSY 774	Doctoral Practicum ....(1)	
PSY 792	Clinical Dissertation Seminar III ....(1)	
PSY 795	Clinical Dissertation Supervision ....(2)	

Summer

PSY 703	Research and Statistics III: Evaluation of Programs and Treatment Efficacy........(1.5)	
PSY 750-755	Electives...(2)	
PSY 775	Doctoral Practicum ....(1)	
PSY 795	Clinical Dissertation Supervision ....(1)	

Third-Year Courses

Fall

PSY 712	Clinical Neuropsychology ....(3)	
PSY 730/732/ 734/736	Theories and Techniques: A ....(3)	
PSY 776	Doctoral Practicum ....(1)	
PSY 795	Clinical Dissertation Supervision ....(2)	

Spring

PSY 731/733/
    735/737   Theories and Techniques: B ....(3)
PSY 756   Proseminar ....(1)
PSY 777   Doctoral Practicum ....(1)
PSY 795   Clinical Dissertation Supervision ....(2)

Summer

PSY 743   Group Interventions ....(2)
PSY 750-755 Electives...(2)
PSY 757   Proseminar ....(1)
PSY 795   Clinical Dissertation Supervision ....(1)

Fourth-Year Internships

PSY 780   Doctoral Internship ....(1)
PSY 795*   Clinical Dissertation Supervision
                  (as required until completion of
                  dissertation) ....(2, 2, 2)
                  *2 units per term for a total of 6 units.

A fifth year may be required for students who elect a two-year, half-time doctoral internship. These students may enroll in an additional unit of PSY 780.

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 providing psychological assessment (cognitive, personality, neuropsychological testing) and treatment under expert supervision. Satisfactory completion of practicum courses and rotations is required to advance to internship. Internship affords a capstone experience in clinical training during the fourth year. Consistent with APA guidelines, students must complete a full year of internship before receiving their degree. Intern placement, ordinarily at APA-accredited or APPIC training sites, must be approved by the Director of Clinical Training. Since students will

normally not have any other course requirements during the internship, they are free to complete internship in approved sites anywhere in the country.

Clinical Competence Examination

The Clinical Competence Examination provides an opportunity 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 predoctoral internship. Accordingly, a grade of "Pass" is required to accept an internship offer. The examination is offered during the summer session of the second year and the fall semester of the third year. Students who fail the examination three times will be dismissed from the program.

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 study a clinically relevant topic, selecting from a host of approaches to scholarship. These methods include quantitative and qualitative empirical research, program evaluation, meta-analysis, theoretical scholarship, community-based action research projects, and program or model development. Students are given extensive support throughout the dissertation development process. Work on the dissertation commences in the first year and is supported by dissertation seminar courses, research method and statistics courses, and by direct supervision by tenure track, full-time faculty. Opportunities exist to conduct research on a topic of individual choice or to collaborate in a faculty member's ongoing research program. Doctoral students learn research methods not only for application in professional practice and consultation but to advance scientific knowledge. A list of recent dissertation titles and a copy of the Clinical Dissertation Handbook are available from the program administrator.

Continuation in Program

Continuation in the program is subject to review by the program administration in consultation with the Psychology Division Faculty Panel. Progress is granted based on a review of academic performance which includes evaluations of course work, supervised clinical experience in practicum and internship rotations, and behavioral criteria consistent with the professional role of a clinical psychologist.

Students are expected to dedicate themselves fully to 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 faculty.

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 as well as compliance with ethical standards and legal mandates throughout clinical training. Progression is granted based on satisfactory performance in clinical training.

The profession of clinical psychology requires individual 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 ethico-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 significantly impair academic and clinical performance 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. For additional information regarding the policies and procedures concerning student evaluation, consult the Psy.D. Program Handbook.

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 issues which may have an impact on clinical interactions with future clients.

Student Participation and Advisement

Students are expected to attend and participate in all class activities. In addition, student representatives are invited to serve as members of such committees as the Curriculum Committee, the Admissions Committee, and the Psy.D. Steering Committee. Upon admission to the program, each student will be assigned to an advisor. This advisor will be available to help the student with academic and personal problems that may have a bearing on performance in the program. Program administrators are available for consultation when needed.

COURSE DESCRIPTIONS

Education

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

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

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

ED 603 Foundations of Curriculum and Instruction for Culturally Diverse Settings (3)
The multicultural forces that influence curriculum and instruction are analyzed: philosophy, psychology, pedagogy/learning, sociology, knowledge, and evaluation. Major approaches to curriculum and instruction are contrasted with an eye to current standards in curriculum. Students apply theory to the development and supervision of a curricular and instructional plan for a situation relevant to a culturally diverse setting, including at-risk youth and students with English language learners. This plan will integrate comprehensive family, school, and community partnerships. Prerequisite: ED 601, EDTC 677, EDTC 678.

ED 620, 621, 622 Directed Administrative Experience (2, 2, 2)

One of the three courses is taken each term over the course of one year, beginning with the first term of study. The primary objective of these courses is to enable the student to participate in the duties of school administration while 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 student's work site. This approval includes a willingness on the part of the administrator to provide appropriate administrative field experience, guidance, and supervision to the student on a regular basis.

EDC 630 The Practicing Professional (1)

This course prepares students to exit the program and move forward in their profession. Students situate today's educational challenges and opportunities in a historical context. They prepare for future professional opportunities, share learning with the greater community, and are assisted in defining their future goals.

EDTP 630A, B, C The Practicing Professional (1, 1, 1)

This seminar, which takes place over three three consecutive terms, frames the entire master's program within a context of reflective practice, as defined and supported by the National Board for Professional Teaching Standards (NBPTS). Teachers examine existing practice; work with new ideas; and plan, carry out, and share modifications to practice. The teacher-cadre meets occasionally to share experiences, discuss issues and readings, and view videotapes of their practice. The course also supports teachers' efforts to connect with their professional community, through its organizations, journals, and traditions.

EDTP 631 Introduction to Documenting Practice (2)

Initiates the development of a professional portfolio which will be constructed toward the end of the program in the companion course, Documenting and Presenting Practice. The introductory course offers teachers conceptual and technical tools of reflection, based upon portfolio documentation and case-based analysis of teaching. Teachers sample cases before attempting to construct and share one of their own. Through an introduction to the NBPTS approach to documenting practices, teachers discuss choices, plan elements of their teaching portfolio, and acquire skill using audio-video and computer-based technologies to support case and portfolio development.

EDTP 632 Documenting and Presenting Practice (2)
This is the companion course for Introduction to Documenting Practice. In this course teachers construct a portfolio of their teaching practice and make a formal presentation to their peers. A major focus of this course is a well written, descriptive and expository paper that presents the backbone of the teaching portfolio.

EDTP/EDC 633 Educating Today's Learner (3)
In this course, students deepen their knowledge of social, cultural, and psychological dimensions of learning in order to strengthen their ability to form productive relationships with learners. Students study learners as members of sociocultural and economic systems. Students carry out and study learning activities in their local setting.

EDTP/EDC 634 Shaping Learning Environments (2)
This course studies learning environments: real-world or virtual, formal and informal places for learning. Students acquire and expand their repertoire of strategies for creating and supporting learning environments beyond the traditional classroom organization. Students plan and carry out interventions or modifications to current practices. They consider concepts such as collaboration and teamwork, and shared knowledge.

EDTP 635A, B Investigations into Subject Matter, I & II (2, 3)
This five-unit course unfolds over two terms. In part I, teachers investigate their curriculum to update knowledge and understanding of the content domains, including curriculum standards from national organizations. Part of that investigation includes determining appropriate texts and materials to acquire and study.
In part II, teachers integrate knowledge from both subject matter and pedagogy course investigations to propose modifications to their own classroom curriculum. They plan, carry out, and describe a three-week unit of instruction that reflects these insights, such as one they might choose for the NBPTS requirement.

EDTP 636A, B Advances in Pedagogy, I & II (3, 2)
This course unfolds over two terms as a companion to the two-term course on content. In part I, teachers study their own pedagogy: the beliefs they hold, and the actions and decisions they carry out in current classroom practice. They acquire concepts and strategies that underlie terms such as constructivist, student-centered, and teacher-as-facilitator. Teachers try out, share, and discuss elements of these approaches in small experiments in their own classrooms. In conjunction with their work in Investigations into Subject Matter II,

teachers practice the integrated application of pedagogical knowledge in planned instructional activities that are shared and analyzed as cases.

EDTP 637 New Directions in Classroom Assessment (2)
Teachers acquire knowledge and experience with a range of assessment options and methods and consider strategies for making appropriate choices. Teachers investigate their current assessment practices to consider factors other than knowledge that might impact a student's performance. They examine a variety of authentic assessment strategies and consider the interaction of assessment, pedagogy, and curriculum.

EDTP/EDC 638A, B, C Participatory Action Research (1,1,1)
This course provides students with concepts, strategies, and tools for planning and carrying out systematic investigations of practice in their own work setting. As part of the course, students will partner with a cadre peer or workplace colleague to conduct a research project focused on their efforts at making change in their personal practice or their workplace.

EDTP/EDC 639 Mentoring and Team Leadership (3)
Students study how to effectively mentor and collaborate with others through team building, leadership, and clinical supervision. Students take on a mentor, collaborator, or leadership role in their workplace to plan, implement, reflect, and share reflections of their efforts.

EDC 640 Introduction to Distributed Learning Environments Lab–VirtCamp© (1)
This course is a lab companion to EDC641, Introduction to Distributed Learning Environments. The course takes place during face-to-face VirtCamp© for entering master's students in educational technology, and is open only to those students. The lab offers hands-on immersive experiences with synchronous and asynchronous tools for networked learning, and introduces students to the theoretical framework that these tools support. Students must pass this course to continue on in the online program. This lab section is offered as a credit/no credit course.

EDC 641 Introduction to Distributed Learning Environments (3)
This course introduces students to a view of technology as an environment for enabling collaborative work and learning, a tool for sharing knowledge, and as media for communicating understanding. The course begins at VirtCamp© for entering master's students in

educational technology, and is open only to those students. EDC640 is a mandatory companion lab. Students must pass this course to continue on in the online program.

EDTC 645 Language Acquisition and Language Arts Methods (4)
Teacher credential candidates analyze the theories and practices of language acquisition and language arts instruction with reference to traditional and contemporary thought in socio- and psycho-linguistics. Assessment of literary processes are integrated as appropriate. Particular attention is given to cross-curricular and cultural diversity issues in language development and language arts methods for K-12. Attention is also given to the use of technology in language learning. Credential candidates focus on the California Reading/Language Arts content standards found in the 1999 Framework for guidance on curriculum and instruction. Opportunities to apply theory to practice in a tutorial setting are provided. Prerequisite: ED 601.

ED 647A, B Understanding Self and People: 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 perspective and contribution of others. Students explore the history of American education and its philosophical foundations, the nature of our richly diverse multicultural society, including the essential leadership and communication skills, attitudes, behaviors, and knowledge base from which they are derived. Students complete a leadership project that reflects their new understanding.

ED 648A, B Understanding Teaching and Learning: Leading and Supervising the Educational Process (3,3)
This two-term strand provides students with opportunities to understand teaching and learning from an administrative perspective. Students facilitate the learning strategies of school-age children with attention to cognition, metacognitive awareness, and performance attributions. Particular attention is given to the practice of clinical supervision skills. In addition, students learn to prepare curriculum and grant proposals.

ED 649 or ED 649A, B Understanding Environments: An Analysis of the Social, Political, Economic, and Legal Forces on Education (2 or 2,3)
This two-term strand of study investigates the environmental forces

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

ED 650 Understanding and Transforming Organizations (5)
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.

ED 651 Developing a Vision for Educational Leadership (1)
This seminar introduces a strategy for developing a personal vision for educational leadership. Students analyze a variety of educational visions and develop their own preliminary vision for a school that works for everyone in our diverse society. Students learn the power of holding a compelling vision for school leadership.

ED 652 Evaluating, Revisioning, and Planning (1)
This is the concluding seminar for the administrative preparation program. Students reflect upon their progress as developing educational leaders and revise their personal vision for educational leadership. Students develop an action plan to further their educational vision in the coming year.

EDC 654 Introduction to Educational Technology (4)
Basic technology and media literacy is studied in the context of classroom use. Students work with telecommunications, multimedia software, and video tools in an effort to move from an ancillary view of technology to one in which technology is integrated and central to instruction. The course surveys existing and cutting-edge technology and media applications, systems, and educational technology by developing a personal, professional plan for learning, and by connecting with professional resources. Prerequisite: ED601.

EDTC 661 Education in the Least Restrictive Environment (3)
Students explore contemporary issues involved in teaching the exceptional child in today's educational setting.

EDC 664 Learning and Technology (4)
This course is designed to advance the quality and effectiveness of teaching by expanding the teacher's knowledge of technology from each of three related perspectives: as a tool, medium, and setting for learning. Students construct web-based activities and experience the use of digital media in learning and teaching.

EDC 665 Curriculum and Technology (3)
This course focuses on the role of technology in curricula. Students examine existing and cutting-edge technology tools in light of their relevance to and role in supporting K-12 or higher education curricula. Students explore technology assessment systems from integrated learning systems to portfolio formats. Students determine the resource needs of classrooms and schools, 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.

EDC 667 Leadership and Educational Technology (4)
This course focuses on concepts and strategies necessary to step into a leadership role in the integration and application of technology and learning. Topics include strategic planning, leadership styles, institution change process, and policy issues in educational technology. Students create and share a vision of educational technology for their workplace, generate a technology plan that supports that vision, and write a proposal seeking funding for all or part of that plan.

EDC 668 Managing Learning Technologies for Change (3)
This course advances technical and procedural knowledge beyond that required in other courses in the program. Students design learning settings for the near future, incorporating cutting edge and emergent technologies into a plan for implementation. In addition students explore strategies for retrofitting physical plants, upgrading technology workstations, and negotiating with vendors and business partners. Students explore the internal and external workplace support systems and collaborators. Students are expected to incorporate work and ideas from the companion course, EDC 667.

EDTC 672 Cultural Diversity (3)
This course explores the concept of culture and how it is manifested in our schools, communities and homes. Focus is placed on helping

teacher credential candidates use cultural knowledge for effective teaching and learning in classroom settings. Teacher credential candidates are provided with methods that foster their knowledge of student cultures, the importance of this knowledge, issues and concepts related to cultural contact, and the nature of cultural diversity in California and the United States, including demography and immigration. Instructional strategies include the use of technology tools. Teacher credential candidates are expected to demonstrate the ability to integrate course concepts with the development of a classroom curriculum that promotes cultural understanding and affirmation.

EDTC 673 Second Language Development: Theories and Foundation (3)
Teacher credential candidates need to increase their cultural sensitivity, and their knowledge of culturally relevant teaching skills, to meet the needs of the linguistically diverse student population that has resulted from the changing demographics in the U. S. and, more particularly, in California. The course is designed to provide students with foundations in the historical, linguistic, legal, pedagogical, and theoretical research as it relates to first and second language development. Emphasis is placed on increasing candidates' understanding of the social and cultural factors affecting the schooling of language minorities. Credential candidates will understand the strategies and curriculum and instruction outlined in the California English Language Development Standards. Teacher credential candidates will additionally investigate research in English language learning, bilingualism, language structures, and sociocultural variables of language uses. Prerequisite: ED 601, EDTC 672. Pre/Co-requisite: EDTC 645.

