



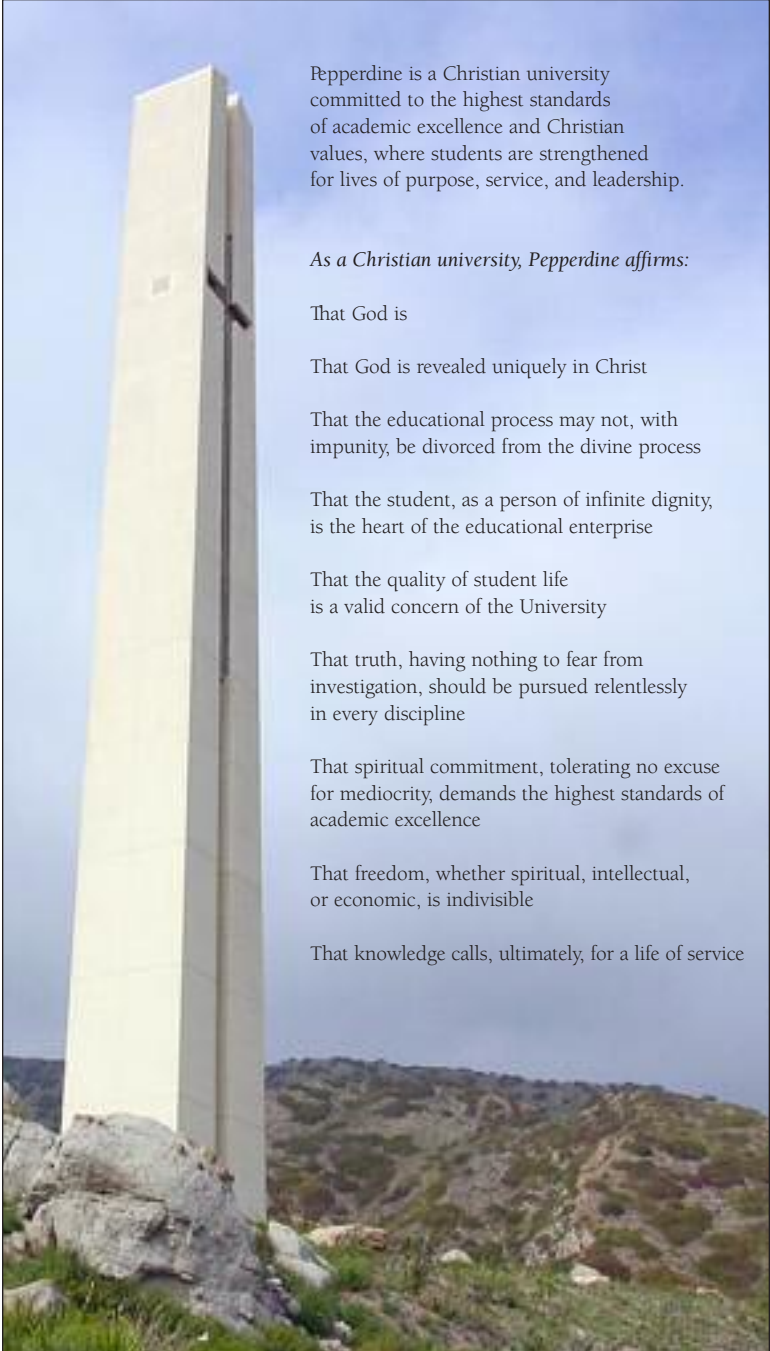
PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

2006–2007
Academic Catalog

For More Information

Requests for further information should be addressed to:

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



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

As a Christian university, Pepperdine affirms:

That God is

That God is revealed uniquely in Christ

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

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

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

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

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

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

That knowledge calls, ultimately, for a life of service

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**GRADUATE SCHOOL OF EDUCATION
AND PSYCHOLOGY
2006–2007 ACADEMIC CALENDAR**

Fall 2006

Monday	Aug. 28–	New Student Orientation
Thursday	Aug. 31	
Monday	Sept. 4	Labor Day Holiday
Tuesday	Sept. 5	Classes begin for Fall term; late registration fee and withdrawal fees apply
Friday	Sept. 8	Add/drop period ends
Saturday	Sept. 9	Refund schedule applies for withdrawal
Friday	Sept. 22	Last day to apply for Spring 2007 completion of master's degree; graduation fee due*
Tuesday	Oct. 10	Second tuition installment due for Fall 2006 payment plan
Monday	Oct. 16	Additional degree-posting date for Psy.D. and Ed.D. students*
Friday	Oct. 27	Last day to withdraw with grade of "W"
Friday	Nov. 10	Third tuition installment due for Fall 2006 payment plan
Thursday	Nov. 23–	Thanksgiving holiday
Friday	Nov. 24	
Friday	Dec. 15	Last day of Fall term
Saturday	Dec. 16–	Winter break
Monday	Jan. 1	

Spring 2007

Monday	Dec. 11–	New Student Orientation
Thursday	Dec. 14	
Tuesday	Jan. 2	Classes begin for Spring term; late registration fee and withdrawal fees apply
Friday	Jan. 5	Add/drop period ends
Saturday	Jan. 6	Refund schedule applies for withdrawal
Monday	Jan. 15	Martin Luther King Day (no classes meet)
Friday	Jan. 19	Last day to apply for Summer 2007 completion of degree; graduation fee due*
Friday	Feb. 10	Second tuition installment due for Spring 2007 payment plan
Friday	Feb. 23	Last day to withdraw with grade of "W"
Saturday	Mar. 10	Third tuition installment due for Spring 2007 payment plan
Sunday	Apr. 15	Priority application deadline for 2007–2008 financial aid
Friday	Apr. 13	Last day of Spring term
Saturday	Apr. 14–	Semester break
Sunday	Apr. 29	

Summer 2007*Administrative dates for all programs*

Monday	Apr. 23–	New Student Orientation
Thursday	Apr. 26	
Monday	Apr. 30	Late registration fee and withdrawal fees apply
Friday	May 18	Last day to apply for Fall 2007 completion of degree; graduation fee due*
Monday	May 28	Memorial Day holiday
Sunday	June 10	Second tuition installment due for Summer 2007 payment plan
Wednesday	July 4	Independence Day holiday
Tuesday	July 10	Third installment due for Summer 2007 payment plan

Class dates for Education programs

Monday	Apr. 30	Classes begin for Summer term
Friday	May 4	Add/drop period ends
Saturday	May 5	Refund schedule applies for withdrawal
Friday	June 8	Last day to withdraw with grade of "W"
Saturday	June 23	Graduation ceremony for Education programs
Friday	July 20	Last day of Summer term
Saturday	July 21	Degree posting date for Education students
Sunday	July 21	Session break

*Class dates for Psychology programs*Session I

Monday	Apr. 30	Classes begin for Summer session I
Friday	May 4	Add/drop period ends
Saturday	May 5	Refund schedule applies for withdrawal
Saturday	May 19	Graduation ceremony for Psychology programs
Friday	June 1	Last day to withdraw with grade of "W"
Friday	June 15	First degree posting date for Psychology students
Friday	June 15	Last day of Summer session I
Saturday	June 16	Session I break

Session II

Monday	June 18	Classes begin for Summer session II
Friday	June 22	Add/drop period ends
Saturday	June 23	Refund schedule applies for withdrawal
Friday	July 20	Last day to withdraw with grade of "W"
Friday	Aug. 3	Second degree posting date for Psychology students
Friday	Aug. 3	Last day of Summer session II
Saturday	Aug. 4	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 at the end of each term. Graduation ceremonies for the education division and for the psychology division are conducted separately once a year.



President's Message

Beginning in 1937, when an experienced and dedicated faculty was gathered for the school's first year, Pepperdine University has maintained a long and rich heritage of academic excellence. Today we continue that tradition as we apply ourselves to an important goal, strengthening our emphasis on scholarship and culture. We are interested in seeing that each member of the faculty is encouraged to rise among his or her peers in scholarship and to advance thinking within that chosen discipline.

As we focus on scholarship, we do not for a moment remove our attention from what we believe is the central task of education: teaching. Though some institutions may agonize over the problem, for Pepperdine the issue is not teaching or research—it is nationally recognized scholarship in support of excellent teaching.

We understand that you, as a student, want and need training for a successful career in life. That is a “given.” But Pepperdine also believes it is important that we help you to become an enlightened, civil, and cultured citizen. In addition to your major academic concentration and perhaps familiarity with other disciplines, it is important to celebrate music, drama, literature, poetry, and art. We hope you will be in daily contact with these expressions of the human spirit.

A number of distinguished scholars have observed the weakening of our culture. In 2000, the eminent Jacques Barzun, former professor and provost of Columbia University, released his opus, *From Dawn to Decadence*. The title seems to speak volumes. It is certainly not impossible to wake up one day and realize that we have become a nation of highly trained (and perhaps even highly paid) barbarians. But at Pepperdine, we believe that higher education has a duty to preserve those things that are timeless and that ennoble humanity.

Welcome to a University that cares deeply about the past, present, and future. We honor the past, live and serve in the present, and plan for a bright future. We also commend to you the life of the mind, the life of the spirit, and the life of community.

Andrew K. Benton

President



Dean's Message

Emphasizing the University's mission of service through leadership is the hallmark of Pepperdine University's Graduate School of Education and Psychology (GSEP). Students benefit from an education in the theory of education or psychology; but more importantly, they learn how to apply that knowledge directly to real-world situations in order to serve others.

The Graduate School of Education and Psychology creates a nurturing learning environment. Interaction among students and teachers is a crucial element 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.

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 servant leadership.

Margaret J. Weber

Dean, Graduate School of Education and Psychology





GENERAL INFORMATION

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 8,300 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio School of Business and Management, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu; at six graduate campuses in Southern California; and at international campuses in Germany, England, Italy, and Argentina.

The University was founded in 1937 by Mr. George Pepperdine, a Christian businessman who started the Western Auto Supply Company. For the first thirty 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 1,850 students. With its main campus located in West Los Angeles, the graduate school also offers select programs at graduate campuses in Malibu, Irvine, Encino, and Westlake Village, as well as online. The Graduate School of Education and Psychology offers a total of ten master's and doctoral programs in education and psychology, all of which are founded on the theoretical understanding of service through leadership. The education programs prepare teachers to serve as leaders in technological innovation and collaborative learning environments as well as train administrators to create vision and manage change in business, health, and other social service professions. Students in the psychology programs are educated in the current and emerging human service fields, including clinical psychology and marriage and family therapy. Emphasis is placed on the practitioner-scholar model of learning, highlighted by discovery, and clinical application. In conjunction with an excellent professional education, students are provided personal attention in a Christian, values-centered context.

Seaver College is the University's residential college of letters, arts, and sciences, enrolling approximately 3,000 undergraduate and graduate students who are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum requires each student to develop as a broadly educated person. The bachelor's degree is offered in 38 fields of study, and the master's degree is offered in 7 areas.

The George L. Graziadio School of Business and Management is one of the nation's largest graduate business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 2,300 students in its full- and part-time programs. Founded in 1969, the school is named for its benefactor, the co-founder and former CEO of Imperial Bancorp, George L. Graziadio. Its mission is to develop values-centered leaders for contemporary business practice. Degrees granted by the Graziadio School include the Master of Business Administration (MBA) for full time students, working professionals, and high-level executives; the International Master of Business Administration (IMBA); the Master of Science in Organization Development (MSOD); and the undergraduate Bachelor of Science in Management (BSM). Special programs include a joint BSM and MBA program, joint degrees with Pepperdine University's School of Law (JD/MBA) and School of Public Policy (MBA/MPP), and nondegree executive education programs that can be customized to meet an organization's specific learning needs. Degree programs are offered at the Graziadio School's headquarters located in West Los Angeles; the Drescher Graduate Campus in Malibu; and additional campuses located throughout Southern California including Encino, Irvine, Long Beach, Pasadena, and Westlake Village. The Executive MBA program also is available in Northern California.

The School of Law provides an excellent legal education within a values-centered context. One of the most rapidly developing law schools in the country, it is fully approved by the American Bar Association and holds membership in the Association of American Law Schools. It has a limited enrollment of about 670 full time students who come from across the nation and around the world to study law in a unique, supportive environment. Among its newest degree offerings are the LLM in Dispute Resolution, administered by the School of Law's internationally acclaimed Straus Institute for Dispute Resolution, and the Juris Doctor/Master of Divinity, in conjunction with Seaver College. Other joint degree programs include the JD/MBA, JD/MPP, and JD/MDR. It has a fall semester and summer session in London, where students may study international law in one of Europe's most exciting cities. The School of Law is also home to the newly created Institute on Law, Religion, and Ethics and the Center for Entrepreneurship and Technology Law.

The School of Public Policy (SPP) offers a Master of Public Policy (MPP) degree built on a distinctive philosophy of nurturing leaders to use the tools of analysis and policy design to effect successful implementation and real change. This requires critical insights balanced with personal moral certainties that only a broad exposure to great ideas, courageous thinkers, and extraordinary leaders can encourage. It prepares graduates for careers as leaders and seeks also to strengthen the institutions which lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations. Joint degree programs include the MPP/JD degree and the MPP/MDR degree in conjunction with the School of Law and the MPP/MBA degree in conjunction with the George L. Graziadio School of Business and Management. The Davenport Institute, the research and special program division of SPP, is dedicated to addressing current issues through major conferences, seminars, and published research.

THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY GENERAL INFORMATION

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 on improving educational techniques in the public and private school systems statewide, Pepperdine University met increasing demands for leadership and transformed its existing Department of Education into a professional School of Education. The school was formally established on January 1, 1971.

In 1951, a master's degree in psychology was offered for the first time, 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.

Mission

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

As a graduate school within a Christian university, Pepperdine's Graduate School of Education and Psychology endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities.

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

The strategies for accomplishing this mission are:

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

Our spirit, energy, and actions will be an inspiration to education and psychology communities.

Our Expressed Values

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

Center for the Family

Founded in 1996 the Center for the Family is a Christian institute that is committed to promoting positive relationships and strengthening the bonds that hold families together. The main emphasis of the center is to teach marriage, parenting, and family relationship skills while also equipping others to conduct these workshops. The center's staff of licensed therapists and family life educators offer on-site trainings and seminars at their Malibu, California-based location and at churches, schools, and other locations nationwide. In addition to the center's staff, the Center for the Family features a speakers bureau, which includes notable speakers and relationship experts who are available for speaking engagements.

Counseling Clinics

Pepperdine University's Graduate School of Education and Psychology maintains three on-campus counseling centers, which offer support to Pepperdine personnel as well as the surrounding communities. In addition, psychology students also offer community counseling services at the Los Angeles Union Rescue Mission as a part of the school's prestigious Conrad N. Hilton Foundation grant. The Pepperdine University Community Counseling Clinic is housed at the Irvine Graduate Campus and at the Encino Graduate Campus. The Pepperdine University Psychological and Educational Clinic is located at the West Los Angeles Graduate Campus. The clinics are staffed by Pepperdine master's- or doctoral-level psychology graduate student-therapists who are trained and supervised by licensed psychologists. Each clinic offers a wide range of high quality, affordable psychological services to individuals of all ages and backgrounds, as well as couples and families. Evaluations and therapy plans are specifically tailored for each individual client. Please see the Phone Directory section of this catalog for information on how to contact the clinic staff at the Irvine, Encino, or West Los Angeles locations.

Graduate Campuses

The Graduate School of Education and Psychology is headquartered at the West Los Angeles Graduate Campus. The West Los Angeles Campus 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 University's graduate campuses in Malibu, Irvine, Encino, and Westlake Village. These locations house classrooms, faculty offices, academic computing facilities, and libraries. Students attend classes at the following locations:

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

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

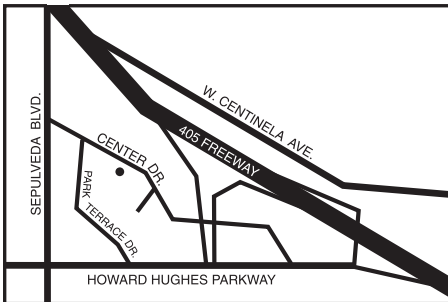
**Westlake Village
Graduate Campus**
2829 Townsgate Road, Suite 180
Westlake Village, California 91361
(805) 449-1181

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

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

Campus Locations and Maps

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



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

From the north:

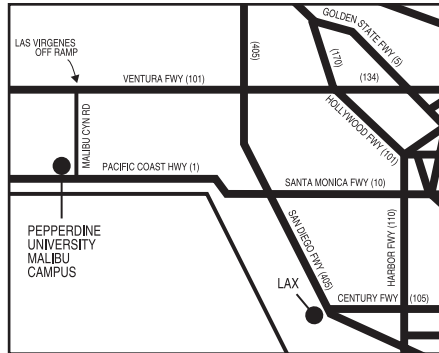
Go south on the San Diego Freeway (405) and exit at Howard Hughes Parkway. From Howard Hughes Parkway, turn right onto Park Terrace Drive. Enter the parking structure from Park Terrace Drive. The entrance to the building is through the courtyard located on the street level. The Graduate School of Education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

From the south:

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

Pepperdine University (Malibu Campus) and Drescher Graduate Campus

24255 Pacific Coast Highway
Malibu, CA 90262
(310) 506-4608



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

From Los Angeles and points south:

Take the Santa Monica Freeway (10) west to Pacific Coast Highway (1) and proceed north to Malibu Canyon Road. Turn right and proceed to the Seaver Drive campus entrance. Continue on Seaver Drive, which will turn into Huntsinger circle, until you reach Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.

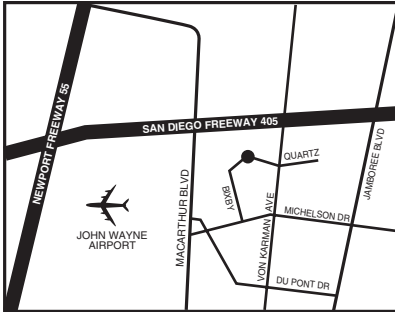
From the San Fernando Valley:

Take the Ventura Freeway (101) to the Las Virgenes exit, Malibu Canyon Road, and proceed south toward Pacific Coast Highway. The Seaver Drive campus entrance is on the right just before Pacific Coast Highway. Continue on Seaver Drive, which will turn into Huntsinger circle, until you reach Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.



From Ventura and points north:

Take Pacific Coast Highway to Malibu Canyon Road, turn left on Malibu Canyon Road, and the Seaver Drive campus entrance is on the left. Continue on Seaver Drive, which will turn into Huntsinger circle, until you reach Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.



Irvine Graduate Campus

18111 Von Karman Avenue

Irvine, CA 92612

(949) 223-2500

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



From all points north:

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

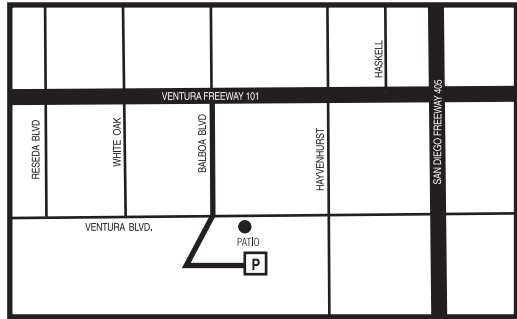
From all points south:

Take the San Diego Freeway (405) north, exit at Jamboree, and turn left. Turn right at the first light, which is Michelson. Turn right at Von Karman; immediately get into the center left turn lane. Turn left on Quartz, the entrance to the Lakeshore Towers

Business Complex. Stay to the right at the fork in the road, make a left turn at the stop sign, and continue on to the parking structure entrance on the left.

Encino Graduate Campus

16830 Ventura Blvd.,
Suite 200
Encino, CA 91436
(818) 501-1600

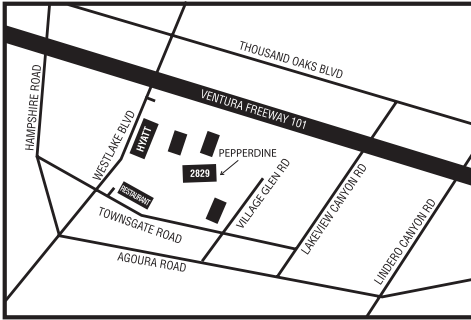


The Encino Graduate Campus in the San Fernando Valley is two miles west of the San Diego Freeway (405) and one mile south of the Ventura Freeway (101). The Pepperdine graduate campus is on the southeast corner of Balboa Boulevard and Ventura Boulevard.

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

Pass through the patio to the lobby and take the elevator to the second floor. Bring your parking ticket to be validated for a reduced fee.





Westlake Village Graduate Campus

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



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

Exit the Ventura Freeway (101) at Westlake Boulevard. Proceed on Westlake Boulevard south to Townsgate Road. Turn left onto Townsgate Road.

The first stoplight is Village Glen. Make a left turn Village Glen into the parking area.

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





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 2006–2007 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 GSEP Admission Office. A student need not submit a new Application for Admission unless two years have elapsed since the previous application or additional academic work has been completed.

Readmission

Students who have been continuously absent for two or more terms must file a petition for readmission with the GSEP Admission 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 GSEP Admission 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 GSEP admission Office and pay the regular application fee.

Admission of International Students

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

International applicants whose native language is not English must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Applicants taking the computer-based TOEFL must have a minimum score of 220. Information concerning the availability of this test in foreign countries may be obtained by contacting TOEFL, Educational Testing Service, Princeton, NJ 08540, USA. All international applicants are required to submit certified transcripts, in English, including a calculated grade point average that has been evaluated by a credentials service such as the International Education Research Foundation (IERF) at www.ierf.org or the World Education Services, Inc., at www.wes.org. International applicants must also complete the International Student Data form in the Application for Admission packet and submit it to the GSEP Admission Office.

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

Admission of Veterans

Veterans who seek admission should follow the regular admission policies and should also contact the Registrar's Office in Malibu. This should be done as early as possible to expedite handling of applicant forms and admission counseling. Applicants must be fully admitted before receiving benefits. Veterans are advised to consult "Information for Veterans" in the Legal Notices 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 Admission 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 Admission Office. This office will inform the applicant of the status of the application, but it is the applicant's responsibility to be certain that all necessary documents are on file.

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

Admission Process

Applications are evaluated only after all the necessary information and materials have been received by the Admission Office. Completed files are processed and evaluated by the admissions committee. Applicants to most programs are notified of the admission decision by mail, 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.

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 and be fully admitted into a specific program.

Provisional Status—At the University's discretion, a limited number of students whose academic backgrounds do not meet the academic standards required for eligibility for regular status, but who give evidence of ability to pursue graduate work in a particular field, may be admitted with provisional status. Over a period of no more than two terms, students who are admitted on provisional status must enroll in a minimum of 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 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 the requirements for the program, provided the transfer credit meets all equivalency requirements. Education doctoral students may transfer up to eight 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 Petition form indicating courses the applicant wishes to transfer as part of the admission process. This form, accompanied by course descriptions and syllabi 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. Students are expected to complete all course work at Pepperdine University. In order for special circumstances and exceptions to be considered, the student must receive advance approval from the program director.





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 2006. Pepperdine University reserves the right to adjust the charges at any time before the charges are incurred by the student. Due to economic conditions, it is expected that charges will increase in future academic years.

Tuition and Nonrefundable Fees

Application for Admission fee \$55

Education Programs

Tuition, per unit:

Master's-level courses \$795

Doctoral-level courses \$1,000

Tuition, per term:

M.A. in Educational Technology (Online) VirtCamp® (Summer 07) .. \$3,180

Each term \$6,870

Doctor of Education in Organization Change \$9,870

Doctor of Education in Educational Technology TechCamp® \$350

Doctor of Education in Organizational Leadership

Community Building Workshop..... \$395

Doctor of Education in Organization Change Workshop:

Developing a High Performing Learning Community..... \$600

Doctor of Education in Educational Leadership,

Administration, and Policy Leadership and Technology

Training for Educators (LATTE®) \$350

Psychology Programs

Tuition per unit:

Master's-level courses at graduate campuses..... \$795

Master's-level courses at Malibu campus \$1,000

Doctoral-level courses \$1,000

Orange County facilities fee per term \$50

Graduation fee \$65

Late registration fee \$50

Withdrawal fee..... \$150

Continuous registration fee, per course¹..... \$100

Challenge examination fee, per course \$300

Program change fee..... \$35

Auditing fee, per course (not required of enrolled students).....	\$100
Transcripts, per copy ²	\$5
Late company reimbursement payment fee ³ (nonrefundable).....	\$50
Finance charge ⁴ (per month).....	0.833%
Three-payment option service Charge ⁵ (per term).....	\$15
Returned check charges:.....	\$25

1. Doctoral (Ed.D.) students who have completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may pay this fee in lieu of the tuition for ED 791 (2 units). A completed Form F4 must be submitted to the program administrator to take advantage of this fee.

Doctoral (Psy.D.) students 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 \$5. If ordering by telephone, they will be charged \$10. Students may call (800) 735-3243 to hear a recorded informational message for ordering transcripts.
3. Liquidated damages pursuant to Cal.Civ. Code §167-b, charged when the company reimbursement payment deadline is missed.
4. A 0.833 percent per month delinquency charge (liquidated damages under Cal. Civ. Code 1671-b) is applicable to all delinquent balances. The imposition of such a delinquency charge does not constitute an agreement to forebear collection of the delinquent payment.
5. Students who are eligible for and choose to use the Three-Payment Option will be assessed 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 finance charges, 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 for keeping his/her billing address current with the GSEP Student Accounts Office. 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 (Two-Payment Option or Three-Payment Option)

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

Finance charges will be applicable to each installment payment that is 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 in advance.

Two-Payment Option

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

Two-Payment Option Payment Due Dates

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<i>First installment</i>			
due on or before	First day of term	First day of term	First day of term
<i>Second installment</i>			
due on or before	October 10	February 10	June 10

Three-Payment Option

Tuition, room, and board charges remaining after deduction of any financial aid are divided into three equal installments to be paid according to the following schedule. All other charges are due on or before the due date listed on the student's monthly statement of account. A nonrefundable \$15 service charge per term will be added to the student account and due with the first payment.