EDTC 674 Second Language Development: Methods and Practice (2)
This course is designed to follow the theories and foundation course ED 673. It provides students with opportunities to apply theories, research, assessment strategies, instructional approaches and methods through a practicum with learners of English. Credential candidates will work directly with K-12 students in a local public school site for a total of 8 weeks. They will be expected to synthesize course concepts into the effective delivery of weekly lessons with learners of English in a practicum setting. Emphasis will be placed on the promotion of cultural, linguistic, and communicative competence and acceptance. Credential candidates will use the strategies and curriculum and instruction outlined in the California English Language Development

Standards. The practicum is composed of three components that include: 1) supervised teaching by instructors; 2) effective lesson planning by candidates; 3) and reflective journal entries on each practicum session by candidates. Prerequisite: EDTC 673.

EDTC 677 Environmental and Instructional Strategies for the Diverse Classroom: Multiple Subject (3)
This course focuses on classroom environment and instructional strategies for the diverse preschool through grade eight classroom, and those special situations in which a teacher credential candidate will work. Students acquire skills in SDAIE techniques, classroom management, the creation of lesson plans utilizing a variety of strategies and evaluation methods, and cohesive classroom management. Course work includes all state-mandated content areas and fulfills a requirement for the California Multiple Subject Teaching Credential with CLAD Emphasis. Co-requisite: ED 601.

EDTC 678 Environmental and Instructional Strategies for the Diverse Classroom: Single Subject (3)
This course focuses on classroom environment and instructional strategies for the diverse middle school through grade twelve classroom, and those special situations in which a teacher credential candidate will work. Students acquire skills in SDAIE techniques, classroom management, the creation of lesson plans utilizing a variety of strategies and evaluation methods, and cohesive classroom management. Course work includes all state-mandated content areas and fulfills a requirement for the California Multiple Subject Teaching Credential with CLAD Emphasis. Co-requisite: ED 601.

EDTC 679 Introduction to Student Teaching: Observation and Participation in the Elementary School (4)
This course is for those seeking a Multiple Subject Teaching Credential. Students are introduced to classroom practice through structured on-site activities ranging from observation of classes to whole-class lesson instruction. In addition, students attend a University-based seminar that relates educational theory to classroom practice. Pre/Co-requisite: ED 601, EDTC 677.

EDTC 680 Student Teaching in the Elementary School (4)
This course is for those seeking a Multiple Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation precedes developing and teaching lessons under supervision. Teaching moves from individual instruction to small-

group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. In addition, students attend a University-based seminar that relates education theory to classroom practice. Prerequisite: ED 601, EDTC 677, EDTC 679. Pre/Co-requisite: EDTC 645; EDTC 691-694 (minimum of 2 courses).

EDTC 681 Advanced Student Teaching in the Elementary School (4)
This course is for those seeking a Multiple Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation precedes developing and teaching units under supervision. Teaching moves from individual instruction to small-group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. Students attend a University-based seminar that relates educational theory to classroom practice. In addition, students complete professional portfolios, job interviewing techniques, and an exit interview. Prerequisite: EDTC 680. Pre/Co-requisite: EDTC 691-694 (all courses), ED 600.

EDTC 682 Introduction to Student Teaching: Observation and Participation in the Secondary School (4)
This course is for those seeking a Single Subject Teaching Credential. Classroom practice is introduced to students through structured on-site activities ranging from observation of classes to whole-class lesson instruction. Students also attend a University-based seminar that relates educational theory to classroom practice. Pre/Co-requisite: ED 601, EDTC 678, EDTC 695A.

EDTC 683 Student Teaching in the Secondary School (4)
This course is for those seeking a Single Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation precedes developing and teaching lessons under supervision. Teaching moves from individual instruction to small-group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. In addition, students attend a University-based seminar that relates educational theory to classroom practice. Prerequisite: EDTC 682, ED 601, EDTC 678. Pre/Co-requisite: EDTC 645, EDTC 695B.

EDTC 684 Advanced Student Teaching in the Secondary School (4)
This course is for those seeking a Single Subject Teaching Credential. Students teach under supervision at selected sites. Brief observation

precedes developing and teaching lessons under supervision. Teaching moves from individual instruction to small-group and whole-class instruction. Each student must teach a minimum of two weeks full-time in a classroom setting. In addition, students attend a University-based seminar that relates educational theory to classroom practice. Preparation for each student's job search is conducted through completion of a professional portfolio, job interviewing guidance, and an exit interview. Prerequisite: EDTC 683. Pre/Co-requisite: EDTC 695C.

EDTC 690A, B Health Education for Teachers (1, 1)
Provides information on substance abuse to help the teacher plan a prevention program. The course also provides the minimum proficiency levels for nutrition education in California schools.

EDTC 691 Mathematics Methods for Elementary Schools (2)
This course is designed to prepare teacher credential candidates to teach mathematics in a contemporary classroom setting. Teacher credential candidates will develop an understanding of the nature of mathematics; mathematical application in the classroom and the world; and theories regarding the construction of mathematical knowledge. Teacher credential candidates will explore the content standards in both the California Mathematics Framework and the NCTM standards: number and operation; patterns, functions and algebra; geometry and spatial sense; measurement; data analysis, statistics and probability. Credential candidates should also demonstrate understanding of the interrelationships among computational and procedural skills; an ability to communicate about quantities and relationships by using appropriate mathematics terms, graphs, and symbols; and conceptual understanding and ability to do hypothesis building and problem solving as called for in the California Mathematics Framework. Prerequisite: ED 601, EDTC 677.

EDTC 692 Science Methods for Elementary Schools (2)
This course is designed to prepare teacher credential candidates to teach science in a contemporary classroom setting. Teacher credential candidates will develop an understanding of the nature of science; scientific thinking in the classroom and the world; and theories regarding the construction of scientific knowledge. Teacher credential candidates will explore concepts in each of the key areas stressed by the California Science Content Standards: Physical

Sciences, Life Sciences, Earth Sciences, and Investigation and Experimentation. Teacher credential candidates will develop an understanding of the scientific method through hands-on experimentation. In addition, teacher credential candidates will understand the unifying ideas of health literacy: acceptance of personal responsibility for lifelong health, understanding of the process of growth and development, and informed use of health services and information. After developing their own understanding of the content covered in the standards, teacher credential candidates will develop an understanding of how to construct activities designed to guide their students in making sense of scientific ideas. Prerequisite: ED 601, EDTC 677.

EDTC 693 History/Social Science Methods for Elementary Schools (2)
This course is designed to prepare teacher credential candidates to teach social studies in a contemporary classroom setting. Teacher credential candidates will develop 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. Teacher credential candidates will explore the content standards in the California History/Social Science Content Standards. They will particularly focus on the intellectual, reasoning, reflection, and research skills called for in the California Standards: chronological and spatial thinking; research, evidence and point of view; and historical interpretation. Prerequisite: ED 601, EDTC 677.

EDTC 694 Child and Adolescent Literature and Composition (2)
Various genres of literature for children and adolescents at each developmental stage of literacy are reviewed with the aim of discovering the personal and social usefulness of a literate lifestyle. Literary investigations will include classics, multicultural selections, and new media, including popular media. Composition as literary response and literary creation will include the use of traditional and new media, especially videotape and Internet publication. Current issues will be covered such as family literacy, bibliotherapy, children's literary awards, author's chair, and storytelling. Credential candidates focus on the California Reading/Language Arts content standards found in the 1999 Framework for guidance on curriculum and instruction. Teacher credential candidates will create an instructional unit incorporating elements of course content and demonstrate the integration of literature into units they have prepared in other course work. Prerequisite: ED 601, EDTC 677.

EDTC 695A Single-Subject Investigation: Understanding Content (2)
In this course, teacher credential candidates will not only develop their investigation plan but they will also develop a deeper understanding of the current body of knowledge in their content area. Candidates will do this with the help of a course mentor, university supervisors, experts in the workplace, as well as a university content experts. Pre/Co-requisite: ED 601, EDTC 678.

EDTC 695B Single-Subject Investigation: Understanding Pedagogy (2)
In this course, teacher credential candidates develop their understanding of the pedagogy associated with their content area. Teacher credential candidates focus on developing a lesson portfolio that not only incorporates the pedagogical best practices for that subject area but also incorporates appropriate strategies for addressing the needs of English language learners and the issues that are required to meet educational needs in a least restrictive environment. Prerequisite: EDTC 695A.

EDTC 695C Single-Subject Investigation: Research and Reflection on Practice (2)
In this course the teacher credential candidates will continue to develop a portfolio of work that they can present to prospective employers as evidence of both their content-area knowledge and their teaching expertise in that subject area. Teacher credential candidates efforts will focus on developing a habit of reflection on practice and developing the ability to practice action research in their classroom. Prerequisite: EDTC 695A, EDTC 695B.

ED 699 Independent Study and Selected Topics (1-5)
Individual study involving an examination and analysis of a specific subject area. Occasionally, special courses are offered for enrollment.

ED 700 or ED 700A, B Leadership of Human Endeavor in the Institutional Setting (4 or 2,2)
Traditional approaches to understanding leadership as well as contemporary theories and styles of leadership are examined for their application to work settings, that are increasingly influenced by globalization. Students examine principal underpinnings of leadership, such as one's values, philosophy of life, and belief about the nature of humankind. In a combination theory-laboratory setting, students focus on personal mastery, systems thinking, and the impact of technology on leadership. Laboratory experiences are designed to

develop leadership skills in group facilitation at the affective and cognitive levels to maximize team membership and productivity.

ED 714 or ED 714A, B Management of Human Resources (3 or 2,1)
Focuses on human resources management in educational and industrial settings and includes the study of collective bargaining, state and federal regulations covering employment, personnel processes and systems, compensation, and internal and external organizational influences upon individual morale, motivation, satisfaction, and performance.

ED 721 Policy Development (3)
This course is designed so that the student understands policy, the reasons for its existence, and how it is developed. The course underscores the central sources that generate need for policy, such as resource scarcity and conflicting values. The course focuses on the major factors that influence policy development and how stakeholders—individuals and organizations—approach the construction of policy development.

ED 722 Program Planning and Induction Seminar (2)
Provides students admitted to the preparation program leading to the Professional Administrative Services Credential (Tier II) with assistance in planning an individualized program of study based upon the candidate's need for further professional preparation and development. A pre-assessment is conducted in coordination with the student's employer.

ED 723 Candidate Assessment Seminar (2)
Assesses the competence of the candidate for the Professional Administrative Services Credential. The student enrolls in the seminar after all elements of the individualized program are completed. During the seminar, the representative of the employing school district, the candidate's mentor (if different), and the University advisor participate in a summative evaluation conference with the candidate. The candidate presents a professional portfolio that includes a summary of university and nonuniversity activities and a description of how the individualized program plan was addressed by those activities.

ED 724 Ethics and Society (3)
An introduction to the science of ethics. The intent is to provide the foundation for the art of value clarification and responsible educational leadership in society. The student researches an issue,

isolates the ethical issues both pro and con, and considers viable alternatives consistent with the ethical and moral values of the American democratic society.

ED 729 or ED729A, B Communication and Information Technology (3 or 2,1)
Prepares students for graduate level oral and written communication using today's technological tools. Emphasis is given to developing skills and understanding specific to Pepperdine's technology and software applications along with common curriculum expectations with regard to oral and written presentations. Legal and ethical considerations are also addressed. *(Students in the Educational Technology concentration enroll in ED 729 A for 1 unit only.)*

ED 730A, B Research and Evaluation–Qualitative and Quantitative (1, 3 or 2, 2)
Examines theory and practice in the design, conduct, analysis, and interpretation of experimental, quasi-experimental, and survey procedures for educational research and evaluation. It also includes a discussion of qualitative research and a study of sampling, methods of control, data collection, and the communication of empirical results. An individual research project is required. *(Students in the Educational Leadership, Administration, and Policy; Organizational Leadership; or Organization Change concentration enroll in ED 730 A for 1 unit and 730 B for 3 units. Students in the Educational Technology concentration enroll in 730 A for 2 units and 730 B for 2 units.)*

ED 734 or ED 734A, B Data Analysis and Interpretation (4 or 2, 2)
This course is designed to provide skills in the use of principles and methods for both descriptive and inferential statistics. It includes a study of measures of central tendency, variability, position, and relationship. Basic distributions, such as the binomial and normal, are introduced. The course focuses on an introduction to such inferential techniques as chi-square, the analysis of variance and covariance, and multivariate analysis. Both parametric and nonparametric procedures are included. The course will also emphasize how descriptive and inferential approaches can be applied to the interpretation of data. Students will be expected to utilize appropriate statistical software.

ED 753 Administration/Management and Policy Development (4)
Explores the complexities of the environment in which institutions exist and the governance process as it relates to policy formulation.

Course work enables students to analyze the organizational setting, the culture and climate of the organization and its relationship to the governing board and community. Implementation of appropriate management theories and processes in institutional problem-solving are also discussed.

ED 754 Legal/Economic/Socio-Political Theory Applied to Organizations (4)
Legal, economic, and socio-political theories are examined as a theoretical framework for understanding how individuals and groups act within an organizational environment. The course analyzes environmental forces affecting the organization with particular attention to perceptions of significant stakeholders, applicable legal issues, market forces, physical asset management and the effects of social issues.

ED 755 Adult and Life-Span Learning (3)
Students are exposed to the history and philosophies of life-span learning for adult education, occupational, academic, and avocation education programs. Study includes research and theory of adult development, characteristics of adult learners, barriers to participation in adult education, teaching strategies, delivery systems and the social, economic and policy issues involved in reaching a diverse population.

ED 756 Educational Program Development and Evaluation (3)
Examines knowledge and skills required of an organizational leader to create, manage, and evaluate educational programs within and outside the post-secondary institutional setting. The course assists leaders in public, private, proprietary, and business educational settings to address complex issues related to needs assessments of educational clients, select appropriate educational experiences for clients in line with the institutional mission, apply effective organization of resources, and evaluate the content and outcomes of ecucational programs.

ED 757 Public Relations and Marketing (2)
Designed to acquaint the professional with the relationship between public relations and marketing concepts. Course work emphasizes the application of effective approaches in higher education, health care, business and industry, civil systems, and religious organizations. Students explore how to utilize technology as they assess the marketplace in their respective fields, noting the changing

environments both within and external to organizations. They also learn to understand interactions between marketplace needs and the necessary public relations to maintain a market share in a highly competitive environment.

ED 758 Consultancy Project (1-4)
Allows the student to apply their knowledge, skills, and values to a real-world problem. Students identify a project-based issue, concern, and 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.

ED 762 or ED 762A, B Transforming Organizations in a Global Community (3 or 2,1)
This seminar focuses on current change theory, futurist literature, and major world trends in education and related disciplines. Special emphasis is placed on the methodologies employed by futurists in forecasting the future and in implementing new educational programs.

ED 763 Elective Component for the Professional Credential (1-4)
There are eight competency areas in which students may choose to focus for acquisition of knowledge and skills: organizational theory, planning, and application; instructional leadership; evaluation; professional staff development; school law and political relationship; fiscal management; management of human and material resources; and cultural and socioeconomic diversity.

ED 764 Strategic Management and Change (4)
Exposes students to strategic management and the methods for applying it in a strategic change context. The conceptual and theoretical precursors to a resource-based view; the traditional, policy-based approach; and the competitive strategy model provide the necessary exposure to organizational and industrial economics as well as classic administrative theory. Students learn about the elements that comprise sustainable competitive advantage; the processes and techniques necessary to bring about an advantage; and the relationships among strategy, organization development, and change.

ED 765 Designing Future Organizations (4)
A study of the theoretical underpinnings and current forces shaping organizations and organization design choices. Economic, political, technological, ecological, and social evolution are among the more predominant of these forces that are pushing organizations into new global organizational forms and strategic orientations. This course focuses on the role a change agent plays in designing and developing global organizations within this environmental context. Executing this role requires a familiarity with the trends that are producing these new forms. The implications of these trends on organizations attempting to operate in a worldwide context are explored.

ED 766 Cultural Dimensions in Global Management (2-4)
Designed to enable the student to become a change agent who can function in multicultural settings. This need is driven by the rapid development of foreign economics, the increasing availability of technical and financial resources, and the emergence of a global economy. Students gain a basic understanding of culture as it relates to present organizations and transorganizations within a global framework. The course emphasizes organizations that are global within as well as outside the United States, multinational organizations, transnational organizations, as well as global, social-change issues. Some of the issues covered include adapting organization development strategies to the culture blinders, understanding cultural diversity and the effect of cultural values on the organization change process, and applying strategy to dramatically changing environments. *(Students in the Educational Technology concentration enroll in ED 766 for 2 units. Students in the Organization Change concentration enroll in ED 766 for 4 units.)*

ED 767 Transorganizational Development (4)
Introduces the literature and skills related to transorganizational development—the creation and development of alliances and coalitions. This strategic change involves the analysis of the organization's political, cultural, and technical systems so that they align with the coalition. Some of the issues discussed are emergent versus planned change, stages of transorganizational systems development, stakeholder analysis, resource analysis, change agent roles and skills, the development of shared norms and values, establishment of subordinate goals, and the use of power and politics within the coalition.

ED 768A, B, C International Consultancy (1,1,1)
In this course, students experience a new cutlure firsthand by living it and experiencing their own responses to it. The purpose of this course is to enable students to develop skills needed to work effectively in cultures that are "new" or "foreign" to them.

ED 769A, B, C, D The Practice of Organization Change (1,1,1,1)
In this course, students lead and/or facilitate a change "project" in an organization in which they do not normally work. The purpose of this course is to enable students to develop skills needed to lead and/or facilitate complex organizational change.

ED 770A, B Learning and Design (2, 2)
This course is part of a series of courses designed to update and deepen the student's understanding of the relationship between theories of learning and the role of technology. This course extends over two terms. Ideas and work in this course support and develop learning in ED 771: Human Computer Interaction. The study focuses on recently predominant cognitive theory and the current vanguard sociocultural historical theory, sometimes referred to as Vygotskian or Russian Psychology.

ED 771A, B Human Computer Interaction (HCI) (2,2)
Studies in human computer interaction revolve around the ways in which people directly interact with computers. This course covers a historical overview of the field, the process of developing interactive systems, interacting with computers, psychology and human factors, and research frontiers. The course follows the shift away from the deterministic model of computer as "object," and develops an understanding of the notion of technology as a "socially shaped" phenomenon.

ED 772 Instructional Product/Project Design and Development (3)
Learning and design theories are applied to the development of a product or project. Areas of focus include assessing appropriate uses of various technologies, selecting worthwhile learning and organizational goals, translating goals into activities, applying learning theory to the creation of learning or administrative activities, and preparing materials to assess the product or project. For students selecting the project option, this may be the terminal course. Students selecting the instructional product development option are encouraged to enroll in the advanced product development selected topic.

ED 773 Managing the Technological Environment (3)
Managers in a technological environment, either in education or in business, must be able to deal with negotiating contracts, evaluating hardware and software purchases, maintaining relationships with vendors, and discontinuous change. Students learn to deal with a variety of situations in their organizations which require the application of these skills.

ED 774 Foundations of Inquiry (4)
This course is the first of a three-part sequence in which students identify and explore a real-world project or issue within a school district and begin planning strategies to resolve the issue. Each student works under the guidance of a faculty member and a senior disrict official who serves as a field project advisor while completing the project. Students establish a relationship with the field project advisor and develop a learning contract to complete the project while learning to become an effective team member. Students gain an understanding of the guiding principals of action research, critical thinking, and problem solving in the context of the identified project.

ED 775 Interacting with the Environment for Inquiry (4)
In the second course of this sequence, students implement projects begun in ED 774 dealing with the complexities and competing interests of different constituencies and cultures within the environment. The project involves the following: 1) Applying a needs assessment and steps to be taken for implementation; 2) Working with diverse individuals responsible for project completion; 3) Identifying and obtaining resources needed for project completion; 4) Establishing a timeline; and 5) Determining how formative evaluations are linked to the goal of the inquiry. Students develop the project/inquiry within the context of the legal, educational mission, knowledge of teaching and learning, economic, political, and social environment of the school district.

ED 776 Evaluating/Presenting Outcomes of Inquiry (4)
The third course in the sequence of inquiry focuses on the evaluation, presentation of results, outcomes, and conclusions of the inquiry process, as well as the inquiry's impact on the student's professional growth. Upon completion of the implementation phase of the inquiry process, students complete the assessment and evaluation of their inquiry. They prepare, present, and disseminate results, outcomes, and conclusions to a board or committee of the field-site organization

approved by the instructor. Class sessions are devoted to topics necessary for the completion of the implementation, evaluation, and outcomes of educational programs.

ED 785 Contemporary Topics (1-8)

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

ED 786 Advanced Administrative Field Work (1-8)

This phase of the program is conducted after the candidate has been assigned to an administrative position. Candidates enroll in a planned field experience for each of the eight competency domains. A faculty advisor provides coordination between the site administrator and the University for each candidate to provide guidance and quality control of the planned on-site field experiences. District administrators may be identified as field work advisors designated to work with supervising administrators in their own and/or other districts.

ED 787 Comprehensive Examination Seminar (3)

The purpose of the comprehensive examination seminar is to assess the doctoral student's ability to integrate the doctoral 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.

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.

Psychology

PSY 600 Clinical Management of Psychopathology (3)
This course is designed to build practical clinical skills in diagnosis, problem formulation, and crisis intervention. In addition to the DSM IV, the course examines psychopathology from psychodynamic, behavioral, humanistic, and psychosocial perspectives. Students are also taught standard intake skills and an introduction to psychopharmacology. Prerequisites: PSY 610 and 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 the Wechsler Intelligence Scale for Children. Practical experiences are offered in administration, scoring, interpretation, and professional report writing.

PSY 602 Personality Assessment (3)
This course studies administration, scoring, and interpretation of commonly used instruments for the clinical assessment of personality, with emphasis on interviewing techniques, personality inventories, and projective techniques. Tests covered include the Minnesota Multiphasic Personality Inventory-2, Draw-a-Person, Bender Gestalt, Sentence Completion, Thematic Apperception Test, and the Rorschach Inkblot Test. Experiences in assessment and professional report writing are provided. Prerequisite: PSY 610.

PSY 603 Assessment for Marriage and Family Therapists (3)
This course covers the fundamentals of psychological testing and examines the application of psychological instruments to the assessment of individuals, couples, and families within the practice of marriage and family therapy. Students gain experience in the administration, scoring, and interpretation of selected tests. Prerequisite: PSY 626.

PSY 606A, B Interpersonal Skills and Group Therapy (3, 3)
This course examines group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. An experiential laboratory group is included. *(Students in the evening format program enroll in 606A. Students in the daytime format program enroll in 606B.)*

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 611 Human Sexuality: Behavior and Treatment (3)
The physiological, psychological, and sociocultural aspects of human sexuality are examined. Emphasis is also given to the various therapeutic interventions available for treating sexual disorders and dysfunctions. Prerequisite: PSY 612.

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 612 is not required for the daytime format.)

PSY 622 Cross-Cultural Counseling (3)
Cross-cultural factors are studied in various ethnic groups as they relate to marriage and family treatment procedures. Prerequisite: PSY 612.

PSY 623 Professional Ethics and the Law (3)
This course considers ethical standards for therapists and reviews legal issues that influence the professional practice of marriage and family therapy and psychotherapy. Prerequisite: PSY 612.

PSY 624 Substance Abuse Evaluation and Treatment (3)
This course investigates the methods used in assessing and treating alcoholism, drug addiction, and other forms of substance dependency, employing individual and family treatment models. Prerequisite: PSY 612.

PSY 626 Psychological Research and Statistics (3)
This is a survey course covering basic concepts in statistics and research. Experimental research designs and correlational research are highlighted. Statistical topics include levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Emphasis is given to helping students become knowledgeable consumers of research. Students are exposed to the use of computers in all aspects of psychological research.

PSY 627 Psychopharmacology (2)
This course uses a biopsychosocial model to examine the history and use of psychopharmacology for the treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other variables on the indications and use of medications is examined. Prerequisites: PSY 600 (daytime and evening formats) and PSY 656 (evening format). Note: This course is required for students who entered or transferred to the MACLP program after 1/1/01.

PSY 628 Human Sexuality (1)
This course fulfills requirements for the MFT license and includes the study of physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior and sexual disorders. Prerequisites: PSY 610 (evening format only) and PSY 639 (daytime and evening formats). Note: This course is required for students who entered or transferred to the MACLP program after 1/1/01.

PSY 637 Techniques of Counseling and Psychotherapy (3)
Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures. Prerequisites: PSY 600, 606, and 612. (PSY 612 is only required for the evening format.)

PSY 639 Marriage and Family Therapy I (3)
Covers assessment, diagnosis, and intervention strategies for individuals, couples, families, and children according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. This course includes didactic and audiovisual presentations, role-play simulations, and case work-ups. Prerequisites: PSY 600, 606A, 610, and 612.

PSY 640 Marriage and Family Therapy II (3)
Continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. Major theoretical approaches covered include strategic, structural, and cognitive-behavioral models, as well as postmodern approaches such as narrative and solution-focused therapy. Prerequisites: PSY 600, 606A, 610, 612 and 639.

PSY 641 Clinical and Evaluation Research Methods (3)
Emphasizes applied research techniques, including treatment evaluation, program evaluation, and survey research. The student learns how to apply methodological and statistical techniques to the clinical setting. Prerequisite: PSY 626.

PSY 642 Professional Practice and Mental Health Systems (3)
This course is designed to explore the evolving professional and economic climate for MFTs. Opportunities for practice are examined, including private and group practice, the workplace, medical settings, mediation, managed care and community mental health, together with preferred treatment modalities. Exercises designed to help students prepare for the state oral licensing exam are included. This course satisfies the BBS requirement for course work in spousal or partner abuse assessment, detection, and intervention. Prequisites: PSY 622, 639, and 640.

PSY 650-653 Seminar (1, 1, 1, 1)
Students review and discuss current topics in psychology. Recent topics have included divorce and child custody mediation, death and dying, gender issues, eating disorders, industrial/organizational psychology, short-term therapy, and stress management.

PSY 656 Physiological Psychology (3)
Examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The long-term effects of childhood trauma, the effects of head injury, and the neurological aspects of disorders, such as autism, schizophrenia, and depression are also discussed.

PSY 657 Psychopathology (3)
Survey course that examines the historical and conceptual perspectives on psychopathology and the manner in which these perspectives interface with therapeutic strategies.

PSY 658 Individual and Family Development: A Life Cycle Approach (3)
Students study the biological, psychological, and social development of individuals and families throughout the life span. The impacts of experiences such as childbirth, adolescence, marriage, divorce, and aging on individuals and families are explored.

PSY 659 Principles and Theories of Learning (3)
Provides a survey of the field of learning and highlights the relevance of learning for the practice of counseling and psychotherapy.

PSY 662 Clinical Practicum (2)
Students receive consultation from the instructor and feedback from other students on clinical cases in their field placement settings. Students formulate and present cases using a variety of family systems and interactional models. Students in the clinical psychology daytime format (Malibu) must register for PSY 662 for two units each term, over a period of four successive terms, for a total of eight units. Students in the clinical psychology evening format (Los Angeles, the San Fernando Valley, and Orange County) must register for PSY 662 for two units each term, over a period of three consecutive terms*, for a total of six units. Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward MFT license requirements. Prerequisites (evening format only): PSY 600, 606A, 612, 623, 637 and 639.
* Students may enroll in one practicum course only for the entire summer term consisting of two sessions.

PSY 668 Clinical Interventions with Children and Adolescents (3)
Provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Issues distinguishing working with youth as opposed to adults are examined, along with relevant legal and ethical concerns, assessment strategies, major theoretical approaches to treating children and adolescents, and treatment strategies for common forms of childhood psychopathology. Emphasis is placed on using therapeutic methods with established efficacy and on incorporating parents, family, and other contexual factors into treatment. Prerequisites: PSY 612 and 658.

PSY 680, 681, 682 Directed Study (1, 2, 3)
Students research specialized areas of psychology. The course is taken under the supervision of members of the faculty.

PSY 695 Comprehensive Review (2)

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

PSY 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 and Statistics I: Statistics and Quantitative Research Methods (2)

Provides a survey of research designs and the accompanying quantitative methods used to analyze the data collected. An objective of this course is to have students become more informed consumers of research and evaluators of the work of others as well as their own. Research designs that will be emphasized in this study are experimental, quasiexperimental, descriptive, correlational, and causal-comparative. The quantitative methods reviewed will include simple, factorial, and multivariate ANOVAs and multiple regression analyses.

PSY 702 Research and Statistics II: Qualitative Research Methods and Content Analysis (1.5)

Provides a survey of how to conduct qualitative studies in a systematic, valid fashion (e.g., case study method, ethnography), and how the data from such studies are analyzed for content. Nonempirical research paradigms such as historical research, meta-analysis and secondary analysis, and theory building are also be discussed.

PSY 703 Research and Statistics III: Evaluation of Programs and Treatment Efficacy (1.5)

Explores how quantitative and qualitative methods can be used to find ways to improve the services provided by mental health systems, spanning the individual client to large community programs.

PSY 704 Measurement and Instrument Construction (2)

This course considers issues in the measurement of psychological processes. Topics include measurement theory and the construction

and validation of tests and other instruments. Students are required to develop and evaluate a psychological instrument.