Three-Payment Option Payment Due Dates

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<i>First installment</i>			
due on or before	First day of term	First day of term	First day of term
<i>Second installment</i>			
due on or before	October 10	February 10	June 10
<i>Third installment</i>			
due on or before	November 10	March 10	July 10

Company Reimbursement Payment Option

For students reimbursed for tuition by their employers, the University will allow a deferral of payment after deduction of any financial assistance. All financial aid funds are applied to tuition charges and fees first. Deferral of tuition charges and fees due to company reimbursement does not create excess funds. Funds cannot be released until all institutional charges are paid. If financial aid funds do not cover full tuition, the remaining balance can be deferred under the company reimbursement plan. The student is responsible for payment to the University of the deferred amount by the due date. Payment must be received by the GSEP Student Accounts Office on or before the due dates to avoid a \$50 late payment fee and finance charges at 0.833% per month on any delinquent balance.

Missing a deadline may revoke the privilege of using the Company Reimbursement Payment Option at future registrations. To qualify for this payment option, the student must fill out and return the Company Reimbursement Agreement form to the GSEP Student Accounts Office by the first day of the term. The Company Reimbursement Agreement form may be obtained by contacting the GSEP Student Accounts Office or downloading it from the Internet at: <http://gsep.pepperdine.edu/studentaccount>.

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

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

If the company reimburses less than 100% 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 trimester that assure ultimate payment of all charges.

Company Reimbursement Payment Option Payment Due Dates

Fall	Spring	Summer
January 15	May 15	September 15

Penalties on Delinquent Balances

Billing statements are produced each month. Students are responsible for keeping their billing addresses current with the GSEP Student Accounts Office. The receipt of the statement of account is not a prerequisite for payment of any outstanding balance due. Any unpaid portion of the minimum amount due is subject to a delinquency charge of 0.833% 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 each term. If units are added that result in additional charges, the charges must be paid at the time of the change or in accordance with the University payment policies. Students who drop all courses after the initial registration until the last day of the add/drop period will be charged a \$150 withdrawal fee.

Financial Aid

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

Federal Student Loans

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

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

Refund Policies

University operating expenses and student charges are planned on an annual basis. The refund schedule has been established in recognition of both the University's advance commitment to operating expenses and a spirit of fairness for students who find it necessary to discontinue use of University services. The 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 during the add/drop period only; however, once students have registered for a term, if all classes are dropped, a charge of \$150 is assessed. Students withdrawing from courses after the add/drop period are subject to the partial refund policies listed below.

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

*A week is 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

Credit balances resulting from financial aid will be processed automatically and checks will be mailed to the student's permanent address. It is the student's responsibility to ensure that a current address is on file with the GSEP Student Accounts Office. Any other credit balances may be refunded after the student

makes a written request for the funds. Credit balances on accounts where credit card payments were received will have the credit reversed back to the credit card first and any remaining funds will then be issued as a check.

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

Security Interest in Student Records

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

Financial Aid

Several financial aid programs are available. To be considered for need-based grants and scholarships, financial aid applications must be submitted by returning students by April 15 of each year and by prospective students immediately upon application for Admission to the University. Financial aid from federal, state, and institutional resources should be considered as supplemental to personal resources and not as primary resources. Pepperdine University awards financial aid on the basis of financial need and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in administration of its financial aid.

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

- Full time status: enrollment in 6 units per term (with the exception of students enrolled in only the Teaching Credential program, which is 12 units).
- Half-time status: enrollment in 3 units per term (with the exception of students enrolled in only the Teaching Credential program, which is 6 units).
- Enrollment in a dissertation course constitutes full time status.
- Enrollment in a comprehensive examination course constitutes full time status.
- Enrollment in clinical practicum and fieldwork courses constitutes half-time status.

To apply for student loans, applicants must submit a Free Application for Federal Student Aid (FAFSA) to the United States Department of Education to determine financial need. In addition to submitting the FAFSA, applicants interested in grants must submit a GSEP Colleagues Grant Application to the Financial Aid Office. The FAFSA can be completed online at www.fafsa.ed.gov. Forms and information can be obtained by contacting the Financial Aid Office at (310) 568-5775 or <http://gsep.pepperdine.edu/financialaid> or from the student services assistants at any of the graduate campuses.

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. Repayment begins six months after leaving school, dropping below half-time status, or graduating. The maximum amount a student may borrow in Subsidized Stafford funds is \$8,500 each academic year. Funds are divided evenly among the number of terms of enrollment and credited to the student account after the add/drop period each term.

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 financial need to qualify. Interest accrues while the student is enrolled in school. If enrolled in an eligible program at least half-time, borrowers may defer payment of the principal and pay the interest only or 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. Loans must be coordinated with other aid and cannot exceed the total cost of attendance. The interest rate is variable, not to exceed 8.25%. Repayment begins six months after the student ceases to be enrolled at least half time.

Private education loans are also available to students who qualify and who need additional funding for tuition or living expenses.

Graduate School of Education and Psychology Colleagues Grants

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

Scholarships

Under the auspices of the Graduate School of Education and Psychology, special funds have been allocated for scholarships for GSEP students. Scholarship awards are made based on a variety of criteria, including academic merit, financial need, for specific academic programs, and the promotion of cultural diversity at the school. Recipients typically receive between \$350 to \$1,000 each term. The amount of the award depends upon the amount of scholarship funding available for the year and the number of recipients. Scholarships generally are awarded at the start of the academic year. Students must be enrolled in full time status each term in order to be eligible for scholarships (6 units each term, with the exception of students enrolled in the Teaching Credential program only, which is 12 units for full time status). Students who apply for financial aid are considered for the following scholarships:

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

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 Organizational Leadership program.

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

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

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

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

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.

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 6 decades of loyalty to Pepperdine as a student, professor, dean, administrator, and lifelong ambassador. A pacesetter gift to create the foundation for this endowed scholarship fund was made by fellow alumnus Jack R. Blackwell and his wife, Jean. The scholarship is set up specifically to aid individuals who are current

teachers or who aspire to careers in the teaching profession. Incoming students are eligible for this scholarship. Awards are determined by faculty and program staff upon review of Admission Applications during the admission process. Recipients will be notified of their awards before the start of their program.

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.

Assistantships

Full time students (enrolled in at least six units) may gain valuable work experience through three types of assistantships. While a student may hold more than one assistantship, the maximum number of hours a student may work is 19¼ per week. Master's degree students earn \$11.62 per hour and doctoral students earn \$12.68 per hour.

Graduate Assistantship (GA)—Students are trained to assist staff with clerical, telephone, and administrative duties related to financial aid, human resources, marketing, professional development, special events, technology, and other areas. Interested students may obtain an application through the GSEP Financial Aid Web page at <http://gsep.pepperdine.edu/financialaid> or call GSEP Student Employment at (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 booklets.

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.

Community Counseling Clinics

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

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

General Services

Assistance for Students with Disabilities

Pepperdine University is committed to complying with all mandates set forth in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities requesting accommodation should contact the University's Disability Services Office (DSO) before their academic program begins. Upon verification of the student's disability, the DSO will work with each student on a case-by-case basis to determine appropriate accommodations

while maintaining academic integrity of the courses. Students should expect a two-week time frame in which the documentation and accommodation request will be reviewed. If the documentation is incomplete and/or does not meet the DSO guidelines, students will be required to submit complete documentation before accommodations may be granted.

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

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

Athletic Facilities

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

Bookstore Services

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

West Los Angeles Bookstore (310) 568-5741

Irvine Bookstore (949) 223-2552

Drescher/Malibu Bookstore (310) 506-8569

Career Services

Education: The Career Services Office offers workshops and strategies focused on helping students and alumni develop their careers. In addition, the office maintains current job listings, provides consultation on résumés and vitae, hosts career fairs, 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 résumés, visit the Career Services Office online at <http://gsep.pepperdine.edu/careerservices>.

Psychology: The Career Service Office provides support services and resources to help students and alumni explore career possibilities, develop skills for successful employment searches, and secure full-time employment. The focus is on individual consultation and interactive workshops to provide GSEP students and alumni with the tools to market their skills in a competitive environment and to establish themselves as professionals in the psychology field. The office provides resume and curriculum vitae writing assistance, interview preparation, job search techniques, career counseling and assessments, and job

listings on monsterTrak.com. Career Services hosts career service presentations, career fairs, alumni panels, and doctoral roundtables. For an individual career consultation appointment, contact Naomi Naitzat at (310) 568-5715 or at naomi.naitzat@pepperdine.edu. For employment opportunities, sample resumes and sample CV's; as well as other helpful tips, visit the Career Services office online at <http://gsep.pepperdine.edu/careerservices>.

The Psychology Career Development Office also offers additional information regarding available services and resources online at www.pepperdine.edu/careerservices/psychology.

Computer Services

The Graduate School of Education and Psychology provides computing services and assistance to students at all five graduate campuses. Student computer services are available through the Client Services Labs. Each computing facility is designed to link computing technology to the learning process.

West Los Angeles	(310) 568-5688
Malibu (Drescher Graduate Campus)	(310) 506-7359
Irvine	(949) 223-2510
Encino	(818) 501-1614
Westlake Village	(805) 496-8767

Food Services

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

Health Insurance

All graduate students are required to carry health insurance. For students who do not have private medical insurance, the University offers an affordable injury and sickness policy that is underwritten by the Mega Life and Health Insurance Company. Enrollment is open at the beginning of each trimester. All international students are required to purchase the group insurance policy by Mega Life if their out-of-country policy does not cover them in the U.S.

The Mega Life group policy assists in meeting not only common illnesses, but also the financial burden of illness and accidents involving care beyond that available in the Student Health Center. Enrollment forms are available from the Student Health Center and One Stop on the Malibu campus and at each graduate campus.

For information regarding student health insurance, contact the student health insurance coordinator at (310) 506-4830 or studentinsurance@

pepperdine.edu. To view or print the insurance brochure and/or enrollment form, go to: www.studentresources.net.

Housing Assistance

Because students arrive from other states and countries, Pepperdine provides assistance in finding housing near the center where they are enrolled. Although there is no on-campus housing at the graduate campuses and only limited housing at the Malibu campus for graduate students, 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.

Information Technology

The Information Technology department provides a full range of technology services for University students. Each of the University's campuses features modern classrooms with digital projection and wireless Internet access as well as multiple general-use computer labs that provide wired and wireless connectivity, fee-based black-and-white and color printing, photocopying, and access to a variety of mobile equipment such as projectors and laptops that may be reserved and checked out by University students.

Information Technology staff are available at each of the labs to provide technical assistance. In addition, students can call the IT Help Desk at (310) 506-HELP (4357), which provides full telephone technical support from 7:00 a.m. to 9:00 p.m., Monday through Friday, and from 8:00 a.m. to 4:00 p.m. on Saturday. A voice message can be left after hours.

Students are required to abide by the Computer and Network Responsible Usage Policy. Details are included in the "Legal Notices" section of this catalog and are published on the Information Technology Web site. More information about all of the Information Technology services is available at <http://www.pepperdine.edu/it/>.

International Student Services

The Office of International Student Services (OISS) is located on the Malibu campus. The OISS issues the Form I-20, "Certificate of Eligibility for Nonimmigrant (F-1) Student Status," to international students who have been granted Admission to Pepperdine University. International students registering at Pepperdine University for the first time must report to the OISS in Malibu and consult with the designated school official for purposes of ensuring compliance with government regulations. The OISS provides information seminars, publications, and individual counseling on immigration, employment authorization, tax requirements, and other matters related to the students' nonimmigrant status in the U.S. Health and accident insurance coverage is mandatory for international students. For more information, call the OISS at (310) 506-4246.

Library Services

Students, faculty, staff, and alumni of the Graduate School of Education and Psychology are served by the four libraries in Malibu, West Los Angeles, Irvine,

and Encino. In addition to the print collection, the library system also provides access to an extensive number of government documents, electronic databases, online materials, and specialized print and nonprint materials.

The West Los Angeles library collection, largest of the graduate campus libraries, includes the ERIC Microfiche Collection 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 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 around the world. 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. The Ask-a-Librarian service provides e-mail reference assistance. These services are described on the Pepperdine Libraries' Web site: <http://library.pepperdine.edu>.

Library resources are described and may be accessed through the Pepperdine Libraries' Web site or PepXpress at <http://xpress.pepperdine.edu>. Access to the electronic databases and interlibrary loan requires authentication as a current faculty member or student.

New Student Orientation

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

On-site Assistance

Since students enrolled at the Irvine, Encino, Westlake Village, and Malibu-Drescher graduate campuses may not have easy access to the headquarters in West Los Angeles, Pepperdine staff are available at each location to assist them with registration, financial aid, and other special needs.

Parking

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

Encino Graduate Campus student parking is only available to those who purchase a parking decal each term, which provides unlimited parking from 2:30 p.m. to 11 p.m., Monday through Friday, and all day Saturday.

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

Westlake Village Graduate Campus and Drescher Graduate Campus/Malibu offer free parking.

Professional Activities

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

Publications

The Graduate School of Education and Psychology produces a magazine, *Pepperdine Colleague*, to serve the informational as well as professional needs of faculty, staff, alumni, and friends of the School. It is published two times per year. The School also prints the *Scholar's Scroll* on a monthly basis as an internal newsletter for GSEP faculty and staff.

Registration

Within a designated period of time each term, students will be able to enroll through the University Web portal. For information regarding registration for classes, please call (310) 568-2328.