PSY 705 Sociocultural Bases of Behavior (3)

Examines the social and cultural bases of human behavior, including ethnicity, gender, sexual orientation and religion, with specific interest in the application of ethnic/cultural issues for the professional practice of clinical psychology. Topics include the foundation, acquisition and context of cultural thought; the manner in which professional psychologists utilize and/or integrate sociocultural factors in diagnostic assessment; and theoretical, methodological and empirical studies which focus on specific interventions with individuals from various sociocultural groups.

PSY 706 Ethical, Legal, and Professional Issues (3)

Covers ethical principles, laws and professional practices of psychologists. Topics include relevant court decisions, involuntary hospitalization, suicide assessment, APA standards, and policies of the California Board of Psychology.

PSY 707 Interviewing and Intake Evaluation (2)

Designed to assist students in developing the knowledge and skills needed to conduct clinical interviews. Emphasis will be placed on the skills needed to conduct intake evaluations with diverse clients, and to organize and record the information gathered.

PSY 709 The Therapeutic Relationship (1)

The nature of the therapeutic relationship advocated by each of the major theoretical orientations is examined, helping students clarify their own values and implicit assumptions. Topics include transference, countertransference, resistance, empathy, and the personhood of the therapist.

PSY 710 Cognitive Assessment (3)

Studies the administration, scoring, interpretation, and reporting of the most commonly used clinical instruments for psychological evaluation of cognitive functioning. Development of rapport, interviewing skills, and structured history-taking are also included.

PSY 711 Personality Assessment (3)

The administration, scoring, interpretation, and reporting of the most commonly used objective and projective personality instruments are studied. An emphasis is placed on learning to administer, score, and interpret the Rorschach Inkblot Test using Exner's Comprehensive System. Prerequisite: PSY 710.

PSY 712 Clinical Neuropsychology (3)
A study of the central nervous system determinants of human behavior and organic bases of psychopathology. Psychological evaluation using current neuropsychological instruments (e.g., Luria-Nebraska, Reitan) is covered. Prerequisite: PSY 711.

PSY 713 Advanced Psychological Assessment (2)
Focuses on battery in clinical practice, where interview and observational data are integrated with findings from measures of cognitive and personality functioning to yield appropriate diagnoses and recommendations in professional psychological reports.

PSY 714 Advanced Clinical Psychopathology (3)
Reviews the major categories of psychopathology as described in the DSM IV. Lectures and assignments focus on issues of symptomatology, etiology, prognosis, and psychosocial and psychopharmacological treatment. Research data are integrated with practical issues of multidisciplinary case management.

PSY 715 Behavioral Assessment and Intervention (3)
Examines the use of assessment intruments 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 Psychoanalytic Developmental Psychology (3)
A survey of psychoanalytic developmental theory including historical and theoretical overviews of psychoanalytic metapsychology and a review of observational and experimental research. Freudian theory, ego psychology, object relations, and self psychology, as well as more recent contributions from psychoanalytic developmental research and neuroscience will be presented. The course will include clinical applications to the diagnosis and treatment of borderline, narcissistic, and neurotic conditions.

PSY 717 History, Systems, and Philosophy of Science (2)
Focuses on past and contemporary systems of psychology and current philosophical thought concerning the methodology of scientific research, the nature of scientific knowledge, and its means of acquisition. Students acquire an awareness of psychology's weaknesses, limitations, and sources of error as well as its more positive virtues, achievements, and strengths.

PSY 718 Interventions with Children and Adolescents (3)

Provides an overview of issues involved in the treatment of children and adolescents. Students will become familiar with some of the major theoretical approaches to treating youth, multi-factorial models of child mental health problems, the components of a comprehensive child/adolescent clinical assessment, legal and ethical issues specific to this population, and treatment strategies for some of the most commonly presenting problems among children and adolescents. Emphasis is placed on the importance of incorporating contextual factors in treatment and on therapeutic interventions with some empirically established efficacy.

PSY 730 Theories and Techniques of Psychodynamic Psychotherapy: A (3)

This course prepares students to conduct psychodynamic psychotherapy drawing upon psychoanalytic clinical theory. A systematic review and critical analysis of clinical theory will be presented as well as application to psychotherapy practice. Contemporary challenges and revisions of clinical theory will be considered with particular emphasis on epistemology, intersubjectivity, findings from neuroscience, and the empirical status of psychoanalytic treatment.

PSY 731 Theories and Techniques of Psychodynamic Psychotherapy: B (3)

The first half of the course builds upon psychoanalytic clinical theory and presents a survey of approaches to time limited psychodynamic psychotherapy. Modifications in technique and clinical orientation are examined with particular emphasis on brief intensive psychodynamic psychotherapy. The second half of the course concerns the treatment of patients within the borderline spectrum and introduces the theoretical contributions of Heinz Kohut and Otto Kernberg.

PSY 732 Theories and Techniques of Existential and Humanistic Psychotherapy: A (3)

Prepares students to conduct individual psychotherapy from an existential, humanistic perspective. Emphasis is on philosophical foundations and contrasts between European and American approaches.

PSY 733 Theories and Techniques of Existential and Humanistic Psychotherapy: B (3)

Introduces more active and directive therapist roles and techniques (e.g., reality therapy, gestalt therapy).

PSY 734 Theories and Techniques of Cognitive-Behavioral Therapy: A (3)
Prepares students to conduct individual psychotherapy from a cognitive-behavioral perspective. Covers the theoretical underpinnings of cognitive-behavioral therapy prior to focusing on the case conceptualization and intervention techniques employed by practitioners of the model. Students will become familiar with a variety of behavioral and cognitive interventions designed to change affective states, thought patterns, and problematic behaviors. Prerequisite: PSY 715.

PSY 735 Theories and Techniques of Cognitive-Behavior Therapy: B (3)
Emphasizes the application of the theory and therapeutic strategies covered in PSY 734 to a variety of specific disorders and clinical populations.

PSY 736 Theories and Techniques of Marital and Family Therapy: A (3)
This course prepares students to conduct psychotherapy with individuals, couples, and families from a variety of systemic approaches that utilize a depth or awareness model to change behavior. Students explore general principles of family functioning and learn specific applications of psychodynamic/object-relations, humanistic/experiential and integrative models of couple and family therapy through the analysis of case material, case reports, and oral presentations.

PSY 737 Theories and Techniques of Marital and Family Therapy: B (3)
Students continue the study of couple and family therapy using approaches that change through action, perception and cognitions, including strategic, structural, and cognitive-behavioral models. Collaborative therapies based on postmodern principles, such as narrative and solution-focused therapy, are also examined. Students analyze case material and make written and oral case presentations.

PSY 743 Group Interventions (2)
Methods of group interventions from a variety of theoretical perspectives are taught. Students participate in skills training and focused experimental exercises to develop beginning level skills in group facilitation.

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 756-757 Proseminar (1,1)
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 770-777 Doctoral Practicum (1 per)
Students are engaged in a minimum of 10 hours per week of clinical activity in field placements, and meet on campus to discuss cases and professional issues with the practicum instructor and other students.

PSY 780 Doctoral Internship (1)
Consultation and evaluation are provided on an individualized basis.

PSY 787, 788, 789 Directed Study (1, 2, 3)
Students research specialized areas in psychology.

PSY 790 Clinical Dissertation Seminar I (1)
Designed to support students in the development of the literature review related to their area of interest to facilitate the statement of researchable questions.

PSY 791 Clinical Dissertation Seminar II (1)
A course designed to support students as they work toward completion of their literature review. Students clarify their research objective and are encouraged to network with faculty to determine who might serve as their clinical dissertation chairperson.

PSY 792 Clinical Dissertation Seminar III (1)
Serves as a consultation seminar for students and their clinical dissertation chairpersons on the development of an appropriate, defensible methodology for studying their research objective.

PSY 795 Clinical Dissertation Supervision (1-2 per)
Under the direction of a chairperson, dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Commencing in the spring semester of the second year, students enroll in dissertation supervision credits at a rate of two units per semester and one unit per summer session. While on internship or until completion of the dissertation, students enroll in two units of dissertation supervision in each academic term, including the summer session, until the dissertation is completed.

LEGAL NOTICES

Introduction

Students and prospective students should read this catalog carefully. Along with other published bulletins and program handbooks, it describes student rights and duties with respect to the University. Enrollment constitutes an agreement by the student to abide by the rules, regulations, and policies of Pepperdine University.

General Notices

Provisions Subject to Change

The provisions of this catalog, including, but not limited to, rules of conduct, academic offerings and requirements, time for completion of degrees, and all financial charges, are subject to change by Pepperdine University after reasonable notice. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, and other factors. Pepperdine University limits changes during an academic year to those which the University believes are reasonable.

Applicability of Catalog Provisions

The academic offerings and policies in this catalog are applicable only to students who enroll prior to the 2002 Fall term, and who attend Pepperdine University after August 31, 2001.

Right to Appeal

The University has initiated and implemented procedures for appeals by students with the intent of assuring fairness and objectivity. The procedures are not designed to incorporate all of the due process safeguards that our courts of law require. The purpose is to provide a system that will represent "fairness and the absence of arbitrariness." The University makes every effort to see that appeal procedures are clear to students and that their avenue of appeal is not burdensome. The grievance policy for non-academic issues as well as the policy for appealing academic issues are included in this catalog.

Nondiscrimination Policy

Pepperdine University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, pregnancy, disability, or prior military service in administration of its educational policies, admission, financial aid, employment, educational programs, or activities. Dr. Calvin Bowers, the University equal opportunity officer, is responsible for the coordination of nondiscrimination efforts and the monitoring of employee and student complaints alleging discrimination. The Equal Opportunity Office is located in the Charles B. Thornton Administration Center in Malibu; the phone number is (310) 506-4208. Grievances should be directed to the appropriate school or department and complainants are encouraged to exhaust those procedures before seeking relief outside the University.

The laws and regulations prohibiting the above discrimination are: (1) Titles VI and VII of the Civil Rights Acts of 1964, 29 CFR 1601-1607; (2) Equal Pay Act of 1963, 29 CFR Part 800; (3) Title IX of the Education Amendments of 1972, 45 CFR Part 86; (4) Age Discrimination in Employment Act of 1967, 29 CFR Part 850; (5) Sections 503 and 504 of the Rehabilitation Act of 1973, 45 CFR Part 84 and 41 CFR Part 741; (6) Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, 41 CFR Part 60-250; and (7) the Americans with Disabilities Act of 1990. Inquiries regarding compliance with the above laws and the regulations thereunder may be directed to the Equal Opportunity Office or the following agencies (keyed to the number in the preceding paragraph):

(1), (7)   Equal Employment Opportunity Commission
            2401 E Street, NW
            Washington, DC 20506

(2), (4)   Wage and Hour Division
            U.S. Department of Labor
            Washington, DC 20210

(3), (5)   Office of Civil Rights
            U.S. Department of Education
            330 Independence Avenue, SW
            Washington, DC 20201

(6)   U.S. Department of Labor
            Washington, DC 20210

(7)   U.S. Department of Justice
            Washington, DC 20210

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 should make requests for reasonable accommodation to the ADA Officer, and are required to provide official documentation of their disability. In certain circumstances, early registration may be available for students with disabilities. For information, please contact the Office of Registration and Scheduling at (310) 258-2848. Students who wish to file a formal grievance should refer to the grievance procedures in this catalog.

Computer and Network Usage Policy

1. Purpose

This is a university-wide policy adopted by Pepperdine University to allow for the proper use and management of all University computing and network resources. Those University schools which operate separate networks or systems may add individual guidelines that supplement, but do not relax, this policy. The University grants access to its networks and computer systems subject to certain responsibilities and obligations set forth herein and subject to all local, state, and federal laws. Appropriate use should always be legal, ethical and consistent with the University's mission.

2. Authorized Use

Authorized use of University-owned or operated computing and network resources is use consistent with this policy. An Authorized User is any person who has been granted authority by the University to access its computing and network systems and whose usage complies with this policy. Authority to use a particular University computing or network resource should come from the campus unit responsible for operating the resource.

Unauthorized use is strictly prohibited. The terms "Authorized User" and "user" are hereinafter used interchangeably.

3. Privacy

Users must recognize that there is no guarantee of privacy associated with their use of University network and computer systems. The University may find it necessary to view electronic data and it may be required by law to allow third parties to do so (e.g. electronically stored data may become evidence in legal proceedings). It is also possible that messages or data may be inadvertently viewed by others.

4. Individual Responsibilities

4.1. Common Courtesy and Respect for Rights of Others. All users are responsible to respect and value the privacy of others, to behave ethically, and to comply with all legal restrictions regarding the use of electronic data. All users are also responsible to recognize and honor the intellectual property rights of others.

Communications on University computers or networks should be businesslike, courteous, and civil. Such systems must not be used for the expression of animus or bias against individuals or groups, offensive material such as obscenity, vulgarity or profanity, inappropriate jokes, or other non-businesslike material. Sexually explicit material, cursing and name-calling are not appropriate communications. Users who engage in such activity will be subject to disciplinary action.

No user may, under any circumstances, use University computers or networks to libel, slander, or harass any other person. The following are examples of Computer Harassment: (1) intentionally using the computer to annoy, harass, terrify, intimidate, threaten, offend, or bother another person by conveying obscene language, pictures, or other materials or threats of bodily harm to the recipient or the recipient's immediate family; (2) intentionally using the computer to contact another person repeatedly with the intent to annoy, harass, or bother, whether or not any actual message is communicated, and/or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease; (3) intentionally using the computer to contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease (such as debt collection); (4) intentionally using the computer to disrupt or damage the academic, research, administrative, or related pursuits of another; or (5) intentionally using the computer to invade the privacy, academic or otherwise, of another or the threatened invasion of the privacy of another.

4.2. Responsible Use. All users are responsible for refraining from all acts that waste University computer or network resources or prevent others from using them. Each user is responsible for the security and integrity of information stored on his/her personal desktop and/or laptop system. Computer accounts, passwords, and other types of authorization are assigned to individual users and must not be shared with or used by others. All users must maintain

confidentiality of student information in compliance with the Family Educational Rights and Privacy Act of 1974 and the California Education Code as interpreted in the Pepperdine University Student Records Policy.

4.2.1. Permitting unauthorized access. All users are prohibited from running or otherwise configuring software or hardware to intentionally allow access by unauthorized users.

4.2.2. Use of privileged access. Special access to information or other special computing privileges are to be used in the performance of official duties only. Information that is obtained through special privilege is to be treated as private.

4.2.3. Termination of access. Whenever a user ceases being a member of the University community or if such user is assigned a new position and/or responsibilities within the University, such user shall not use facilities, accounts, access codes, privileges, or information for which he/she is not authorized in his/her new position or circumstances.

4.3. Attempts to circumvent security. Users are prohibited from attempting to circumvent or subvert any security measures implemented for the University computing and network systems. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited. This section does not prohibit use of security tools by Information Resources system administration personnel.

4.3.1. Denial of service. Deliberate attempts to degrade the performance of a computer system or network or to deprive authorized users of access to or use of such resources are prohibited.

4.3.2 Harmful activities. The following harmful activities are prohibited: creating or propagating viruses; disrupting services; damaging files; intentional destruction of or damage to equipment, software or data belonging to the University and the like.

4.3.3 Unauthorized access. All users are also strictly prohibited from: (1) damaging computer systems; (2) obtaining extra resources without authority; (3) depriving another user of authorized resources; (4) sending frivolous or excessive messages (e.g. chain letters); (5) gaining unauthorized access to University computing and networking systems; (6) using a password without authority; (7) utilizing loopholes in the University computer security systems without authority; (8) using another user's password; and (9) accessing abilities used during a previous position at the University.

4.4. Use of licensed software. No software may be installed, copied, or used on University resources except as permitted by the owner of the software and by law. Software subject to licensing must be properly licensed with strict adherence to all license provisions (installation, use, copying, number of simultaneous users, term of license, etc.).

4.5. Personal business, political campaigning, and commercial advertising. The University's computing and network systems are a University-owned resource and business tool to be used only by authorized persons for University business and academic purposes. Except as may be authorized by the University, users should not use the University's computing facilities, services, and networks for (1) compensated outside work; (2) the benefit of organizations not related to the University, except in connection with scholarly pursuits (such as faculty publishing activities); (3) political campaigning; (4) commercial or personal advertising; (5) the personal gain or benefit of the user.

5. Security

5.1. System administration access. Certain system administrators of the University's systems will be granted authority to access files for the maintenance of the systems, and storage or backup of information.

5.2. University Access. The University may access usage data, such as network session connection times and end-points, CPU and disk utilization, security audit trails, network loading, etc. Such activity may be performed within the reasonable discretion of the Information Resources Division management, subject to University approval.

5.3. Departmental responsibilities. Each University department has the responsibility of: (1) enforcing this policy; (2) providing for security in such department area; (3) providing authorized users within the department with resources for regular disk backups (software, hardware, media, and training) and (4) providing for virus protection.

5.4. Public information services. Departments and individuals may, with the permission of the Executive Vice President of the University, configure computing systems to provide information retrieval services to the public at large under the auspices of the University. (Current examples include "anonymous ftp," "gopher" and "World Wide Web.") However, in so doing, particular attention must be paid to issues addressed earlier in this policy, such as

authorized use, responsible use of resources, and individual and departmental responsibilities. In addition, copyrighted information and materials and licensed software must be used in an appropriate and lawful manner.

6. Procedures and Sanctions

6.1. Responding to security and abuse incidents. All users and departmental units have the responsibility to report any discovered unauthorized access attempts or other improper usage of University computers, networks, or other information processing equipment. If a security or abuse problem with any University computer or network facility is observed by or reported to a user, such user shall immediately report the same to such user's department head and/or the Information Resources Division Security Administrator.

6.2. Range of disciplinary sanctions. Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of computer or network access privileges, disciplinary action, and dismissal from the University.

Some violations may constitute criminal offenses, as defined by local, state, and federal laws and the University may prosecute any such violations to the full extent of the law.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, and California Education Code 67-100ff provide, generally, that students have the right of access to their educational records, and educational institutions shall not release educational records without consent of the student, subject to exceptions provided by law. In this notice, "students" refers to former students, and does not include applicants who have not previously attended Pepperdine University.

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 15 working days after written request. Students also have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions,

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 that may be released to the public without consent of the student: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student. Students may request that certain categories of directory information not be released to the public without their written consent. Such requests should 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 that contains detailed information and procedures regarding these rights, upon request to the Registrar's Office in Malibu.

Right to File a Complaint

Any student alleging failure of the University to comply with the Family Educational Rights and Privacy Act (FERPA) may file a complaint with the Department of Education, 330 Independence Avenue, SW, Washington, DC 20201. Students are encouraged to use the internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Procedure for the Resolution of Student Academic Complaints

The procedure for the resolution of student academic complaints is a three-step process: (1) an informal discussion between the disagreeing parties; (2) the formal filing of a written complaint and the help of an ombudsperson to facilitate resolution; and (3) if recommended by the ombudsperson, a hearing by an impartial panel. It is expected that most conflicts will be resolved by the disagreeing parties (step 1), while the remainder of conflicts will be resolved with the involvement of the ombudsperson (step 2). Only a few cases should require the judgment of an impartial hearing panel (step 3).

The three-step procedure outlined below applies to academic complaints originating from both students and faculty members. Academic complaints include issues impacting student grades and status in the program.

Nonacademic complaints including allegations of faculty, employee, or student unprofessional conduct, discrimination, and/or sexual harassment not impacting student grades or status in the program, but potentially requiring disciplinary action, are made directly to the associate dean. Also, the University's Equal Opportunity Officer, Dr. Calvin Bowers, may be contacted.

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 administrator or director.

Step One: Discussion Between Disagreeing Parties

Academic Complaints Originating from Students

When experiencing a disagreement with a faculty member, including a grade dispute, students are expected to discuss the matter directly and respectfully with the faculty member. If concerned about the effectiveness of this discussion or fearful of reprisal, students may informally consult with the ombudsperson to discuss these concerns and develop effective dispute resolution skills. 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. Students are encouraged to present their concerns as soon as possible after the situation giving rise to the concern has occurred; concerns presented more than a month after their occurrence are frequently less compelling. If the disagreeing parties cannot reach a resolution, the student proceeds to step two, and presents his/her complaint in writing to the ombudsperson.

Academic Complaints Originating from Faculty Members

Faculty members alleging plagiarism, cheating, or other inappropriate student behavior are expected to present the evidence directly to the student, along with the anticipated consequences. Faculty members may assign a grade of "F" on the assignment for plagiarism or cheating, which may result in a grade of "F" for the course and dismissal from the program. If the student agrees that he/she has engaged in the alleged behavior and accepts the consequence assigned by the faculty member, the matter is resolved. If, however, 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 ombudsperson.

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.

Step Two: Involvement of Ombudsperson

Academic Complaints Originating from Students

After the disagreeing parties have carefully considered their respective viewpoints, and the differences have been understood yet not resolved, to proceed to step two, the student must present the complaint in writing to the ombudsperson who will work with the parties to seek resolution. It is expected that the majority of disagreements reaching the third-party ombudsperson will be resolved at this step. When resolution is not attained, it is the prerogative of the ombudsperson to dismiss the case without further appeal or to refer the case to an impartial hearing panel. The student will be informed in writing of the ombudsperson's conclusion. It is not the role of the ombudsperson to determine the outcome of a case (e.g., to change a grade or the program status of a student).

Typically, the ombudsperson will complete the work of gathering information and seeking a resolution within three to six weeks after receiving the student's written complaint. As part of this process, the ombudsperson may request a written response from the faculty member against whom the concern is raised. Faculty members are expected to respond in writing within two weeks of receiving a request for information from the ombudsperson.

Academic Complaints Originating from Faculty Members

When a faculty member alleges that a student has engaged in inappropriate behavior (e.g., plagiarism, cheating) and the student disagrees or does not accept the proposed consequence, the faculty member submits the allegation and evidence in writing to the ombudsperson. The ombudsperson will seek a written statement from the student who will be expected to respond to the allegation within two weeks.

It is not the role of ombudsperson to determine the outcome of a case, but rather to attempt to facilitate resolution between the faculty member and student. Unresolved disputes originating from a faculty member are referred by the ombudsperson to an impartial hearing panel.

Step Three: Hearing by An Impartial Panel

The ombudsperson refers the conflict to an impartial hearing panel if the matter remains unresolved and is determined by the ombudsperson to be substantive based on both written and verbal

statements from the disagreeing parties. The ombudsperson makes this referral through the divisional associate dean. The ombudsperson is responsible for calling the panel together and providing thorough written and verbal information for its review. The parties will be notified of the time and place of the hearing 10 days prior to its occurrence. It is the role of the hearing panel to determine the outcome of the conflict, as well as the consequences of the matter, including but not limited to a change of grade, probation, suspension, and/or dismissal from the program.

The involved parties may return to the informal stage of resolution at any time during the process. If either party alleges that the procedure as outlined above has not been followed, he/she may request a review of the procedure by the dean.

Substance Abuse Policy

In keeping with the mission of the University and its commitment to provide an alcohol- and drug-free work environment, the University has formulated the following policy, which applies to all students, regarding alcohol and drugs.

Definitions

Substance refers to any drug (including alcohol) that has known mind- or function-altering effects on a human subject, specifically including psychoactive substances and including, but not limited to, substances controlled or prohibited by state and/or federal law. Alcohol consists of beer, wine, and all forms of distilled liquor, in addition to any beverage, mixture, or preparation containing ethyl alcohol.

Prohibitions

The University prohibits the illegal use, possession, transport, manufacture, distribution, promotion, or sale of drugs, drug paraphernalia, or look-alike (simulated) drugs, and the unauthorized use or possession of alcohol, while on any facility controlled by the University or as part of any University-sponsored activity. Students may not be on University-controlled property or engage in any University activity while under the influence of any drug, alcohol, or other substance which will in any way affect their alertness, coordination, response, safety, or the safety of others.

Health Risks

The University is very concerned about harm to students using or abusing drugs and alcohol. All drugs are toxic or poisonous if abused. Health risks of drug abuse include, but are not limited to, sleep disorders, confusion, hallucinations, paranoia, deep depression, impotence, liver and kidney damage, cardiac irregularities, hepatitis, and neurological damage. Abuse of either alcohol or drugs during pregnancy increases the risk of birth defects, spontaneous abortion, and stillbirths. Alcohol is a depressant. It depresses the central nervous system and can cause serious, irreversible physical damage. Excessive drinking damages the liver, resulting in cirrhosis. Chronic alcohol abuse also causes hypertension, cardiac irregularities, ulcers, pancreatitis, kidney disease, and cancer of the esophagus, liver, bladder, or lungs.

Student Assistance

Any individuals within the University community who have developed an alcohol or drug dependency and who identify themselves to faculty or administrators will be afforded every reasonable consideration so long as they continue 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 Pepperdine University Plaza, the Community Counseling Center at the Orange County Center, or by referral to appropriate agencies off campus.

Legal Sanctions

Local, state, and federal laws establish severe penalties for unlawful possession of illicit drugs and alcohol. These sanctions, upon conviction, may include a small fine and probation, imprisonment for up to one year, a $1,000 fine, or both of the latter. It is especially important to note that recent federal laws have increased the penalties for illegally distributing drugs to include life imprisonment and fines in excess of $1,000,000.

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.

Sexual Harassment Policy

Pepperdine University reaffirms the principle that its students, faculty, and staff have a right to be free from sex discriminations in the form of sexual harassment by any member of the University community. Sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship; or to subject a person to unwanted sexual attention; or to punish a refusal to comply; or to create a sexually intimidating, hostile, or offensive working, living, or educational environment. This definition is interpreted and applied in a manner consistent with accepted standards of mature behavior, academic freedom, and the mission of the University.

Complaints about sexual harassment are responded to promptly. The right to confidentiality of all members of the University community is respected in both informal and formal procedures, insofar as possible. This policy explicitly prohibits retaliation against individuals for bringing complaints of sexual harassment. Formal procedures are not initiated without a written signed complaint. An individual found to be guilty of sexual harassment is subject to disciplinary action for violations of this policy, consistent with existing procedures. The policy for filing a sexual harassment grievance can be obtained from the Dean's Office.

Conduct

The following regulations apply to any person who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive of situations in which discipline will be invoked. These rules are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog.

The disciplinary procedure described herein affords procedural fairness to the accused student and flexibility to the administration to sanctions based on the individual circumstances of each case. Students accused of improper conduct shall be given adequate notice of the charges and an opportunity to respond to the charges made against them. Where a student is disciplined for improper conduct, the student may submit a grievance with regard to the decision in accordance with the University's Grievance Policy, which can be obtained from the Dean's Office. While disciplinary action against a student is pending, the student's status does not change unless it is found that the student poses a significant threat to the University community. The disciplinary action taken may be reflected in the student's permanent record, as part of the disciplinary punishment. Behavior resulting in disciplinary action may involve, but is not limited to, one or a combination of those listed below:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.

- Forgery, alteration, or misuse of University documents, records, or identification.

- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.

- Interference with the academic or administrative processes of the University or any of its approved activities.

- Theft of or damage to property.

- Violation of civil or criminal codes of local, state, or federal governments.

- Unauthorized use of or entry into University facilities.

- Violation of any state policies or regulations governing student relationships to the University.

The disciplinary procedure described herein affords procedural fairness to the accused student and flexibility to the administration to sanctions based on the individual circumstances of each case. Students accused of improper conduct shall be given adequate notice of the charges and an opportunity to present their case to an impartial appeals committee. Written notice of the specific charge(s) made against a student shall be given at least ten days before the student is to appear before the committee. While disciplinary action against a student is pending, the student's status does not change unless it is found that the student poses a significant threat to the University community. Hearings are private. The accused student is afforded the opportunity to rebut all charges. The University establishes the charges by a preponderance of the evidence. The student has the right to appeal the disciplinary action to the dean, but only on the grounds that fair procedure was not followed by the committee or that the evidence in the record does not justify the decision or sanction. A record should be kept of the disciplinary action taken and the basis for this decision. The disciplinary action taken may be reflected in the student's permanent record, as part of the disciplinary punishment. Disciplinary action invoked by the committee may involve, but is not limited to, one or a combination of the alternatives listed below:

Dismissal—Separation of the student from the University on a permanent basis.

Suspension—Separation of the student from the University for a specified length of time.

Probation—Status of the student indicating that the relationship with the University is tenuous and that the student's record will be reviewed periodically to determine suitability to remain enrolled. Specific limitations and restrictions on the student's privileges may accompany probation.

Code of Ethics

The psychology faculty endorses the ethical codes promulgated by the American Psychological Association, American Association for Marriage and Family Therapy, and California Association for Marriage and Family Therapists, and urges adherence to the professional ethical principles enunciated.

Information for Veterans

Veterans, armed services personnel, and qualified dependents who desire counseling regarding Veterans Administration (VA) benefits should contact the Registrar's Office in Malibu. All VA forms and VA counseling are handled by the Registrar's Office. Students intending to use VA benefits should be aware of the following policies:

- It is the students' responsibility to notify the Registrar's Office immediately when they increase or decrease their unit load, withdraw, or take a leave of absence. It is also the students' responsibility to inform this office every term as to the number of units in which they are enrolled.

- It is the students' responsibility to pay their own tuition. The VA considers its payments a reimbursement, not a subsidy. Students are expected to pay their own tuition and to be reimbursed by the VA. It usually takes six to eight weeks from the time a student's papers are processed by the Registrar's Office until a check is received. Students who file their papers with the Registrar's Office eight weeks in advance of the beginning of the term are certified on an intent-to-register basis and can generally expect to have their checks by the second week of the term after their enrollment has been verified.

- All students using VA benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veteran's benefits is considered attainment of less than a "B" or 3.0 grade point average for graduate students for two consecutive terms. Students who withdraw from the University lose their benefits at the beginning of the term of withdrawal. If a student is

dismissed for academic reasons, benefits are terminated at the date of dismissal. Students who have had their benefits terminated in this manner must be counseled by the Veterans Administration before their benefits will be restored. Benefits are adjusted for students who fail to complete all courses attempted in a term.