Statistics and Methodology Support

Assistance with statistical and research skills is available to doctoral students progressing through the dissertation process. Resources include seminar sessions, individual consultations and referrals, books and sample documents, and a Web site devoted to dissertation and writing support. For more information, contact the program administrator for your specific program.

Student Health Center

The Student Health Center is located on the Malibu campus at the northwest corner of the Rho parking lot on Towers Road. The Student Health Center provides a wide variety of services similar to any family practice office, including care for respiratory problems, sports medicine, injuries, women's and men's health issues, dermatology, etc. The center also administers the immunization and travel medicine programs. All information reported here is confidential and kept as part of students' health records in the Student Health Center. The Insurance Portability and Accountability Act (HIPAA) protects disclosure of health information.

The purpose of the center is to promote the good health of students through diagnosis of illness and injury, treatment, education, and consultation. It operates on the model of an ambulatory health clinic during regular business hours. The staff of the center includes registered nurses, a physician assistant,

board-certified physicians, and administrative staff. Students accessing care will be charged for service for each visit. Follow-up visits are charged based on the complexity of the service provided. Additional charges may include lab work, prescriptions, and specialty services. All fees are kept as low as possible, encouraging full access to healthcare for all students. The fees will be charged to the student's account or can be paid at the time of service. A receipt will be provided to the patient at every visit. Patients may submit receipts to their insurance company for reimbursement.

All undergraduate and international students must be enrolled in a health insurance program. Pepperdine has contracted with Mega Life and Health Insurance Company, which offers two affordable plans. The school insurance representative can be reached at (310) 506-4830. Students wishing to see an off-campus medical provider (physician, dentist, optometrist, etc.) are encouraged to contact the center for referral information.

Most entering graduate students need to update their immunization status. Although the following immunizations are not required for graduate school entry, they are strongly recommended by the American College Health Association and the Centers for Disease Control and Prevention in Atlanta, Georgia: Tetanus/Diphtheria (booster within ten years); M.M.R.—Measles, Mumps, Rubella (two doses required); TB skin test (PPD) within the past year; Hepatitis B Vaccine series of three; and the Meningococcal (Menomune) vaccine (for those students under the age of 25). For more information regarding these immunizations, students should contact their health provider or the Student Health Center at (310) 506-4316. Students may also visit the center's Web site at www.Pepperdine.edu/Studentaffairs/Healthcenter/.

The center, in cooperation with Mega Life and Health Insurance Company, offers PEP-RN On Call, a toll-free confidential hotline staffed by registered nurses with physician consults available 24 hours a day, seven days a week at (800) 413-0848. Students are encouraged to use the service when they need to make decisions about their health concerns and the type of care they should seek.

The Student Health Center sees patients by appointment only Monday through Friday, 8:00 a.m. to 5:00 p.m. Appointments may be made by calling (310) 506-4316. In case of a medical emergency, students should call Public Safety at (310) 506-4441.

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 or e-mail corniche@pepperdine.edu 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 consultations via telephone and e-mail. For specific information, visit the Writing Support Program Web site at <http://gsep.pepperdine.edu/student-services/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 70,000+ 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. The student is at the heart of the University and the alumni associates encourages former students to participate in activities with other alumni and the Colleagues organization to expand the 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 thereby advancing its competitive benefits of practicality and excellence in the fields of education and psychology. Colleagues members include alumni, students, friends, and Pepperdine faculty and staff. 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.

Psi Chi

Pepperdine has had an active chapter of this national honor society in psychology for 50 years. Members have the opportunity to participate in social and professional activities while being recognized for academic achievement. Membership is open to graduate psychology students who have earned a minimum of nine units with a cumulative grade point average of 3.7 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 6 or more units are considered full time. Doctoral students at the comprehensive examination and dissertation level are considered full time. Education doctoral students and psychology students are limited to a maximum of 10 units in any term. In certain programs, however, students are permitted, if they so elect, to enroll in fieldwork or practicum courses in addition to the maximum load. In these instances, the total number of units per term should not exceed 12. 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. This provision does not apply to students who receive two grades below a "B-" in a term in the Organizational Leadership doctoral program (see the Doctor of Education section). Students who receive two grades lower than a "B-" in the same or two different terms are dismissed from the program and will not be able to take additional courses to increase their grade point average.

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. (There is no add/drop option available to students in the cohort programs.)

Attendance

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

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 transcript 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 or associate dean for a final decision. Upon approval, students requesting to challenge courses will pay the challenge exam fee and follow the procedure outlined in a document available in the program administrators' offices. Students cannot challenge for credit any course previously audited.

Master's-level students who wish to challenge a course, and have not already transferred the maximum number of semester units (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 eight semester units of doctoral-level courses. 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

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

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, clinical practicum, and internship).

Credit Transfers

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

Cross-Registration

Students who are not admitted to an established Pepperdine joint-degree program may still enroll for a limited number of courses in the University’s other four schools. Permission must be given by both the appropriate associate dean or designated administrator of the other school and the instructor of the course. Students should also have the permission of their academic advisor to ensure that the course taken will apply to their degree program. Students must complete the Cross-Registration Enrollment Form and may enroll only if space is available in the course.

A. Tuition

1. Tuition for cross-registered courses will be charged under the following guidelines:

a. Courses Taken in a Joint Degree Program

It is acknowledged that all joint degrees reflect a reduction in the total number of units required when compared to individual degrees from each school. For example: A joint JD/MPP degree requires 32 fewer units than if one earned both degrees separately. Since joint degrees already provide sufficient economic and time incentives by requiring fewer total units, students in these programs will pay tuition for all units enrolled to the school(s) teaching the course(s) as specified by joint-degree agreements.

b. Courses Taken to Fulfill Degree Requirements

If students must enroll in another school to complete degree requirements, the University will charge tuition based on the primary school of enrollment. For example: A student who enrolls in 14 units at SOL, but requires 4 units in SPP to fulfill degree requirements, would be charged the SOL flat rate (10-18 units).

c. Courses Taken as Requirements for Two Separate Degrees

When students pursue non-joint degrees and, upon completion, receive 2 or more separate degrees, they receive no unit reduction benefit. Tuition will reflect standard charges for each school attended.

d. Non-Degree Units Taken as Electives

Non-degree units will be charged at the standard rate for the school offering those courses. For example: A SOL student enrolled in 14 law units and 4 Seaver units that do not apply to his law degree will be charged the flat rate for the law courses (10-18 units) plus the 4 units at the per unit rate at Seaver.

2. This policy assumes that flat-rate tuition is set at a maximum of 18 units for all schools offering the flat rate.

B. Approval Process

1. The student begins the registration process by seeking permission from the primary school of enrollment to take classes outside of the established schedule of classes being offered by that school. It is incumbent upon the person granting permission to ensure that the course(s) requested will properly fulfill the academic requirements for the student's current degree.

2. Each school has the sole responsibility for registration for its own classes. Deans or other administrators cannot enroll students in classes that are not directly under their jurisdiction.

3. A designated administrator or associate dean for each school will grant students permission to cross-register. The designated representative at the "sending" school will be in contact with the designated administrator at the "receiving" school to set up the proper approvals. At no time during the requesting process should the "sending" school contact the "receiving" school's professor directly.

4. For proper record keeping, a matriculation record for each student must be created at every Pepperdine school where the student is enrolled for class(es). For the “secondary” school(s) of enrollment, the matriculation record for the student will be listed as “non-degree.” The Cross-Registration Enrollment Form will serve as the main document for the “non-degree” matriculation record to be created; it will serve as the substitute for any other existing non-degree applications at Pepperdine when used for cross-registration purposes.
5. When the student is only being charged tuition at the rate of his primary school of enrollment but is taking a course/s at another school to fulfill a degree requirement, the tuition will be prorated based on the number of units the student is taking. The actual transfer of tuition dollars would be handled by the school whose tuition appears on the student account. This will take place once per semester, after the 0% refund period is in effect.

C. Enrollment Restrictions and Headcount

1. Each school’s associate dean or designated administrator has the right to limit the number of cross-registering students in any given class.
2. The associate dean or designated administrator of each school has the right to control the total number of units of “secondary enrollment” to or from that school.
3. Cross-registered courses will be considered transferred courses, and will count toward the total number of units a student may transfer in from other schools.
4. For purposes of enrollment statistics, students are counted based on their primary enrollment in a given school. Joint degree students are counted with the school determined to be “primary” in any given term, based on the number of units. Students should never be double-counted.

Degree Posting

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

Grade Changes

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

- A grade of “I” (Incomplete) has been assigned to the student for the previous term, and the student completes the required course work by the end of the subsequent term, at which time the instructor will change the “I” to an earned grade; or
- An error in the original grade requires correction.

Grade Point System

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

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

Graduation Applications

Intent to Graduate forms are available at each of the graduate campuses, through the University's Registrar's Office, and online. Students should submit the Intent to Graduate form during the term prior to the term they plan to complete their degree requirements. Deadline dates to file for graduation are listed in the academic calendar in this catalog and the term handbook each term.

Graduation Ceremony

The Graduate School of Education and Psychology conducts two annual graduation ceremonies 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 of all graduating students.

Leave of Absence

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

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

Pre-Admission Course Work

Applicants who have completed graduate courses at Pepperdine University before admission are advised that such courses are acceptable for credit toward the master's degree only upon the recommendation of the associate dean. At

the time of admission, the number of units already completed and accepted as credit toward the master's degree will become a part of the student's record.

Program Continuation

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

Program 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 in the non-cohort programs is expected to register through online registration. 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 GSEP Student Accounts and Registrar's Offices are not considered officially enrolled and will be denied all credit for the term.

Regulations Concerning a Second Master's Degree

A student who already holds a master's degree from Pepperdine University and desires to study for a second master's degree must meet all the admission requirements of the prospective program and also complete the minimum number of units of graduate work as outlined by the program for the second 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 of Arts in Clinical Psychology degree. Students are required to submit an application form and pay the application fee.

Student Appeals

The Graduate School of Education and Psychology strives to apply its academic standards and policies in a consistent, fair, and equitable manner to all students. Students alleging the school's failure to do so 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. Alumni and current students may request official transcripts online through a service provided by the National Student Clearinghouse accessible through PepperdineXpress. Ordering transcripts online provides alumni and students the convenience of 24-hour access and the ability to track orders online.

In addition to the online transcript ordering service, Pepperdine alumni and students can request official transcripts by mail, fax, or in person. For more information visit the transcript ordering website at <http://www.pepperdine.edu/registrar/transcripts>.

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 at other institutions. Requests for partial transcripts will not be honored. 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 Due to Involuntary Military Service

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

Students *who are on reserve in the military and are involuntarily called to active duty due to national emergencies* may withdraw from courses and the University at anytime during the term. Transcripts will be coded as 'WM' (withdrawal due to military service) for withdrawals that occur after the 'add/drop' period. The student will receive a 100% tuition refund. No withdrawal fees will be charged.

If the involuntary withdrawal occurs during the period of a term where the grade of Incomplete (I) could be granted, students may request an incomplete from the professor. All appropriate rules for incomplete courses apply with one exception:

If the student is still on active duty when the expiration date to complete the course and remove the incomplete occurs, the grade will default to 'WM' (rather than 'F') and a full refund will be made to the student.

Furthermore, once students complete their involuntary tours-of-duty, upon request, Pepperdine will readmit them within the first 12 months following completion of their tours-of-duty without requiring them to reapply to the

University. *The students' tours-of-duty time will not count as part of the time limit set for earning degrees at each of Pepperdine's schools.*

Notification: Along with a letter of intent of withdrawal, the student must submit a copy of his/her military orders. **For readmission, students must submit a copy of their discharge papers along with a request for readmission.**

Withdrawal from Classes

A student may officially withdraw from any class without the permission of the instructor from the end of the add/drop period through the end of the eighth week of the term. After the eighth week of the term, a student may officially withdraw from a class with the grade of "W" only if the instructor verifies that the student is earning a passing grade in the course. A request for withdrawal will not be considered during or after the final week of the term. Students who stop attending but do not officially withdraw from their classes will be automatically assigned a grade of "F" by the instructor. Withdrawals are official only upon timely written notification to the program administrator. Information on registration changes of any students receiving veteran benefits will be forwarded to the Veterans Administration whenever such changes occur.

A student who withdraws from classes will be subject to the tuition refund policies (see "Refund Policies" in the financial Information section of this catalog) and financial aid may be adjusted.

Withdrawal from the University

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

A student who withdraws from classes will be subject to the tuition refund policies (see "Refund Policies" in the financial Information section of this catalog) and a \$150 withdrawal fee, and financial aid may be adjusted.





ACADEMIC PROGRAMS

EDUCATION PROGRAMS

Master's Degree Programs

MASTER OF ARTS IN EDUCATION

Available with two different emphases, this program is for students who are not seeking a credential.

Page 62

MASTER OF ARTS IN EDUCATION AND TEACHING CREDENTIAL

Course work for this program facilitates the accomplishment of a master's degree in conjunction with a teaching credential.

Page 74

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY (ONLINE)

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

Page 86

MASTER OF SCIENCE IN ADMINISTRATION AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

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

Page 91

MASTER OF SCIENCE IN WORKPLACE LEARNING AND PERFORMANCE

Page 95

Teaching Credential Programs

GSEP offers a SB2042 Teacher Preparation Program for the Multiple or Single Subject Preliminary Credential.