- Benefits of students who drop a course (or courses) in the middle of the term are adjusted accordingly, effective as of the beginning of the term, 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.

- Students receive official grade reports at the end of each term. These grade reports include all course work attempted, units completed, and grades earned for the term. The cumulative and term grade point averages are also listed for the student's information. All academic credit is made a part of the student's permanent file and is available at the Registrar's Office. An unofficial grade sheet is available to the student upon written request to the Registrar's Office. Students wishing to review their academic progress records may do so in person but at such time must present proper identification.

ADMINISTRATION AND FACULTY

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Graduate School of Education and Psychology

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Associate Dean, Education ....*Terence R. Cannings**
Associate Dean, Psychology ....*Cary L. Mitchell**

Education Programs

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Administrative Assistant ....*Michelle Harris*

Master of Arts in Education and Teaching Credentials Program

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Director, Student Teaching ....*J. L. Fortson**
Assistant Director, Student Teaching, OCC ....*Margot Condon*
**Assistant Director, Student Teaching,
    SFVC** ....*Michael Botsford*
Assistant Director, Student Teaching, VCC ....*Donald Kobabe*
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Program Administrator ....*Lien Han*
Credential Administrator ....*Open*
Credential Coordinator...*Lona Chiang*
Administrative Assistant ....*Debbie Magaña*

Master of Arts in Educational Technology (Online) Program

Director ....*Linda Polin**
Program Administrator ....*Shana Garrett*

Master of Science in Administration and Preliminary Administrative Credential Programs

Program Director..*Robert Paull**
Program Administrator ....*Henry Price*

Doctor of Education and Professional Administrative Credential Programs

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Program Administrator………………………………………..*Henry Price*

Director, Educational Technology Concentration ………………………………*Terence R. Cannings**

Program Administrator ……………………………………*Shana Garrett*

Director, Organization Change Concentration …………*Kay Davis**

Program Administrator…………………………………..*Christie F. Dailo*

Director, Organizational Leadership Concentration …………………………………………*Farzin Madjidi**

Program Administrator…………………………………*Christie F. Dailo*

Psychology Programs

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Administrative Assistant…………………………………*Michele Harman*

Master of Arts in Psychology Program

Director …………………………………………..…*Cary L. Mitchell**

Acting Program Administrator …………………………*Heesun Hall*

Program Administrator……………………………………*Tinnie Taylor*

Master of Arts in Clinical Psychology Program

Director ……………………………………………..…*Clarence Hibbs*

Associate Director ………………………………………..…*Duncan Wigg*

Acting Program Administrator ……………………………*Heesun Hall*

Program Administrator……………………………………*Tinnie Taylor*

Manager, M.A. Clinical Training and Professional Development ……………………*Kathleen Wenger*

M.A. Clinical Training and Professional Development Coordinator …………………………*Rebecca Reed*

Doctor of Psychology Program

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Director, Clinical Training ……………………………*Robert A. deMayo**

Program Administrator……………………………………*Cheryl Saunders*

Psy.D. Clinical Training and Professional Development Administrator…………………………………………*Jennifer Wilkerson*

Master of Arts in Clinical Psychology Program, Malibu

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Programs Assistant ………………………………………*Kristy Kelley*

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Communications Facilitator ....*John Baker*

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Psy.D. Clinical Training, Manager and
Professional Development Administrator ....*Jennifer Wilkerson*
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    and Clinical Training ....*Kathleen Wenger*
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    and Clinical Training Coordinator ....*Rebecca Reed*

Marketing, Media, and Public Information

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Publications Design Coordinator ....*Gwendolyn Marucci*
Publications Editorial Coordinator........................*Richard Suenaga*

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Financial Aid Administrator ....*Open*
Financial Aid Counselor..*Thomas Le*
Student Accounts Consultant ....*Joe Roque*

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Systems Analyst-Design ....*Mark Terui*
Systems Analyst-Network ....*Tylor Vu*

Community Counseling Centers

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Clinic Director, San Fernando Valley ....*Aaron Aviera*

Psychological and Educational Clinic

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Administrative Assistant ……………………………………*Jami Musen*

Center for the Family

Director ……………………………………………………*Dennis Lowe**
Associate Director ………………………………*Sara Young Jackson*
Program Coordinator……………………………………*Sheila Bost*

*Indicates individuals who are also members of the faculty.

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Manager, Networks, and Technology Plaza………..*Peter Kinderman*
Manager, Technical Services, Malibu …………….*Cathy Hoover*
Manager, Orange County………………………….*Brian Axline*
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Lab Supervisor, Long Beach Center …………………….*Dan Gill*
Lab Supervisor, San Fernando Valley …………………*Omar Cayasso*
Lab Supervisor, Ventura County …………………..*Lotte Cherin*
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User Consultant, Orange County …………………..*Steve Miller*
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User Consultant, Malibu………………………………*Christy Hoffman*
User Consultant, Orange County ....*Rene Mendez*
User Consultant, San Fernando Valley ………………..*Keith Holland*
User Consultant, Ventura County.................................*Ryan Armstrong*

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Center Coordinator, Plaza...*Frank Stibel*
Center Director, Long Beach...................................*Harold Taylor*
Center Director, Orange County ....*Marilynn Pells*
Center Coordinator, Orange County ....*Paul Gibson*
Administrative Assistant, Orange County..................*Carrie Axline*
Center Director, San Fernando Valley........................*Robert Smith*
Center Coordinator, San Fernando Valley......................*Jean Utley*
Center Director, Ventura County ....*Leslie Haggard*
Custodian ....*Frank Moyers*
Custodian..*Rufina Cardenas*
Public Safety Officer, Plaza ....*Simon Williams*

Libraries

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Information Services Librarian, Plaza ....*Myron Schirer*
Coordinator, Public Services, Plaza ....*Lydia San Jose*
Library Assistant, Plaza....................................*Garry Fuller*
Library Assistant, Plaza ....*Michael Bell*
Library Assistant, Plaza ....*Birdie Glover*
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Library Assistant, Orange County........................*Bruce Brown*
Library Assistant, Orange County ....*Sheryl Joiner*
Information Services Librarian, San Fernando Valley....*Maria Brahme*
Library Assistant, San Fernando Valley ....*Kathryn Stewart*
Adjunct Librarian, Ventura County ....*Bill Corum*

Graduate School of Education and Psychology Administration and Faculty

Margaret Weber, Ph.D.
Dean

B.S., M.S., Eastern Illinois University; Ph.D., University of Missouri.

Dr. Weber began her duties as the new GSEP dean on August 13, 2001. Formerly associate dean of Academic and Research Services at Oklahoma State University's College of Human Environmental Sciences, she brings to Pepperdine a distinguished background in research, teaching, and administration. Dr. Weber has a strong belief and background in faculty development and program innovation. As part of her scholarly work, she has published articles on such topics as multicultural leadership and diversity; new definitions of scholarship, mentoring, and socialization of graduate students; ethical dilemmas of human science professionals; and the value of investment in faculty development.

Terence R. Cannings, Ed.D.
Associate Dean, Education, and Professor of Education

B.A., University of New England, Australia; M.Ed., University of Sydney, Australia; Ed.D., University of California, Los Angeles. Pepperdine University since 1981.

Dr. Cannings came to Pepperdine University from Alexander Mackie College in Sydney, Australia. Upon receipt of his doctorate in administration and policy studies from UCLA, Dr. Cannings was awarded the Bronze Medallion and named "Outstanding Student of the Year." He has served as a teacher, lecturer in higher education, principal, curriculum specialist, and as an educational consultant to both the Australian government and the state of California.

Cary L. Mitchell, Ph.D.
Associate Dean, Psychology, and Associate
Professor of Psychology

*B.A., Pepperdine University; M.A., Ph.D.,
University of Kentucky. Pepperdine University
since 1986.*

A licensed psychologist, Dr. Mitchell served as a
Veterans Administration Medical Center clinical
psychologist before joining the Pepperdine faculty.
He remains active in clinical practice and has been
a psychology consultant at several institutions.
Dr. Mitchell teaches primarily in the areas
of personality assessment and his research
interests include attribution theory and values in
psychotherapy, and professional issues.

Joy Keiko Asamen, Ph.D.
Professor of Psychology

*B.A., University of California, Los Angeles; M.A.,
California State University, Northridge; Ph.D.,
University of California, Los Angeles. Pepperdine
University since 1987.*

Dr. Asamen received her doctorate in
educational psychology, specializing in counseling
psychology. She came to Pepperdine University
after five years in psychiatric research at the
Veterans Administration Medical Center in
Brentwood and the UCLA Neuropsychiatric
Institute. Her teaching interests include cross-
cultural counseling issues and research methods.
She is a licensed psychologist in California.

Michael Locke Botsford, Ed.D.
Assistant Director of Student Teaching

B.S., Northwest Missouri State; M.A., California State University, Long Beach; Ed.D., University of Southern California.

Dr. Botsford is the assistant director of student teaching at the San Fernando Valley (Encino Campus). He has taught and been and administrator in a variety of California public school settings for more than thirty-five years, the last twenty-three as a middle and high school principal. He was the principal of two California Distinguished Schools, one of which was the California nominee for the Blue Ribbon Schools Award. He has frequently been an evaluator for the California State Department of Education. His teaching interests focus on instructional strategies and classroom management techniques.

Joan G. Mills-Buffehr, Ed.D

Visiting Faculty, Education

B.S., Ohio State University; M.S., Ed.D,. Pepperdine University. Pepperdine University since 1990.

Dr. Mills-Buffehr currently teaches graduate level teacher credentialing courses, including Psychological Foundations of Education; Foundations of Curriculum and Instruction for Culturally Diverse Settings; and Second Language Development: Methods and Practice for National Board Certification candidates. She has supervised teacher credential candidates at all levels. She serves as an educational consultant for the Orange County Department of Education. Her professional background includes that of teacher and school administrator.

Dr. Vance Caesar, Ph.D.
Visiting Faculty, Education

B.S., The Citadel; M.B.A., Florida Atlantic University; Ph.D., Walden University. First taught at Pepperdine in 1991.

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 served as the operating head of publicly owned daily newspapers and owned his own media group. Dr. Caesar has led groups of executives in many developmental situations, been an individual and organizational consultant, and taught leadership and entrepreneurship to industry groups and M.B.A. candidates. He is published in many magazines, newspapers, and Web sites, including *Priorities*, *The Franklin-Covey International Magazine* for successful people. He has also been elected to many profit and not-for-profit boards, and is the founder of Professional Coaches and Mentors Association.

Margot Condon, Ed.D.
Assistant Director of Student Teaching and Lecturer

B.A., California State University, Northridge; M.S., Ed.D., Pepperdine University. First taught at Pepperdine in 1994.

Dr. Condon is the assistant 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 a performing arts academy. Her teaching interests focus on creating a positive environment in the classroom and the organization/management of instruction. She was awarded Pepperdine's Luckman Distinguished Teaching Fellows award, and enjoys writing children's books.
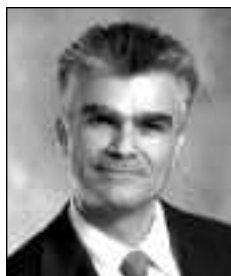
Louis John Cozolino, Ph.D.
Professor of Psychology

B.A., State University of New York, Stony Brook; M.T.S., Harvard University; Ph.D., University of California, Los Angeles. Pepperdine University since 1986.

Dr. Cozolino has been a staff psychologist at UCLA and the Brentwood Veterans Administration Medical Center and is in private practice. He has degrees in philosophy and theology as well as clinical psychology. Dr. Cozolino's research interests center on childhood trauma with a current focus on the application of neurosicence to psychotherapy

Kay Davis, Ed.D.
Lecturer of Education

B.S.N., California State University, Long Beach; M.S.N., University of California, Los Angeles; Ed.D., Pepperdine University. Pepperdine University since 1992.

Dr. Davis began her teaching career at Pepperdine as an adjunct faculty member. Currently she serves as director for the doctoral program in Organization Change. Teaching areas include research methods and educational technology. She also manages the Dissertation Support Program for students and faculty. 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.

Robert A. deMayo, Ph.D.
Director, Psychological and Educational Clinic, Director of Clinical Training, Psy.D. Program, and Associate Professor of Psychology

B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Los Angeles. Pepperdine University since 1989.

Dr. deMayo is a past president of the Los Angeles Society of Clinical Psychologists. He also served as chair of the Continuing Education Committee of the California Psychological Association from 1989 through 1992. Dr. deMayo has extensive experience in teaching and supervision, and in 1982 was awarded the Shepherd Ivory Franz Distinguished Teaching Award from the UCLA Psychology Department. Dr. deMayo has research interests in the areas of affective disorders, training mental health professionals, and health psychology and is a licensed psychologist.

Cynthia A. Dollins, Ed.D.
Visiting Faculty

B.A., M.A., California State Polytechnic University, Pomona; M.S., California State University, Fullerton; Ed.D., Pepperdine University. Pepperdine University since 2000.

Dr. Dollins is the past principal of Stanton Elementary School in the Glendora Unified School District. She has also worked as a teacher, mentor teacher, and lead teacher in the West Covina Unified School District, in addition to having been an instructor for California State University, Fullerton. Dr. Dollins is also an author of several publications, and has been a consultant/presenter for several school districts in Southern California.

David N. Elkins, Ph.D.
Professor of Psychology

B.A., Harding University; M.S., University of Bridgeport; Ph.D., U.S. International University. Pepperdine University since 1982.

Dr. Elkins is past president of Division 32, Humanistic Psychology, of the American Psychological Association, and is on the board of editors for two psychological journals. In 1991, Dr. Elkins received the Luckman Distinguished Teaching Fellow Award from Pepperdine University. His primary area of interest is spirituality and he has published a book and numerous articles on this theme. Other scholarly interests include Jungian psychology, the arts, diversity issues, and humanistic-existential psychology.

Chris Ellsasser, Ed.D.
Visiting Faculty

B.A., Brandeis University; M.A., Pepperdine University; Ed.D., Teacher's College, Columbia University.

Dr. Elsasser earned his doctorate in English education at Teachers College, Columbia University. He taught high school English in Los Angeles for ten years. Prior to teaching at Pepperdine University, he taught at Teachers College where his research focused on teacher education and the teaching of teaching-writing. Dr. Ellsasser's current research addresses school/university partnerships and the implications for technology in the area of teacher education continuums that extend beyond traditional teacher education boundaries. He currently teaches courses in educational psychology and secondary, single subject methods.

Drew Erhardt, Ph.D.
Associate Professor of Psychology

B.A., University of Virginia; M.A., Ph.D., University of California Los Angeles. Pepperdine University since 1996.

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.

Mercedes Fisher, Ph.D.
Associate Professor of Education

B.A., M.A., Austin College; Ph.D., University of Denver.

Dr. Fisher teaches both face-to-face and web-based educational technology courses. Her expertise lies in educational technology, project-based learning, instructional telecommunications models, and experiential learning pedagogy. She has published research articles in international journals and presented her research as an invited speaker at various international meetings and conferences. Prior to Pepperdine, she was a three–time Distinguished Scholar at Marquette University. Recently, she has worked with grants from Microsoft Corporation, the U.S. Department of Education, Technology Literacy Challenge, and the Wisconsin Department of Public Instruction. In 1997, she was selected as an International Group Study Exchange Team Member to study the development of online teaching and learning resources in Denmark and Germany.

J.L. Fortson, Ed.D.
Lecturer of Education and Director, Student Teaching

B.A., University of West Florida; M.Ed., Loyola Marymount University; Ed.D., University of San Francisco. Pepperdine University since 1992.

Dr. Fortson, who taught in Miami before coming to the West Coast, has had extensive experience working with students at the K-12 level, as well as the master's and doctoral levels. Her research and writing interests include the pedagogy of instruction, urban curriculum development, multicultural education, and educational leadership and litigation. As an educational leader she specializes in the creation of innovative educational programs to meet the needs of all students and their institutions. Dr. Fortson remains an active member of the Committee on Accreditation's Board of Institutional Reviewers for the California Commission on Teacher Credentialing and is recognized at the state and national levels as an expert in the field of professional educator preparation.

David W. Foy, Ph.D.
Professor of Psychology

B.S., Mississippi College; M.A., Ph.D., University of Southern Mississippi. Pepperdine University since 1992.

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.

Cara L. Garcia, Ph.D.
Professor of Education

B.S., Central Michigan University; M.A., California State University, Los Angeles; Ph.D., University of Arizona. Pepperdine University since 1978.

Dr. Garcia came to Pepperdine University from the Los Angeles Unified School District where she was a teacher and teacher-advisor. She teaches methods courses, chairs dissertations, and supervises educational therapy services offered through the clinic. Her research interests focus on academic anxiety, specifically reading and writing blocks, test anxiety, stage fright, and math anxiety.

Reyna Garciá Ramos, Ph.D.
Associate Professor of Education

B.A., University of California, Los Angeles; Ph.D., University of California, Santa Barbara. Pepperdine University since 1994.

Dr. Garciá Ramos received her doctorate in educational psychology with an emphasis in language, culture, and literacy. She was a UC President's Dissertation Year Fellow at UCSB, where she also taught for the Department of Chicano Studies. Dr. Garciá Ramos comes to Pepperdine with a qualitative research background and training in anthropology and education. Her publications have focused on the literacy development of bilingual and English language learners. Her teaching and research interests include effective instruction of language and ethnic minority students in our K-12 public school system, particularly urban districts.

Robert Gelhart, Ed.D.
Professor of Education and Psychology

B.A., M.Ed., Central Washington State University; Ed.D., University of Southern California. Pepperdine University since 1975.

Dr. Gelhart earned his degrees in educational psychology and special education. His primary areas of teaching, research, and clinical practice are in behavioral psychology and cognitive-behavioral psychotherapy, and he specializes in depression and anxiety with adolescents and adults. Dr. Gelhart is a licensed educational psychologist and marriage and family therapist. He is a consultant on psychological services for Aristar Learning Center. He is also state commissioner and examiner for the Board of Behavioral Science Examiners and a consultant to the State Board for Private Postsecondary Education and the U.S. Department of Education. In addition to private clinical practice, Dr. Gelhart enjoys a national reputation as a lecturer, author, and legal expert witness on school safety.

Nancy Harding, Ph.D.
Assistant Professor of Education

B.A., Temple University; M.A., Ph.D., University of California at Los Angeles.

Dr. Harding earned her Ph.D. in Psychological Studies in Education from the University of California, Los Angeles. Dr. Harding's primary interests are teacher preparation and support. Her research addresses the cultural connections between home and school, parental values, and cultural diversity in education. She taught rural and urban schools in Pennsylvania, North Carolina, and Texas before settling in Los Angeles.

Pamela H. Harmell, Ph.D.
Visiting Faculty, Psychology

B.A., University of California, Los Angeles; M.A., Ph.D, California School of Professional Psychology. First taught at Pepperdine in 1991.

Dr. Harmell has been in private practice as a clinical psychologist since 1989. She has completed one year of law school and is a past member of the Los Angeles County 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, Governer Gray Davis appointed Dr. Harmell to the California Board of Psychology.

Shelly Prillerman Harrell, Ph.D.
Associate Professor of Psychology

B.A., Harvard University; M.A., Ph.D., University of California, Los Angeles. Pepperdine University since 1999.

Dr. Harrell was a faculty member at the California School of Professional Psychology for ten years where she was the Coordinator of the Multicultural Community Clinical Psychology area. Her teaching interests include research methodology, community consultation and intercultural psychotherapy. Dr. Harrell is a consultant, researcher, and lecturer on multi-cultural issues including race-relations, and racism, and mental health. She is editor for *The Community Psychologist* and has served as reviewer for psychological journals including the *American Journal of Community Psychology* and the *Journal of Black Psychology*. Dr. Harrell is a licensed clinical psychologist currently providing psychotherapy to individuals and couples.

Joanne Hedgespeth, Ph.D.
Professor of Psychology

B.A., Covenant College; M.A., Ph.D., Rosemead School of Psychology. Pepperdine University since 1987.

   Dr. Hedgespeth is a licensed clinical psychologist and serves as a commissioner for the Board of Psychology in California. Prior to teaching at Pepperdine, she served as a psychologist in the United States Air Force. Dr. Hedgespeth has completed a postdoctoral fellowship in child clinical psychology at the Reiss-Davis Child Study Center. She recently completed psychoanalytic training at the Psychoanalytic Center of California and obtained a certificate in psychoanalysis.

James Hedstrom, Ph.D.
Emeritus Professor of Psychology

B.A., M.A., Pepperdine University; Ph.D., University of California, Los Angeles. Pepperdine University since 1952.

   Dr. Hedstrom earned his doctorate in clinical psychology, and is a licensed psychologist in California. His teaching interests are in the areas of stress management and the psychology of death and dying, and he has published in the area of cross-cultural psychology, concerning the interface between Japan and the United States.

Diana Hiatt-Michael, Ed.D.
Professor of Education

B.S., University of Wisconsin; M.S., University of Connecticut; Ed.D., University of California, Los Angeles. Pepperdine University since 1974.

Dr. Hiatt-Michael, professor of education, has been with Pepperdine more than 27 years. She is a tenured professor, researcher, and author in the areas of curriculum, instruction, adult learning, and family, school, and community partnerships. She serves as a member of the American Educational Research Association (AERA) Council; chair, AERA Executive Committee for Special Interest Groups; and editor of Monograph Series for Infoage of Family, School, Community Partnerships. She has chaired more than 55 completed doctoral dissertations for the Doctor of Education degree in Organizational Leadership.

Clarence Hibbs, Ph.D.
Professor of Psychology, Seaver College

B.A., M.Div., Abilene Christian University; M.A., Ph.D., University of Iowa. Pepperdine University since 1975.

Dr. Hibbs is a full-time faculty member of Seaver College who also teaches at the Graduate School of Education and Psychology. Dr. Hibbs teaches family therapy courses and supervises clinical practica. He is a clinical member and approved supervisor for the American Association for Marriage and Family Therapy. Dr. Hibbs is also a member of the American Family Therapy Academy, the California Association of Marriage and Family Therapists, the Western Psychological Association, and International Association for Family Psychology.

Susan Himelstein, Ph.D.
Visiting Faculty, Psychology

B.S., Miami University; M.A., Ph.D., University of California, Los Angeles. First taught at Pepperdine in 1989.

Dr. Himelstein is a licensed psychologist and holds the Pupil Personell 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 psychodiagnostic assessment of learning, emotional, and behavioral disorders as well as psychotherapy with children, adolescents, and adults.

Robert Hohenstein, Ph.D.
Visiting Faculty, Psychology

B.A., California State University at Fullerton; M.S., California State University at Fullerton; Ph.D., American Commonwealth University First taught at Pepperdine in 1993.

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 40 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 maintains a private practice specializing in clinical psychology. Dr. Hohenstein has more than 25 years of experience in clinical, educational, and organizational settings.

Barbara Ingram, Ph.D.
Professor of Psychology

A.B., Cornell University; M.Ed., Boston College; M.A., Ph.D., University of Southern California. Pepperdine University since 1978.

Dr. Ingram's primary interest is the education and training of competent practitioners in the mental health field. In her courses, she emphasizes the development of self-awareness and therapeutic skills through experiential activities. She is a licensed psychologist and has specialized in individual and group psychotherapy. She is currently working on a manual that teaches students to create integrative clinical case formulations. Her research interests include patient satisfaction and managed care, immigration, and creativity.

Donald W. Kobabe, M.A.
Assistant Director, Student Teaching, and Lecturer

B.A., University of California, Los Angeles; M.A., California State University, Long Beach, First taught at Pepperdine in 1995.

Mr. Kobabe conducts seminars for student teachers as well as assists in their placement and supervision. He teaches classes at the Encino, Ventura County, and Culver City campuses. He employs and supervises 10 field supervisors and maintains contact with assistant superintendents in several local school districts. Mr. Kobabe has been a teacher, principal, and curriculum director at the elementary school level and special education director for 15 years at Las Virgenes Unified School District. From 1971-76, he was area director for Continuing Education at Pepperdine.

Cheryl D. Lampe, Ed.D.
Lecturer, Education

B.A., California State at Long Beach; M.A., Educational Administration, California State University, Long Beach; Ed.D., Institutional Management, Pepperdine University. First taught at Pepperdine in 1994.

Dr. Lampe currently serves as the program director for the master's in education and the teaching credential program. She has been a faculty member with Pepperdine since 1995, supervising teachers and administrators who are completing their master's degrees in the school districts. In addition to this role, she teaches classes in the master's programs for teaching and administration. Dr. Lampe's experience includes 30 years in the K-12 schools as a teacher and administrator.

Doug Leigh, Ph.D.
Assistant Professor of Education

B.A., M.S., Ph.D., Florida State University.

Dr. Leigh received his doctorate in Instructional systems Design from Florida State University, where he received the Gagne-Briggs award for "Outstanding Doctoral Student of the Year." His ongoing research and publication interests are in the areas of needs assessment, evaluation, and strategic planning. He is a frequent author and lecturer regarding these and related topics. Dr. Leigh is also the chair of the American Evaluation Association's Topic Interest Group in Needs Assessment, and co-author of useful "Educational Results: Defining, Prioritizing, and Accomplishing."

David A. Levy, Ph.D.
Professor of Psychology

B.A., University of California, Los Angeles; M.A., Pepperdine University; M.A., Ph.D., University of California, Los Angeles. Pepperdine University since 1992.

Dr. Levy has extensive experience as a teacher, therapist, and researcher. He earned his doctorate in social psychology, and has served as a visiting professor of psychology at Leningrad State University. He holds licenses both in psychology and in marriage and family therapy, and is actively involved in clinical practice and supervision. Dr. Levy's numerous theoretical and empirical research studies have been published in scientific journals and presented at professional conferences. His areas of research and teaching include social cognition, interpersonal influence, media psychology, and the improvement of critical thinking skills.

Dennis W. Lowe, Ph.D.
Professor of Psychology

B.A., M.A., Pepperdine University; Ph.D., Florida State University. Pepperdine University since 1983.

Dr. Lowe is both a licensed psychologist and marriage and family therapist. He oversees the master's program in clinical psychology on the Malibu Campus and teaches in the areas of psychopathology and marriage and family therapy. He specializes in psycho-educational approaches to working with couples, families, and parents in church and community settings. Dr. Lowe also directs the Center for the Family and occupies the M. Norvel and Helen Young Endowed Chair in Family Life at Pepperdine.

Farzin Madjidi, Ed.D.
Associate Professor of Research Methods

B.S., Engineering, California State University Northridge; M.S., Structural Engineering and Applied Mechanics, California State University Northridge; M.B.A., Pepperdine University; Ed.D., Institutional Management, Pepperdine University. Pepperdine University since 1995.

Dr. Madjidi has held management positions with the city of Los Angeles and Matrix Capital Associates, Inc., and has been a consultant to such organizations as AT&T, Federal Express, SWRL, and Psychemetrics, Inc. He has taught courses in statistics, quantitative methods, research methods, and economics for Pepperdine University and the University of Phoenix. Dr. Madjidi received the Outstanding Adjunct Faculty award from Pepperdine in 1994, and the Outstanding Faculty of the Year award from the University of Phoenix in 1992.

Tomas Martinez, Ph.D.
Professor of Psychology, Seaver College

B.A., California State University, Long Beach; M.A., Ph.D., University of Michigan. Pepperdine University since 1978.

Dr. Martinez is a full-time faculty member of Seaver College who also teaches at the Graduate School of Education and Psychology. He is a community 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. He is a consulting psychologist to a mental health agency in the San Fernando Valley.
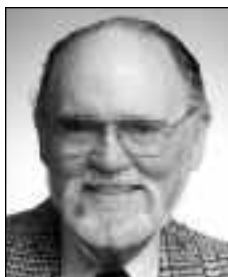
Chester H. McCall, Jr., Ph.D.
Professor of Research Methods

B.A., M.A., Ph.D., The George Washington University. Pepperdine University since 1982.

Dr. McCall came to Pepperdine University after 20 years of consulting experience in such fields as education, health care, and urban transportation. He has served as a consultant to the Research Division of the National Education Association, several school districts, and several emergency health care programs, providing survey research, systems evaluation, and analysis expertise. He is the author of two introductory texts in statistics, more than three articles, and has served on the faculty of The George Washington University. At Pepperdine, he teaches courses in statistics, research methods, and management, and serves as chair for numerous dissertations.

Robert J. McCarthy, Ed.D.
Visiting Faculty, Education

B.A., Fairfield University; M.S., St. John's University; Ed.D., Boston College. First taught at Pepperdine in 1998.

Dr. McCarthy has served as a school superintendent in California, Washington, Pennsylvania, New York, and Rhode Island. The author of two books on the middle school and early adolescent education, he has worked as a consultant to many school districts on both the east and west coasts. Dr. McCarthy focuses on school reorganizational efforts as well as labor relations/negotiations. At Pepperdine, he teaches courses in transforming organizations; foundations of inquiry; and social, political, economic, and legal forces impacting education. He is also a member of the Phi Delta Kappa's Author Seminar Program.

John F. McManus, Ph.D.
Professor of Education

A.B., Holy Cross College; M.A., Clark University; Ph.D., University of Connecticut. Pepperdine University during 1976-1978 and since 1979.

Dr. McManus is a cofounder of the Ed.D. program in educational technology and served four years as program director. He is coauthor of several texts on computer applications, former director of computer services for Pepperdine University, and has also served as interim dean of GSEP and as associate dean of education. He teaches courses in technology management, research, and statistics.

Kenneth L. Moffett, Ed.D.
Distinguished Educator-in-Residence

B.A., Western Washington State University; M.A., California State, Los Angeles; Ed.D., University of Southern California. Pepperdine University since 1996.