Page 74

Doctoral Degree Programs

DOCTOR OF EDUCATION (OVERVIEW)

This program prepares practitioners to assume leadership roles and effect change in organizations. Students enroll in one of four concentrations: Educational Leadership, Administration, and Policy; Educational Technology; Organization Change; and Organizational Leadership.

Page 99

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND POLICY

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

Page 102

Doctoral Degree Programs (continued)

DOCTOR OF EDUCATION IN EDUCATIONAL TECHNOLOGY

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

Page 103

DOCTOR OF EDUCATION IN ORGANIZATION CHANGE

Emphasizes theory, research, and practice of change considering a global perspective. Delivered using a combination of quarterly seminar sessions and Web-based instructional strategies.

Page 114

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

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

Page 119

PSYCHOLOGY PROGRAMS

Master's Degree Programs

MASTER OF ARTS IN PSYCHOLOGY

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

Page 125

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

DAYTIME FORMAT

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

Page 130

EVENING FORMAT

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

Page 136

Doctoral Degree Programs

DOCTOR OF PSYCHOLOGY

Accredited by the American Psychological Association, this program prepares clinical psychologists to apply knowledge obtained from psychological science to the promotion of mental health.

This program is offered only at the West Los Angeles Graduate campus.

Page 143

Master of Arts in Education

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

The M.A. degree is available with two emphases. The first emphasis focuses on developing the highest level of skills as professional educators by using reflection to impact teaching and learning in the classroom. The second, Psychology Emphasis, enables students to pursue a more clinical study of development and issues affecting school children and their families.

The M.A. program follows a cohort model with program enrollment in Fall only. Each term, students are required to attend some Saturday class sessions at the West Los Angeles Graduate Campus. All new students in the Master of Arts in Education program are required to attend the Technology Orientation Camp as part of their new student orientation at each campus.

Admission Requirements

- 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 reflecting an understanding and response to the MA in Education/Teaching Credential Mission (see page 76) as it applies to applicant's goals.

Course Requirements

Emphasis One - required courses (30 units):

ED 602	Introduction to Research and Assessment.....	(3)
ED 603	Foundations of Curriculum and Instruction For Culturally Diverse Settings.....	(3)
ED 608A	Self-Assessment Seminar.....	(2)
ED 608B	Planning, Goal-Setting Seminar.....	(2)
ED 608C	Action Research Seminar.....	(2)
EDTP 632	Documenting & Presenting Practice.....	(2)
EDTP 635A	Investigation into Subject Matter I.....	(2)
EDTP 636B	Advances in Pedagogy II.....	(2)
EDTP 639	Mentoring and Team Leadership.....	(3)
EDTC 672	Cultural Diversity.....	(3)

The remaining 6 units of electives must be drawn from options within the following list and are planned with an advisor.

ED 600	Historical and Philosophical Foundations of Education	(3)
ED 601	Psychological Foundations of Education	(3)
EDTC 609	Advanced Study Using Technology to Support Student Learning	(3)
EDTC 610	Advanced Study of Teaching Special Populations	(3)
EDTC 612	Advanced Study of Health Education	(3)
EDTC 645	Language Acquisition and Language Arts Methods	(4)
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	Environmental and Instructional Strategies for the Diverse Classroom: Single Subject	(3)
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 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)

Psychology Emphasis—required courses

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)
ED 608A	Self-Assessment Seminar	(2)
ED 608B	Planning, Goal-Setting Seminar	(2)
ED 608C	Action Research Seminar	(2)
15 units of Psychology electives to be selected from the following list:		
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)

Course Descriptions

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 reform movements, standards, testing, the profession of teaching, cultural diversity, equity, gender, 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 or 678.

ED 608A Self-Assessment Seminar (2)

In this course, students work closely with a faculty advisor to complete a self-assessment, identify personal program goals in regards to the Master of Arts in Education, and develop a plan for a one-year field action research project. The action research project provides the foundation for personal and professional growth throughout the Master's program. This course is conducted in a blended format of 60 percent face-to-face and 40 percent online classes. Class meetings take place in two Saturday face-to-face sessions, followed by online discussions for ongoing advice and support.

ED 608B Planning, Goal-Setting Seminar (2)

608B is a seminar course in which Master of Arts in Education candidates continue to work closely with a faculty advisor to design, implement, and monitor their field action research project, designed to support their professional program goals. Candidates will meet with their faculty advisor and other MAE candidates in two Saturday sessions and in a series of online discussions to share and discuss their project progress. Pre-requisite: ED 608A

ED 608C Action Research Seminar (2)

As the culminating seminar course, MAE candidates complete and share the outcomes and reflections associated with their year-long field action research project. The action research project will provide the foundation for personal and professional growth. Students continue to meet online with their faculty advisor and other students to share and discuss the progress of their project. Ultimately, students meet with their faculty advisor and other students during two Saturday seminars to share and discuss project outcomes, reflections, and implementation goals. Pre-requisite: ED 608B

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

This seminar, which takes place over 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, EDTP 632, 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 to EDTP 631 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.

EDTC 609 Advanced Study Using Technology to Support Student Learning (3)

This course provides advanced study in the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning process. The course builds upon the knowledge, skills, and abilities acquired by teaching credential candidates during their preliminary credential program. Credential candidates learn how to maximize the instructional process through the appropriate and efficient use of software applications and related media. Those learning tools are used to access and evaluate information, analyze and solve problems, and communicate ideas. Candidates learn how to use technology to support classroom learning, regardless of a student's learning style, socioeconomic background, culture, ethnicity, or geographic location. Students learn to integrate technology-related tools into the educational experience of students, including those with special needs.

EDTC 610 Advanced Study of Teaching Special Populations (3)

Students build upon the knowledge, skills, and abilities acquired during preliminary preparation for teaching K–12 students with disabilities, at-risk students, and gifted and talented students. Candidates become familiar with the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new and/or relevant statutory requirements. Candidates learn the statutory and/or local provisions relating to the education of students who are gifted and talented. Candidates develop skills in how to create an inclusive climate, specialized instruction, and assessment of students with special needs and/or disabilities. Candidates learn instructional strategies to provide K–12 students with disabilities the appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Candidates learn to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' caregivers, as well as with community and school professionals significant to the education of gifted and talented students.

EDTC 612 Advanced Study of Health Education (3)

Students develop a comprehensive understanding of how to support students' physical, cognitive, emotional, and social well-being. Candidates learn how to promote personal classroom and school safety through prevention and intervention strategies. Candidates study the relationship between student health and student learning and how to access local and community resources to support both. Candidates implement the appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment and study major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

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. Pre/Co-requisite: EDTC 677 and EDTC 678

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 EDTC 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 eight 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 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 the EL Authorization requirement for the California Multiple Subject Teaching Credential. Pre/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 the EL Authorization requirement for the California Single Subject Teaching Credential. Pre/Co-requisite: ED 601.

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 or 678. Pre/Co-requisite: EDTC 645.

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 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. Pre/Co-requisite: ED 601, EDTC 678.

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. Pre/Co-requisite: ED 601, EDTC 678.

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

Individual study is conducted involving an examination and analysis of a specific subject area. Occasionally, special courses are offered for enrollment.

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 606 Interpersonal Skills and Group Therapy (3)

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

PSY 607 Social Psychology (3)

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

PSY 610 Theories of Personality (3)

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

PSY 656 Physiological Psychology (3)

This course examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The long-term effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders such as autism, schizophrenia, and depression are also discussed.

PSY 657 Psychopathology (3)

This survey course examines the historical and conceptual perspectives on psychopathology and the manner in which these perspectives interface with therapeutic strategies.

PSY 658 Individual 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)

This course provides a survey of the field of learning and highlights the relevance of learning for the practice of counseling and psychotherapy.

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

Mission

The Master of Arts in Education and Teaching Credential Program:

Is A Learning Community Committed To The Education Of The Whole Individual.

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

Is Committed To Praxis – Linking Theory To Practice.

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

Is Engaged In Improving The Educational Opportunities For The Least Well-Served.

We believe in sustained involvement with urban schools in meeting the needs of all learners, and in that endeavor, work closely with underserved schools in communities surrounding our centers.

Works In Partnership Schools And Communities With Guidance From An Advisory Board.

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

Teaching Credential Programs

All teaching credential programs and the Master of Arts in Education are offered at the West Los Angeles, Encino, Irvine, and Westlake Village Graduate Campuses.

All students entering the credential program or Master of Arts programs are required to have a laptop computer and home access to 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 Computer Store.

Effective fall 2003, Pepperdine University's program reflects State Senate Bill 2042 that grants a preliminary credential and creates an induction phase in which teachers work in a school district under their preliminary credential for a period of time before receiving the professional credential. The induction phase allows the application of theory and teaching methods learned in the university teacher preparation program. For updates, see the California Commission on Teacher Credentialing at <http://www.ctc.ca.gov>. Students enrolled in the SB2042 teacher preparation program (admitted fall 2003 or after) must complete all course work in residence. No waiver or transfer credits will be allowed.

Multiple Subject Credential

The multiple subject teaching credential is generally considered to be an elementary school credential, most applicable to kindergarten and grades 1 through 6, where traditionally one classroom teacher is responsible for multiple subjects in the curriculum. 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 by passing the California Subject Examination for Teachers (CSET), which is offered regularly throughout the region by National Evaluation Systems, Inc. (NES). Students must have established subject matter competence before they may enroll in EDTC 680 or EDTC 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 as most appropriate for the middle and secondary schools, 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 CSET as appropriate to the content area. Bulletins for all competency tests are available at the various campuses. Students must have established subject matter competency before they may enroll in EDTC 683 or EDTC 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.

English Learner Authorization

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. English Learner (EL) Authorization equips teachers to specialize their instruction in English for students who are not native English speakers and who are limited in their English language proficiency. Teachers with EL Authorization preparation are skilled in English Language Development (ELD) and Specially Designed Academic Instruction Delivered in English (SDAIE).

Credential candidates entering Pepperdine University's teacher preparation program will pursue an EL Authorization as part of their credential as indicated in Assembly Bill 1059 and required by the California Commission on Teacher Credentialing.

Professional Clear Teaching Credential

GSEP does not currently offer a program for the Professional Clear Credential.

Student Teaching Policy for Teachers with full-time teaching contracts—Pepperdine Alternate Certificate Credential Program (PACCP) and Private School (K–12) Teachers

The Graduate School of Education and Psychology Teaching Credential program has established the following policies regarding student teaching for full time teachers currently under a district contract on an appropriate California Commission on Teacher Credentialing (CCTC)-issued certification similar certification or under contract in a private school:

Public School Full Time Teachers

The Graduate School of Education and Psychology field personnel, in conjunction with school/district personnel at the school site, supervise student teaching assignments at the public school where the teacher is working on an appropriate CCTC-issued certificate. Teaching contracts must be in the grades and subjects appropriate to the multiple or single subject credential sought. Prior to acceptance for the student teaching assignments, charter schools must be reviewed and approved for accreditation and evidence of implementing a California Department of Education-approved California Standards-based curriculum. Pepperdine's field supervisor and district personnel at the school site work together to provide supervision for the teacher in the classroom. Students pay for a four-unit assignment for each of three phases of student teaching.

Private School Full Time Teachers

The Graduate School of Education and Psychology field personnel, in conjunction with private school personnel at the school site, supervise the first two student teaching phases at the private school where the teacher is working on contract basis in the grades and subjects appropriate to the multiple or single subject credential sought. Prior to acceptance for student teaching assignments, private schools must be reviewed and approved for accreditation and evidence of implementing a California Department of Education-approved California

Standards-based curriculum. Pepperdine's field supervisor and school personnel at the school site work together to provide supervision for the teacher in the classroom. Students pay for a four-unit assignment for each of three phases of student teaching. The last phases of student teaching must be completed in a California public school. For this purpose, July/August placements in public schools are reserved for private school personnel.

Requirements for Those Currently Teaching in a Public or Private School:

1. Acceptance to the single or multiple subject credential program.
2. PACCP 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 phases (EDTC 680/683), the teacher must pass the CBEST and CSET (as appropriate to content area). Completion of a subject matter competence-waiver program is also accepted in lieu of the CSET for single subject credential candidates only.
4. Student Teaching Clearance: Certificate of Clearance (including Live Scan), freedom from tuberculosis verification, and approved exemption as applicable and described in #5 below.
5. Exemption may be given, based on classroom experience, for the first phases of student teaching. Students should refer to the credential candidate section of their GSEP Student Handbook for eligibility.

Admission Requirements

- 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 reflecting an understanding and response to the MA in Education/Teaching Credential Mission (see page 76) as it applies to applicant's goals.
- 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) passing transcript or proof of registration. (An original or photocopy of the "Passing Status Transcript Copy" is required even if NES has been asked to send Pepperdine the test group report.)
- A copy of passing transcript or proof of registration for Subject Matter Competence examination (e.g., CSET). An original or photocopy of the passing transcript is required even if NES has been asked to send Pepperdine the test group report.

Course Requirements

Multiple Subject Credential Required Course Work

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 Foundations	(3)
EDTC 674	Second Language Development: Methods and Practice	(2)
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)
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 Foundations	(3)
EDTC 674	Second Language Development: Methods and Practice	(2)
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)

* Not required for those seeking the teaching credential only

Course Descriptions

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 reform movements, standards, testing, the profession of teaching, cultural diversity, equity, gender, 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 working with at-risk youth and English language learners. This plan will integrate comprehensive family, school, and community partnerships. Prerequisite: ED 601, EDTC 677 or 678.

EDTC 609 Advanced Study Using Technology to Support Student Learning (3)

This course provides advanced study in the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning process. The course builds upon the knowledge, skills, and abilities acquired by teaching credential candidates during their preliminary credential program. Credential candidates learn how to maximize the instructional process through the appropriate and efficient use of software applications and related media. Those learning tools are used to access and evaluate information, analyze and solve problems, and communicate ideas. Candidates learn how to use technology to support classroom learning, regardless of a student's learning style,

socioeconomic background, culture, ethnicity, or geographic location. Students learn to integrate technology-related tools into the educational experience of students, including those with special needs.

EDTC 610 Advanced Study of Teaching Special Populations (3)

Candidates build upon the knowledge, skills, and abilities acquired during preliminary preparation for teaching K–12 students with disabilities, at-risk students, and gifted and talented students. Candidates become familiar with the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new and/or relevant statutory requirements. Candidates learn the statutory and/or local provisions relating to the education of students who are gifted and talented. Candidates develop skills in how to create an inclusive climate, specialized instruction, and assessment of students with special needs and/or disabilities. Candidates learn instructional strategies to provide K–12 students with disabilities the appropriate learning opportunities to master grade-level, state-adopted academic content standards for students at high performance levels. Candidates learn to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' caregivers, as well as with community and school professionals significant to the education of gifted and talented students.

EDTC 612 Advanced Study of Health Education (3)

Candidates develop a comprehensive understanding of how to support students' physical, cognitive, emotional, and social well-being. Candidates learn how to promote personal classroom and school safety through prevention and intervention strategies. Candidates study the relationship between student health and student learning and how to access local and community resources to support both. Candidates implement the appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment and study major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

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. Assessments 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. Pre/Co-requisite: EDTC 677 or 678.

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 EDTC 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 eight 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 features three components: (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, 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 the EL Authorization requirement for the California Multiple Subject Teaching Credential. Pre/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 12 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 the EL Authorization requirement for the California Single Subject Teaching Credential. Pre/Co-requisite: ED 601.

EDTC 679 Introduction to Student Teaching: Observation and Participation in the Elementary School (4)—Phase One

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)—Phase Two

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: EDTC 679. Pre/Co-requisite: EDTC 645; 691-694 (minimum of two courses).

EDTC 681 Advanced Student Teaching in the Elementary School (4)—Phase Three

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 673, 680. Pre/Co-requisite: ED 600, EDTC 674, 691–694 (all courses).

EDTC 682 Introduction to Student Teaching: Observation and Participation in the Secondary School (4)—Phase One

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, 695A-C (any one).

EDTC 683 Student Teaching in the Secondary School (4)—Phase Two

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. Pre/Co-requisite: EDTC 645, 673, 694, 695A-C (any 2 of 3).

EDTC 684 Advanced Student Teaching in the Secondary School (4)—Phase Three

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 673, 683. Pre/Co-requisite: ED 600, EDTC 674, 695A-C (all three).

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; and 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 or 678. Pre/Co-requisite: EDTC 645.

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 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. Pre/Co-requisite: ED 601, EDTC 678.

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. Pre/Co-requisite: ED 601, EDTC 678.

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

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

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

An important distinction in this program is the yearlong Action Research Project (ARP) undertaken by each student. The ARP requires students to design, implement, analyze, revise, and support a workplace intervention to improve local practice. The ARP serves as the backbone activity of the entire program. Each group of students is assigned to an ARP seminar professor who stays with the group for the duration of the program, providing instruction and support for students' ARP efforts. The July exhibition is the occasion at which students share their project work with faculty, other students, invited guests, and invited media representatives.

All courses for this 30-unit program are taken with a cadre students, with no more than 25 in each group. Annual intake for the program is in summer, with the VirtCamp[®] taking place in July.

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. 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 the Pepperdine University Computer Store and vendor partners.

Continuation in Program

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

Admission Requirements

- Application for Admission with a nonrefundable processing fee.
- Official transcript in a sealed envelope from the accredited institution that awarded the baccalaureate degree to the applicant. Transcripts of all postsecondary and postbaccalaureate study are recommended.
- Two letters of recommendation 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 of the letters of recommendation must come from a local mentor/sponsor/ supervisor with whom the applicant works.
- A three-part statement describing: (1) vision for technology in educational settings, (2) experience/background in technology, and (3) personal goals related to the pursuit of this degree.
- Personal interviews are required for all qualified candidates who apply for the program.

Course Requirements

All courses for this 30-unit program are taken with the same cadre of peers. The program spans two summer terms starting in July with VirtCamp®, followed by EDC 638A and EDC 641 in August. The rest of the program tracks with the regular terms.

Summer I (Late start in mid-July)

EDC 638A	Participatory Action Research	(1)
EDC 640	Virtcamp®(1).....	(1)
EDC 641	Introduction to Distributed Learning Environments	(2)

Fall

EDC 638B	Participatory Action Research	(2)
EDC 633	Educating Today's Learner.....	(3)
EDC 664	Learning and Technology.....	(4)

Spring

EDC 638C	Participatory Action Research	(2)
EDC 639	Mentoring and Team Leadership.....	(3)
EDC 665	Curriculum and Technology.....	(3)

Summer II

EDC 638D	Participatory Action Research	(2)
EDC 667	Leadership and Educational Technology	(4)
EDC 668	Managing Learning Technologies for Change	(3)

Course Descriptions

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.

EDC 638 A, B, C, D Participatory Action Research (1,2,2,2)

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 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 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, as 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 in the online program.

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.

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

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 three-term programs.

The Master of Science in Administration and Preliminary Services Credential 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.

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 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 of 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.

Admission Requirements

- 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.
- A signed Supervising Administrator'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: 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. (An original or photocopy of the "Passing Status Transcript Copy" card is required even if NES has been asked to send Pepperdine the test group report.)
- Statement of Responsibility.

Course Requirements

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

ED 620	Directed Administrative Experience	(2)
ED 621	Directed Administrative Experience	(2)
ED 622	Directed Administrative Experience	(2)
ED 647 A,B	Understanding Self and Others	(3,3)
ED 648 A,B	Understanding Teaching and Learning	(3,3)
ED 649 A,B,C	Understanding Environments	(2,3)
ED 650	Understanding and Transforming Organizations	(5)
ED 660	Understanding Inquiry and Data	(1)
ED 661	Understanding Program Design and Evaluatin	(1)

Course Descriptions

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.

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

This two-term strand focuses on developing self-reflection and an appreciation for the perspectives and contributions of others. Students explore the history of American education and its philosophical foundations as well as the nature of 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 develops instructional leadership by creating a technical core of knowledge and skills within teaching and learning. Students learn to model research-based instructional practice in order to lead professional development and supervise instruction with intention and purpose. Students will articulate an educational vision, disaggregate assessment data, construct a comprehensive professional development plan, and apply cognitive coaching as a tool to promote metacognition and reflection.

ED 649A, B Understanding Environments: An Analysis of the Social, Political, Economic, and Legal Forces on Education (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 660 – Understanding Inquiry and Data

This course is part of a two-term strand of study that prepares candidates to conduct meaningful inquiry and to use data to inform leadership thinking and actions. Candidates will learn the basic principles of inquiry/action research and data-based decision-making. Opportunities will be provided for candidates to access, interpret, share, and use data for planning, action, and evaluation in support of their fieldwork, course work and in preparation for their future roles as educational leaders.

ED 661 – Understanding Program Design and Evaluation

This course is the second course in a two-term strand of study that prepares candidates to conduct meaningful inquiry and to use data to inform leadership thinking and actions. Candidates will learn the basic principles of program design and evaluation. Candidates will learn about the politics of assessment, equity, social justice and the distribution of resources. Opportunities will be provided for candidates to access, interpret, share, and use data for planning, action, and evaluation in support of their fieldwork, course work and in preparation for their future roles as educational leaders.

Master of Science in Learning Design and Performance

The Master of Science in Learning Design and Performance program prepares students for professions in the design and development of workplace learning and performance (WLP) initiatives. The American Society for Training and Development describes WLP as the field and profession that measurably improves individual, group, and organizational performance by locating learning in a value chain where workplace variables determine learning needs, strategies, and practices.

The program is ideal for both local and non-local professionals seeking to develop competence in the assessment of learning and performance opportunities; the design, development, and implementation of interventions; and the evaluation and continuous improvement of these interventions. As such, the program serves to prepare students for vocations in instructional design, performance technology, curriculum development, training coordination, learning program evaluation, and other allied occupations.

All course work is completed in cohorts of no more than 25 students, utilizing a blended approach to instructional delivery in which 60% of content is provided through face-to-face classroom instruction and 40% via online learning methods. Classes meet an average of one weekend per month for each of the four terms of the program, and are augmented by online learning methods.

A community-building leadership and technology orientation camp inducts students into the program. This is followed by course work designed to develop expertise in the areas of leadership, instructional design, learning systems management, and performance analysis and evaluation. Concluding the program is an exhibition of student project portfolios in which students share learning artifacts and plans for professional development with faculty, other students, guests, and representatives invited from professional organizations.

Admission Requirements

- 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 from all colleges or universities attended.
- A current résumé describing professional work experience.
- Two professional recommendations attesting to the applicant's competencies, character, and potential and/or ability as a workplace learning and performance professional.
- Scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (verbal and quantitative sections). All tests must have been taken within the last five years.

- A 1,000- to 2,000-word statement of interest in the program describing the applicant's experience with and vision for workplace learning and performance as well as personal goals related to the pursuit of this degree
- Multistage interviews and writing samples are required for all qualified applicants who apply to the program.

Course Requirements

EDLP 611	Transformational Leadership within Learning Initiatives	(3)
EDLP 612	Foundations and Applications of Instructional Leadership....	(3)
EDLP 613	Instructional Leadership Praxis	(3)
EDLP 614	Applied Theories of Learning and Cognition	(3)
EDLP 615	Learning Design	(3)
EDLP 616	Instructional Technology	(3)
EDLP 617	Management of Learning Systems	(3)
EDLP 618	Organizational Behavior in Learning Initiatives	(3)
EDLP 619	Data-Based Decision Making	(3)
EDLP 627	Analyzing Organizational Data	(3)
EDLP 628	Assessment, Evaluation, and Continuous Improvement	(3)
EDLP 629	Capstone Portfolio Seminar	(3)

Course Descriptions

EDLP 611 Transformational Leadership within Learning Initiatives (3)

This course engages students in examining and defining who they are and have the opportunity to become as authentic leaders in the design and development of education and training initiatives. Through facilitated discussion and personal investigation, students will explore the relationship of intrapersonal leadership to integrity, stewardship, and ethical practice within learning systems. Students will develop a personal leadership vision and develop means for their self-expression as leaders of learning.

EDLP 612 Foundations and Applications of Instructional Leadership (3)

This course provides an overview of classical and contemporary leadership research, including the critical evaluation of major styles and approaches to leadership within workplace education and training. Practical applications of leadership theory are explored through case studies of instructional leaders within society. Also examined are the topics of leadership within diverse populations and the use of assessment instruments and techniques for the typology of individual's approaches to leading.

EDLP 613 Instructional Leadership Praxis (3)

This course provides students with concepts, tactics, and tools for planning and carrying out an action research project within their own work setting. The action research process will be described, including techniques for the identification of a workplace problem or opportunity requiring instructional leadership, systemic analysis of causes of that issue, the proposal of methods

for resolving the issue, and the enrollment of others to partner in its resolution. This project forms the basis of the work that is reported in the Capstone Portfolio Seminar.

EDLP 614 Applied Theories of Learning and Cognition (3)

This course provides an introduction to the basic models and methods of learning, cognition, and problem solving. Historic and current theories of educational psychology as they apply to learning initiatives will be addressed. Particular emphasis will be given to problem solving, reasoning, and the generation of practical solutions to personal and professional educational problems and opportunities.

EDLP 615 Learning Design (3)

The course will help students analyze, design, develop, implement, and evaluate instruction for a variety of content areas and audiences, using various media or delivery systems. Students will have the opportunity to learn and practice basic principles and techniques of instructional design. In the process, they will design and develop a module of instruction. During the course various instructional design procedures and models will be considered, and the fit of instruction within the larger realm of human performance will be discussed.

EDLP 616 Instructional Technology (3)

This course examines educational technology and knowledge management within workplace settings. In addition to providing an overview of how and why technology impacts the world of work, emerging technological roles and expectations will be discussed. The intent of the course is to provide a general understanding of instructional theory and media and enable educators and trainers to make rational choices regarding technology. Not only are the key characteristics of different media surveyed but principles and issues concerning their appropriate use are also examined.

EDLP 617 Management of Learning Systems (3)

This course describes the student's role in managing the availability, usability, scalability, interoperability, stability and security of learning initiatives. Students learn to develop a market-driven case for ethical policy decisions that add measurable value to all stakeholders. Topics addressed include project planning and analysis, ethical policy making, and project implementation and program management.