Dr. Moffett has served in public school education for 40 years in grades K-12, including teaching grades 6-12; principalships at three levels; assistant superintendent; and superintendent for 20 years. He is the recipient of the Marcus Foster Memorial Award for administrative excellence, A.A.S.A.'s National Superintendent of the Year (1994), a Distinguished Alumnus Award from Western Washington University (1997), and numerous other honors and awards. Dr. Moffett has served as adjunct professor at California State University, Dominguez Hills, the University of La Verne, and Pepperdine University.

Frances W. Neely, Ph.D.
Professor of Psychology

B.A., Catholic University of America; M.A., Ph.D., University of Kansas. Pepperdine University since 1976.

Dr. Neely teaches courses in marriage and family therapy and clinical practicum. She is a member of the American Association for Marriage and Family Therapy, the American Psychological Association, and the California Association of Marriage and Family Therapists. She has consulted with the Board of Behavioral Science Examiners and the State Board for Education. A licensed psychologist, Dr. Neely maintains a private practice in the Southern California area. Her research interests include couples and family therapy, issues affecting marriage and family therapy training, and gender issues.

Robert Paull, Ph.D.
Professor of Education

B.A., Dickinson College; M.A.T., Duke University; Ph.D., University of Southern California. Pepperdine University since 1991.

Dr. Paull brings to Pepperdine more than 25 years of experience as a teacher, counselor, administrator, curriculum writer, and consultant. He served as president of the Thomas Jefferson Research Center, a nonprofit educational foundation devoted to character education. His research interests focus on building powerful organizational climates and the use of language as a tool for organizational change. Dr. Paull is past editor of the *California Association of Professors of Educational Administration Journal.*

Linda G. Polin, Ph.D.
Professor of Education

B.A., University of California, Santa Barbara; M.A., Ph.D., University of California, Los Angeles. Pepperdine University since 1985.

Dr. Polin received her doctorate in educational psychology, specializing in learning and instruction. She has extensive experience in externally funded research and evaluation. Her teaching interests include learning and design, educational technology, and research methods. Her research currently focuses on virtual communities. Dr. Polin has written columns on technology for teacher journals, and has developed school software packages.

Linda K. Purrington, Ed.D.

Visiting Faculty, Education

B.A., M.A., California State University at Fullerton; Ed.D., Pepperdine University. First taught at Pepperdine in 1996

Dr. Purrington prior to joining the Pepperdine faculty, worked in K-12 education for 21 years as a bilingual teacher, principal, and district office coordinator. She currently teaches language learning and second language acquisition and supervises Educational Leadership Academy Tier I student fieldwork. She is a specialist in institutional management, educational administration, and cross-cultural education. Her research interests focus on developing successful diverse learning communities and instructional leadership.

Lynn Rankin-Esquer, Ph.D.
Assistant Professor of Psychology

B.A., Bucknell University; M.A., University of North Carolina; Ph.D., University of North Carolina. Pepperdine University since 1997.

Dr. Rankin-Esquer, in addition to her doctoral training, completed a postdoctoral fellowship at the Stanford University Medical Center where she engaged in research and clinical work focusing on family, marital, and individual therapy with depressed and anxiety disordered individuals. Her ongoing research focuses on concurrent marital discord and depression, marital functioning in medical populations, and gender differences in the use of relationship versus individual schemas. Her clinical efforts emphasize work with couples and families from both a cognitive behavioral framework as well as a family systems perspective.

Margaret Riel, Ph.D.
Visiting Faculty, Education

B.A., University of California at San Diego; M.A., University of Chicago; Ph.D., University of California at Irvine.

Dr. Riel, a noted expert on educational technology, is best known for her research and development of collaborative learning models and communities of practice. She has studied interactive learning environments with a focus on collaborative learning, facilitated, but not controlled, by technology. The result of her work is the development of models of network learning, specifically "cross-classroom collaboration" and "electronic travel" designs, with the goal of creating contexts for teacher, as well as, student learning. Dr. Riel is also part of a research team analyzing data from the "Teaching, Learning, and Computing, 1998 National Survey." She is the co-author of "The Beliefs, Practices, and Computer Use of Teacher Leaders."

Yolanda Robinson, Ph.D.
Assistant Professor of Education

B.S., Fisk University; M.Ed., University of Memphis; Ph.D., Claremont Graduate School.

   Dr. Robinson earned her Ph.D. from Claremont Graduate School in 1997. Dr. Robinson began teaching at Pepperdine as an adjunct faculty member. Currently, she is a board member of the National Black Graduate Student Conference, a member of the American Association of University Professors, and a member of Phi Beta Kappa. In addition to teaching at Pepperdine, Dr. Robinson also teaches at the Harvard University Graduate School of Theology. Before coming to Pepperdine, Dr. Robinson worked in the field of sales and marketing as a sales manager and vice president.

Mark Rodriguez, Ed.D.
Assistant Professor of Education

B.S., Arizona State University; M.A., Ph.D., University of Nevada, Reno.

   Dr. Rodriguez earned his doctorate in counseling and educational psychology with an emphasis in informational technology from the University of Nevada, Reno. Before coming to Pepperdine, Dr. Rodriguez taught at William Paterson University, and has participated in several projects and services in the field of information technology. He served on committees in the field of education, as well as participating in grant writing for education. Dr. Rodriguez has spoken at various conferences and authored several publications.

Daryl Rowe, Ph.D.
Professor of Psychology

B.A., Hampton Institute; M.A., Ph.D., Ohio State University. Pepperdine University since 1993.

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.

Marta E. Sanchez, Ph.D.
Professor of Education

B.A., M.A., Community College Credential, California Teaching Credential, Bilingual Specialist Credential, Ph.D., University of California, Santa Barbara. First taught at Pepperdine in 1999.

Dr. Sanchez has been a professor at California State University, Northridge for the past 16 years. She also teaches bilingual studies at Santa Monica College. At the University of California, Santa Barbara, Dr. Sanchez served as a professor and supervisor in the Graduate School of Education. She was responsible for curriculum, supervision of credential students and program development. In 1991, Dr. Sanchez became the first Latina in the California State University system to be awarded a Distinguished Teaching Award issued for excellence in teaching and commitment to students. She has received many awards and recognition for her work in education and is the director of the Self-Reliance Foundation Graduate Fellows Research Project at Pepperdine.

June Schmieder-Ramirez, Ph.D.
Professor of Education

B.A., San Jose State University; M.B.A., St. Mary's College; M.A., Ph.D., Stanford University. Pepperdine University since 1991.

Dr. Schmieder-Ramirez has extensive experience in education and business consulting, including serving as school business manager, associate superintendent for business services, and superintendent of schools. In addition, she has taught at California State University in Fullerton and California State University in San Bernardino. She is also co-author of several texts on law, finance, and personnel. She teaches courses in legal and socio-political theory. Her research interests include cyber-law and e-commerce. She founded the "Hermanas Escuelas"program which provides computers to indigenous Mexican youth as well as students in Los Angeles and Riverside County.

Jack Scott, Ph.D.
Distinguished Professor of Higher Education

B.A., Abilene Christian University; M.Div., Yale University; M.A., Ph.D., Claremont Graduate School. Pepperdine University from 1962-1973 and since 1996.

Dr. Scott previously served as president for Pasadena City College (PCC). Prior to his appointment at PCC, he was president of Cypress College and earlier served as dean of instruction at Orange Coast College. In addition, he was a faculty member and administrator at Pepperdine University for 10 years. Dr. Scott has served as chair of the Accreditation Commission of the Western Association of Schools and Colleges as well as president of the Association of California Community College Administrators. In 1996, Dr. Scott was elected to the California State Assembly where he served for four years. In 2000, he was elected to the California State Senate where currently serves as a senator.

Edward P. Shafranske, Ph.D.
Professor of Psychology

B.A., Immaculate Heart College; M.A., Ph.D., United States International University; Ph.D., Southern California Psychoanalytic Institute. Pepperdine University since 1988.

Dr. Shafranske is a licensed psychologist and psychoanalyst with clinical experience within private practice, community mental health, university, and school settings. His primary interests are in clinical and applied psychoanalysis, theoretical and empirical foundations of the therapeutic process, and the psychology of religion. He is a Fellow of the American Psychological Association, member of the American Psychological Association; current and past president of APA Division 36, and serves on a number of editorial boards and association committees. He was the editor of *Religion and the Clinical Practice of Psychology* and associate editor of the *Encyclopedia of Psychology.* He was named a Luckman Distinguished Teaching Fellow in 1997.

Thomas E. Skewes-Cox, Ph.D.
Visiting Faculty, Education

B.A., University of California at Berkley; M.S., Ph.D., University of California at Los Angeles. First taught at Pepperdine in 1993

Dr. Skewes-Cox currently teaches the Introduction to Research and Assessment course for the master's degree. He has previously served in many capacities at UCLA, including assistant director, Analytic Studies, Undergraduate Admission and Relations with Schools and coordinator and senior statistician, Student Affairs Institutional Research Office. He currently serves as director of Institutional Research and Policy Studies for UCLA School of Law. Dr. Skewes-Cox also taught math in schools in Los Angeles and Munich, Germany.

Paul R. Sparks, Ph.D.
Assistant Professor, Education

B.S., Brigham Young University, M.S.; Ph.D., University of California at Los Angeles. First taught at Pepperdine in 1999

Dr. Sparks leads technology courses in the doctoral and master's programs at Pepperdine. His experience includes learning technology leadership in industry, including Rockwell International and Epoch Internet, and instructional design consulting. Dr. Sparks was previously a high school and adult education instructor in the Whittier Union High School District.

Ronald D. Stephens, Ed.D.
Professor of Education

B.S., M.B.A., Pepperdine University; Ed.D., University of Southern California. Pepperdine University since 1984.

Dr. Stephens has served as executive director for the National School Safety Center and as 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.

Sue Talley, Ed.D.
Visiting Faculty, Education

B.A., Macalester College; M.A., Ed.D., Pepperdine University. First taught at Pepperdine in 1997.

Dr. Sue Talley has nearly 25 years of experience working with technology in education. She has been a teacher and a teacher educator. She has served on the board of directors for a number of educational technology professional associations, including Computer Using Educators in California. In addition to her work in public education, she worked for Apple Computer for eight years. She has also worked in the non-profit sector, including work with the National Center on Education and the Economy, an organization focused on learning standards and performance assessment. Her research is focused on the use of online technology in teaching and learning, particularly for professional development.

Robert S. Weathers, Ph.D.
Professor of Psychology

B.A., Fresno Pacific College; M.A., Fuller Theological Seminary; Ph.D., Fuller School of Psychology. Pepperdine University since 1987.

Dr. Weathers earned graduate degrees in both clinical psychology and religious studies. His doctoral dissertation examined meditation as an altered state of consciousness. He has published articles dealing with the integration of spiritual resources and psychotherapy. His current research addresses the psychology of creativity, contemporary infant research, self psychology, and transpersonal approaches to psychology. He is presently completing advanced postgraduate training at the C.G. Jung Institute of Los Angeles. Dr. Weathers is a licensed clinical psychologist and practices individual and couples psychotherapy in Los Angeles.

Stephanie M. Woo, Ph.D.
Assistant Professor of Psychology

B.A., M.A., Ph.D., University of California, Los Angeles. Pepperdine University since 1999.

Dr. Woo is a teacher, clinician, and researcher. Her research interests include the role that psychosocial factors play in affecting the course of severe psychopathology. Dr. Woo has published articles and given research presentations on schizophrenia and bipolar disorder. She also completed a two-year postdoctoral fellowship in psychological assessment at the UCLA Neuropsychiatric Institute, where she continues to supervise psychology interns and fellows. Dr. Woo is a licensed psychologist and her clinical interests include treatment of mood and anxiety disorders, and psychological assessment.

Faculty Emeriti

Arthur L. Adams, Ed.D. ....*Emeritus Professor of Education* B.F.A., M.S., University of Southern California; Ed.D., Brigham Young University.

Roy J. Adamson, Ed.D......................*Emeritus Professor of Education* B.S., Ed.D., University of Southern California.

John Chandler, Ed.D........................*Emeritus Professor of Education* B.A., University of San Francisco; M.A., San Jose State University; Ed.D., Stanford University.

Jennings Davis, Ed.D. ....*Emeritus Professor of Education and Psychology* B.S., David Lipscomb University; M.A., Ohio State University; M.A., Pepperdine University; Ed.D., Teachers College, Columbia University.

Alfred J. Freitag, Ed.D......................*Emeritus Professor of Education* B.S., Concordia Teachers College; M.A., University of Michigan; Ed.D., University of Southern California.

James Hedstrom, Ph.D.....................*Emeritus Professor of Psychology* B.A., M.A., Pepperdine University; Ph.D., University of California, Los Angeles.

Ruth N. Johnson, Ed.D. ....*Emerita Professor of Education* B.S., M.S., Colorado State University; Ph.D., University of California, Davis.

Thomas O. Lawson, Ed.D. ....*Emeritus Professor of Education* B.S., M.Ed., University of Southern California; Ed.D., University of California, Los Angeles.

Patricia Lucas, M.A. ....*Emerita Professor of Education* B.S., M.A., University of California, Los Angeles.

Richard MacNair, Ed.D.....................*Emeritus Professor of Education* B.A., University of California, Santa Barbara; Ed.D., University of California, Berkeley.

Gilbert S. Moore, Ph.D. ....*Emeritus Professor of Education* B.S., M.A., Ph.D., University of Southern California.

George H. Norstrand, Ed.D. ....*Emeritus Professor of Education* B.S., M.Ed., University of California, Los Angeles; Ed.D., Brigham Young University.

Michele Stimac, Ed.D........................*Emerita Professor of Education* B.A., Webster College; M.A., St. Louis University; Ed.D., Boston University.

Olaf H. Tegner, Ph.D........................*Emeritus Dean and Professor of Education* B.A., Pepperdine University; M.S., Ph.D., University of Southern California.

University Librarians

Nancy Kitchen, M.L.S. ....*Director, University Libraries*
B.A., M.L.S., Florida State University.

Janet Beal, M.S.L.S. ......*Information Services Librarian, Orange County*
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B.A., College of St. Catherine; M.L.S., University of Oregon.

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B.A., M.L.S., University of Washington.

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GENERAL INDEX

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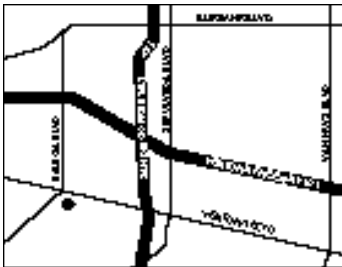
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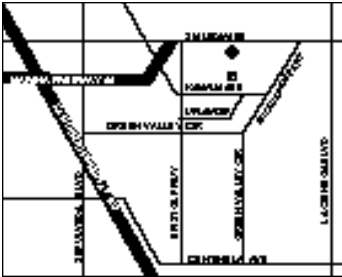
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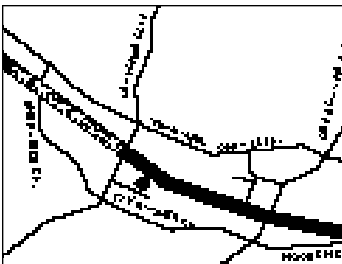(310) 568-5600 (GSEP)

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