EDLP 618 Organizational Behavior in Learning Initiatives (3)

This course explores approaches to identifying the nature and influences of individual behavior and group dynamics in workplace settings. Behavioral science provides the basis for this examination of human and intellectual capital. Students will learn to systematically define behavior-related factors and formulate tactics for analyzing and addressing the enhancers and barriers to workplace performance improvement.

EDLP 619 Data-Based Decision Making (3)

This course explores techniques for developing protocols for collecting and mining extant data as well as developing procedures for original data collection

within workplace settings. Various methods of data collection are reviewed with the goal of understanding the purpose and interpretation of each approach. As part of the course, students will partner with a peer or colleague to conduct a research project focused on their efforts at making change in workplace performance.

EDLP 627 Analyzing Organizational Data (3)

This course focuses on the analysis of organizational data as it pertains to decision making regarding instructional and non-instructional performance improvement interventions. Various methods of data analysis will be reviewed with the goal of understanding the purpose and interpretation of each approach. Descriptive and inferential methods of analysis are examined as they apply to inductive and deductive approaches to problem solving.

EDLP 628 Assessment, Evaluation, and Continuous Improvement (3)

This course provides an introduction to program assessment and evaluation as it pertains to instructional and non-instructional programs within the workplace. Program assessment will be discussed as a response to identified needs (gaps in results) and as an opportunity to capitalize on as-yet-unrealized niches. The identification of internal and external assets and liabilities is combined with job-task analysis to develop a case for solution identification and selection. The course will conclude with an examination of various approaches to program evaluation that allow performance improvement solutions to be improved, maintained, or abandoned as required.

EDLP 629 Capstone Portfolio Seminar (3)

This capstone course involves students in the development of a portfolio documenting their learning. In it, students develop a personal leadership learning plan that applies concepts from their course work by expanding on the work begun in EDLP 613. The culminating activity of this course is the presentation of learning artifacts from student course work as well as a plan to further one's personal professional practice. The purpose is to assess the student's ability to integrate, synthesize, and demonstrate course learnings at the graduate level.

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 personalized 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 Organizational Leadership concentration are offered on weeknights and occasional weekends while classes in the Educational Leadership, Administration, and Policy; 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 findings of others to improve existing programs in an educational or professional setting.
- To foster in students an understanding of the complexities of educating and/or managing a multicultural population of diverse age and socioeconomic status.
- To prepare students to diagnose the curricular and/or professional needs of various student groups and to guide human beings toward innovative and valid 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.

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.

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. Registration in ED 791 will continue until the student has successfully completed all requirements for the dissertation, including final approval on Forms F4 and F5 by the committee chairperson and the dissertation reviewer.

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. Use of the doctoral title is appropriate only after degree posting.

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.

California Professional Clear Administrative (Tier II) Services Credential

This credential is available in conjunction with the Educational Leadership, Administration, and Policy; the Educational Technology; and Organizational Leadership concentrations. The program consists of a written individualized set of activities based upon individual needs. The plan is developed in consultation with the candidate, employer, and the University representative. A student must successfully complete the equivalent of 24 units chosen from among the curricular offerings of the doctoral program and selected non-university activities (if appropriate). The choices are based upon the professional needs of the candidate. As a part of those 24 units, students in the Organizational Leadership and Educational Technology concentrations must enroll in 2 units of ED 722, Program Planning and Induction Seminar, and 2 units of ED 723, Candidate Assessment Seminar. Students in the Educational Leadership, Administration, and Policy concentration are not required to enroll in ED722 or ED723.

Doctor of Education in Educational Leadership, Administration, and Policy

The Educational Leadership, Administration, and Policy doctoral program is intended for K–12, pre-K, and adult educators with leadership experience nationwide. Course work is integrated with 60% face-to-face meetings and 40% online segments. 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 is constructed so that California administrators may complete their Tier II Professional Clear Administrative Credential while pursuing the doctorate.

This highly innovative program uses sophisticated methods of inquiry and analysis to address issues of professional practice, with an emphasis upon problems confronting leaders in the K–12, pre-K, and adult education environments. In conjunction with leaders from their work setting, students address a real-life problem in that environment. To solve this problem, students work as members of a team with mentors, University faculty, and others 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. Face-to-face sessions are held at the West Los Angeles Graduate Campus.

Admission Requirements

- 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 that attest to the applicant's academic abilities, character, and professional ability, at least two of which attest to the applicant's leadership experience and/or potential.
- Scores from the Miller Analogies Test, the Graduate Record Examination (verbal and quantitative sections), or the Graduate Management Admission Test. All tests must have been taken within the last five years.
- A 1,000- to 2,000-word statement of educational purpose addressing such topics as issues, questions, interests, matters of concern regarding educational and professional development, strengths and weaknesses with respect to engaging in doctoral study, and/or future career objectives.
- Personal interviews and an on-site writing sample are required for all qualified applicants who apply to the program.

California Professional Clear (Tier II) Administrative Services Credential

This credential for California school administrators is available in conjunction with this doctoral program.

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

- A photocopy of the applicant's Preliminary Administrative Services Credential.
- A photocopy of any of the following credentials held: California Teaching, Pupil Personnel Services, Health Services, Speech Pathology, Librarianship, Designated Subjects, or Clinical Rehabilitative Services
- Confirmation of assignment to an administrative position.
- Statement of Responsibility (form is provided in the application for admission).

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

- Have a personal laptop computer which is mandatory for participation in face-to-face sessions including LATTE[®]. Students will receive a list of required technical specifications.
- Submit a \$350 nonrefundable fee that will be applied to the LATTE[®] introduction seminar.

Course Requirements

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

Core Courses

Core 1

ED 700	Leadership of Human Endeavor in the Institutional Setting	(4 or 3)
ED 714	Management of Human Resources.....	(4 or 3)
ED 724	Ethics and Society.....	(3)
ED 762	Transforming Organizations in a Global Community	(3)

Core 2

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

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. Students should take ED 729 within their first year in the program, preferably within the first term.*

The following 21 units of specialized course work is required in addition to the 24 units of core courses, the comprehensive examination seminar, and the dissertation:

EDEL 740A,B	Personal Leadership	(1, 2)
EDEL 741	Creating Accountability Cultures in Organizations	(3)
EDEL 754	Legal/Economic/Socio-Political Theory Applied to Organizations	(4)
EDEL 774A,B	Foundations of Inquiry	(1, 2)
EDEL 775A,B	Interacting with the Environment for Inquiry	(1, 1)
EDEL 776A,B	Evaluating/Presenting Outcomes of Inquiry	(2, 1)
ED 785	Contemporary Topics	(3)

Course Descriptions

ED 700 Leadership of Human Endeavor in the Institutional Setting (4)

Traditional approaches to understanding leadership as well as contemporary theories and styles of leadership are examined for their application to work settings, which 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 714B Management of Human Resources (3)

This course 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 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.

ED729A, B Communication and Information Technology (2, 1)

Prepares students for graduate-level oral and written communication using today's technological tools. Emphasis is given to developing skills for scholarly writing and enhancing information literacy. (Students in the Educational Leadership, Administration, and Policy and the Organization Change concentrations enroll in 3 units. Educational Technology students enroll in 2 units. Students in Organizational Leadership enroll in 1 unit only.)

ED 730A, B Research and Evaluation—Qualitative and Quantitative (1, 3)

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 or Organization Change concentrations enroll in ED 730A for 1 unit and 730B for 3 units. Students in the Educational Technology concentration enroll in 730A for 2 units and 730B for 2 units. Students in the Organizational Leadership concentration enroll in 730A for 3 units and 730B for 2 units.)

ED 734A, B Data Analysis and Interpretation (2, 2)

Provides 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 740 A, B Personal Leadership (1, 2)

Covers concepts, skills, and strategies of personal/professional transformation that are the foundation of organizational leadership appropriate to the diverse communities in which individuals work. Topics include, but are not limited to, time management, personal vision, establishing a proactive stance, serving in a community with diverse populations, managing conversations, creating a context for innovation, maintaining personal well-being, and the refinement of an understanding of the self. This creates a principle-based platform for applying the theories and practices of organizational leadership.

ED 741 Creating Accountability Cultures in Organizations (3)

Organizational culture and the alignment among organizational culture, mission, goals, and accountability are important in diverse communities. Theories covered relate to institutional culture, systemic planning, and organizational accountability. Project teams will undertake an organizational culture assessment of a school, department, or district to determine if the beliefs, behaviors, and assumptions required to make the vision a reality are consistent with the existing culture of the organization and align with the school's constituent community. The teams will conduct this assessment within the framework of the existing and projected demographics of the community served. Students will also examine accountability processes, metrics, and systems that measure whether the district, department, or school succeeded in accomplishing its mission. Students will examine theories and methods for the developing accountability cultures within educational institutions.

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 762 Transforming Organizations in a Global Community (3)

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 774 A, B Foundations of Inquiry (1, 2)

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 site-based project advisor. Students establish a relationship with the field project advisor and develop a learning contract to complete the project while studying to become an effective team member. Students gain an understanding of the guiding principles of action research, critical thinking, and problem solving in the context of the identified project.

ED 775 A, B Interacting with the Environment for Inquiry (1, 1)

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 A, B Evaluating/Presenting Outcomes of Inquiry (2, 1)

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 (3)

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.



Doctor of Education in 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 the 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 Blackboard 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 three 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 the West Los Angeles Graduate Campus, the East Coast, and in conjunction with a national conference (locations vary). To facilitate online communication and assignment completion, all students are required to purchase a laptop computer.

The program begins with a one-week TechCamp[®]. 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.

Admission Requirements

- 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.
- Two recommendations: one from the applicant's employer and one from a workplace colleague that attest to the applicant's technology use.
- Scores from the Miller Analogies Test or the Graduate Record Examination (verbal and quantitative sections). All tests must have been taken within the last five years.
- A three-part statement, at least 2,000 words in length, describing (1) vision for technology, (2) experience/background in technology, and (3) personal goals related to the pursuit of this degree.

- A personal interview is required for all qualified applicants who apply to the program.

Professional Clear (Tier II) Administrative Services Credential

This credential for California school administrators is available in conjunction with this doctoral program.

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

- A photocopy of the applicant's Preliminary Administrative Services Credential.
- Confirmation of assignment to an administrative position.
- Statement of Responsibility (form is provided in the Application for Admission).

Accepted students for the Doctor of Education in Educational Technology must

- Have a personal laptop computer and software that meet specification requirements. Students will receive a list of required technical specifications. A laptop is required for all concentrations and is mandatory for participation in face-to-face sessions including new student orientations.
- Submit a nonrefundable \$350 fee that will be applied to TechCamp®.
- Participate in the TechCamp® introduction seminar and all face-to-face sessions.

Course Requirements

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

Core Courses

Core 1

ED 700	Leadership of Human Endeavor in the Institutional Setting	(4 or 3)
ED 714	Management of Human Resources	(4 or 3)
ED 724	Ethics and Society	(3)
ED 762	Transforming Organizations in a Global Community	(3)

Core 2

ED 729*	Communication and Information Technology	(1–3)
ED 730	Research and Evaluation—Qualitative and Quantitative	(5 or 4)
ED 734	Data Analysis and Interpretation	(4)

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. Students should take ED 729 within their first year in the program, preferably within the first term.*

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)

Professional Clear (Tier II) Administrative Services Credential

Students pursuing the Tier II credential in conjunction with this program must enroll in:

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

Course Descriptions

ED 700 or ED 700A, B Leadership of Human Endeavor in the Institutional Setting (4, 3 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, which 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 (4, 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 non-university 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 for scholarly writing and enhancing information literacy. (Students in the Educational Leadership, Administration, and Policy and the Organization Change concentrations enroll in 3 units. Educational Technology students enroll in 2 units. Students in Organizational Leadership enroll in 1 unit only.)

ED 730A, B Research and Evaluation—Qualitative and Quantitative (5, 4)

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 or Organization Change concentrations enroll in ED 730A for 1 unit and 730B for 3 units. Students in the Educational Technology concentration enroll in 730A for 2 units and 730B for 2 units. Students in the Organizational Leadership concentration enroll in 730A for 3 units and 730B for 2 units).

ED 734 or ED 734A, B Data Analysis and Interpretation (4 or 2, 2)

Provides 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 758 Consultancy Project (1–4)

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

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 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.)

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 773 Managing the Technological Environment (3)

This course is designed to assist managers in a technology-based environment. Working in groups, students will form a virtual corporation designed to provide a product or service that is considered marketable. This work will include preparation of a business plan. In addition, students will carry out individual case studies of management styles in a technology-rich environment. A central focus of the course will be the analysis of individual strengths and the development of a personal management style.

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.

Doctor of Education in 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 framework to develop knowledge and skills for designing and managing continuous organizational change. Key competency areas include organizational development and change; applied research; Organization Change practice; and interpersonal awareness of self as an instrument of change. Integrating strands include leadership, ethics, and global perspectives.

Students follow a sequence-oriented curriculum through a series of 12 eight-day, seminar-style sessions held at national and international facilities. Sessions are scheduled quarterly over a three-year period.

In the third year of study, students participate in an international experience and a change project guided by faculty. Students begin their dissertation research in the third year and complete all degree requirements during the fourth and fifth year of doctoral study.

Admission Requirements

This program requires that applicants have eight to ten years of work experience in management and/or consulting. Candidates should have 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.

- 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.
- Scores from the Miller Analogies Test, the Graduate Record Examination (verbal and quantitative sections), or the Graduate Management Admissions Test. Tests must have been taken within the last five years.
- A 1,000- to 2,000-word statement of educational purpose addressing such topics as issues, questions, interests, matters of concern regarding educational and professional development, strengths and weaknesses with respect to engaging in doctoral study, and/or future career objectives.
- Selected applicants will be contacted for an interview.
- A completed Work History form included in the Application for Admission.
- A completed Self-Evaluation Inventory form included in the Application for Admission

Accepted students for the Doctor of Education in Organization Change must

- Have a personal laptop computer. Students will receive a list of required technical specifications.
- Submit a nonrefundable \$500 deposit that will be applied to the first term's tuition.
- Participate in the July EDOC Workshop, which introduces the doctoral program. For specific dates and associated costs, contact the Program Office at (310) 258-2835.

Course Requirements

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

Core Courses

EDOC 700A,B	Leadership of Human Endeavor in the Institutional Setting	(2,2)
EDOC 714A,B	Management of Human Resources	(2,1)
EDOC 724	Ethics and Society	(3)
EDOC 729*	Communication and Information Technology	(3)
EDOC 734	Data Analysis and Interpretation	(4)
EDOC 762A,B	Transforming Organizations in a Global Community	(2,1)
EDOC 730A,B	Research and Evaluation—Qualitative and Quantitative	(1,3)

Specific course titles and descriptions subject to change.

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

EDOC 721	Policy Development	(3)
EDOC 764	Strategic Management and Change	(4)
EDOC 765	Designing Future Organizations	(4)
EDOC 766	Cultural Dimensions in Global Management	(4)
EDOC 767	Transorganizational Development	(4)
EDOC 768A–C	International Experience	(1,1,1)
EDOC 769A–D	The Practice of Organization Change	(1,1,1,1)
EDOC 785	Contemporary Topics: Community Development and Self as Instrument	(8)

Course Descriptions

EDOC 700A, B Leadership of Human Endeavor in the Institutional Setting (2, 2)

Traditional approaches to understanding leadership as well as contemporary theories and styles of leadership are examined for their application to work settings, which 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.

EDOC 714A, B Management of Human Resources (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.

EDOC 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.

EDOC 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.

EDOC 729 Communication and Information Technology (3)

Prepares students for graduate-level oral and written communication using today's technological tools. Emphasis is given to developing skills for scholarly writing and enhancing information literacy.

EDOC 730A, B Research and Evaluation—Qualitative and Quantitative (1, 3)

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.

EDOC 734 Data Analysis and Interpretation (4)

Provides 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.

EDOC 762A, B Transforming Organizations in a Global Community (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.

EDOC 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.

EDOC 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. The implications of these trends on organizations attempting to operate in a worldwide context are explored.

EDOC 766 Cultural Dimensions in Global Management (4)

This course 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.

EDOC 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.

EDOC 768A, B, C International Experience (1, 1, 1)

In this course, students experience a new culture 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.

EDOC 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.

EDOC 785 Contemporary Topics: Community and Self as Instrument

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.

EDOC 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.

EDOC 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.

Doctor of Education in Organizational Leadership

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, healthcare, and adult occupational education.

In order to provide 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 in late August.

Classes are offered on weeknights and occasional weekends at the West Los Angeles and Irvine Graduate Campuses.

Admission Requirements

- 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 that attest to the applicant's academic abilities, character, and professional ability.
- Scores from the Miller Analogies Test, the Graduate Record Examination (verbal and quantitative sections), or the Graduate Management Admission Test. All tests must have been taken within the last five years.
- A 1,000- to 2,000-word statement of interest in the Organizational Leadership program addressing such topics as the candidate's view of leadership, ability to create followers, propensity to take risks, perseverance and demonstrated achievements, future career/life objectives, and reasons for pursuing a doctoral program.
- Personal interviews and an on-site writing sample are required for all qualified applicants who apply to the program.

Professional Clear (Tier II) Administrative Services Credential

This credential for California school administrators is available in conjunction with this doctoral program.

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

- A photocopy of the applicant's Preliminary Administrative Services Credential.
- Confirmation of assignment to an administrative position.
- Statement of Responsibility (form is provided in the Application for Admission).

Accepted students for the Doctor of Education in Organizational Leadership must

- Have a personal laptop computer. Students will receive a list of required technical specifications. A laptop is required for all concentrations and is mandatory for participation in face-to-face sessions including new student orientations.
- Submit a nonrefundable \$500 deposit that will be applied to the first term's tuition.
- Participate in a two-day community-building workshop and orientation meeting. A non-refundable fee of \$395 is charged for this activity.

Course Requirements

The following core courses, comprehensive examination seminar, and dissertation are required of students in the Doctor of Education in Organizational Leadership program.

Core Courses**Core 1**

EDOL 700	Leadership Theory and Practice	(3)
EDOL 714	Organizational Behavior, Theory and Design.....	(4)
EDOL 724	Ethical Leadership and Social Justice.....	(3)
EDOL 762	Transforming Organizations in a Global Community	(3)

Core 2

EDOL 729	Information Literacy and Scholarship.....	(1)
EDOL 730A	Research Methods and Evaluation	(3)
EDOL 730B	Qualitative Research and Analysis.....	(2)
EDOL 734A	Data Analysis and Interpretation	(2)
EDOL 734B	Data Analysis and Interpretation	(2)

The following 25 units of specialized course work are required in addition to the 23 units of core courses, the comprehensive examination seminar, and the dissertation:

EDOL 740	Personal Leadership.....	(3)
EDOL 753A	Management and Policy Development.....	(3)
EDOL 753B	National Policy Experience.....	(2)
EDOL 754A	Economic and Political Systems.....	(3)
EDOL 754B	International Policy Experience.....	(2)
EDOL 756	Leading Educational Programs.....	(3)
EDOL 757	Entrepreneurship.....	(2)
EDOL 758	Consultancy Project.....	(4)
EDOL 759	Law and Dispute Resolution.....	(3)

Professional Clear (Tier II) Administrative Services Credential

Students pursuing the Tier II credential in conjunction with this program must enroll in:

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

Course Descriptions

EDOL 700 Leadership Theory and Practice (3)

Examines classical and contemporary theories and styles of leadership and their application to a variety of professional and global settings. Students will examine principal underpinnings of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.

EDOL 714 Organizational Behavior, Theory and Design (4)

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

ED 722 Program Planning and Induction Seminar (2)

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 non-university activities and a description of how the individualized program plan was addressed by those activities.

EDOL 724 Ethical Leadership and Social Justice (3)

Introduces the student to the study of ethical leadership and provides the foundation for value clarification and responsible organizational leadership in society. Students will systematically explore a variety of ethical questions and will learn to take action within organizations and communities.

EDOL 729 Information Literacy and Scholarship (1)

In this course, the student will develop a “doctoral voice” by mastering aspects of scholarship in written, oral, and Web-based communication, while using the tools and resources of innovative technology.

EDOL 730A Research Methods and Evaluation (3)

Examines theory and practice in the design, conduct, analysis, and interpretation of experimental, quasi-experimental, and survey procedures for organizational research and evaluation. Methods of assessing credibility of published research will also be discussed.

EDOL 730B Qualitative Research and Analysis (2)

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

EDOL 734A,B Data Analysis and Interpretation (2,2)

Provides 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.

EDOL 740 Personal Leadership (3)

This course introduces students to the concepts, skills, and strategies of personal/professional transformation that are the foundation of leading organizations in diverse communities. Topics include time management, personal vision, establishing a proactive stance, serving in diverse communities, managing conversations, creating a context for innovation, and maintaining personal well-being.

EDOL 753A Management and Policy Development (3)

This course introduces major theories and approaches to management and policy development in local, national, and global settings. While considering

the influence of technology and systems thinking, students explore complex issues in management and leadership. Students will have an opportunity to understand and practice policy development at local and national levels.

EDOL 753B National Policy Experience (2)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, D.C.; will experience policy development at the federal level; and will meet with policy makers, lobbyists, and leaders in government and national associations. Students are required to participate in a trip to Washington, D.C., or a similar location.

EDOL 754A Economic and Political Systems (3)

Students learn to apply theories and principles of micro and macroeconomics to analyze, design, and evaluate policies which address business, political, and educational challenges at the national level. Additional topics examined include alternative economic distribution systems and how they address pollution, poverty, unemployment, international trade, and geopolitical issues.

EDOL 754B International Policy Experience (2)

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

EDOL 756 Leading Educational Programs (3)

This course assists students in developing an integrated approach of leading and viewing educational program development and evaluation at the institutional level. This course considers education in its broadest sense, that is, as a dynamic developmental process that concerns the plans and purposes of human life. Staff development and the promotion of human capital will be major foci.

EDOL 757 Entrepreneurship (2)

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

EDOL 758 Consultancy Project (4)

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

EDOL 759 Law and Dispute Resolution (3)

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

EDOL 762 Transforming Organizations in a Global Community (3)

This course 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.

EDOL 787 Comprehensive Examination Seminar (3)

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

EDOL 791 Dissertation Research (2)

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

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 the West Los Angeles, Encino, and Irvine Graduate Campuses.

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

The M.A. in psychology program requires 36–44 units, depending upon previous course work. The student who has taken graduate courses judged to be equivalent to required courses may transfer in a maximum of 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 that specify prerequisites, courses may be taken in any sequence within levels.

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

Admission Requirements

- 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 this program may possess a bachelor's degree in any field. Applicants without recent course work in psychology within the last seven years, however, will be required to complete foundational courses in preparation for the core curriculum.
- Scores from the Graduate Record Examination (GRE General Test), taken within the last five years, or the Miller Analogies Test (MAT), taken within the last two years. These tests may be waived for applicants for the evening format who fulfill one of the following criteria: seven or more years of professional full time work experience, a cumulative undergraduate GPA of 3.7 or higher, or a completed master's degree. Applicants who wish to waive the GRE/MAT requirement must submit an additional two-to five-page statement summarizing their work experience and describing how this experience has helped to prepare them for graduate study in psychology.
- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.
- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

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

Foundation Courses

PSY 626	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 who have taken undergraduate or graduate-level courses judged to be equivalent in content to foundation-level courses may petition to waive such courses. This requirement may be demonstrated by completing the equivalent course at an accredited institution within the preceding seven years, receiving a grade of "B" or better; completing a Pepperdine graduate-level course or equivalent; or passing a challenge exam administered by the division.

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

Level I Courses

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

Level II Courses

PSY 600	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.

Course Descriptions

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 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 606 Interpersonal Skills and Group Therapy (3)

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

PSY 607 Social Psychology (3)

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

PSY 610 Theories of Personality (3)

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

PSY 612 Theories of Counseling and Psychotherapy (3)

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

PSY 626 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 637 Techniques of Counseling and Psychotherapy (3)

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

PSY 641 Clinical and Evaluation Research Methods (3)

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

PSY 656 Physiological Psychology (3)

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, aging, and long-term care 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 695 Comprehensive Review (2)

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

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

The focus of 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 those who wish to gain knowledge and develop skills related to providing psychotherapeutic services in a variety of settings. In addition, this program provides an academic and practicum foundation which may be helpful for students who plan to enter doctoral programs in family therapy or clinical, counseling, community, or developmental psychology.

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

Admission Requirements

For the daytime format, a bachelor's degree in psychology is preferred. However, qualified applicants who possess a bachelor's degree in a related academic field (e.g., sociology, social work, child and family development) may also be considered.

All applicants must submit:

- 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.
- Scores from the Graduate Record Examination (GRE), taken within the last five years, or the Miller Analogies Test (MAT), taken within the last two years.
- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.
- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

The daytime format is 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 606	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 graduate campus.

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:

- A state-approved master's degree that includes a minimum of 48 semester units of course work in the content areas specified by law.
- Supervised experience totaling 3,000 hours in assessing and treating individuals, couples, families, and groups to improve their interpersonal relationships.
- A seven-hour workshop on the assessment and reporting of child abuse.
- The Standard Written MFT exam and the Written Clinical Vignette exam, both of which are maintained 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 that 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, 1625 North Market Blvd., Suite S-200, Sacramento, CA 95834. Students are encouraged to visit the BBS Web site 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.

Course Descriptions

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.

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.

PSY 606 Interpersonal Skills and Group Therapy (3)

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

PSY 622 Cross-Cultural Counseling (3)

Cross-cultural factors are studied in various ethnic groups as they relate to marriage and family treatment procedures.

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.

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.

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.

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.

PSY 637 Techniques of Counseling and Psychotherapy (3)

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

PSY 639 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.

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.

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. This course satisfies the BBS requirement for course work in spousal or partner abuse assessment, detection, and intervention.

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, aging, and long-term care on individuals and families are explored.

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 must register for PSY 662 for two units each term, over a period of four successive terms, for a total of eight 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.

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 contextual factors into treatment.

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

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.

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

Admission Requirements

Applicants to the evening format may possess a bachelor's degree in any field. Applicants without recent course work (within the last seven years) in psychology, however, will be required to complete foundational courses in preparation for the core curriculum.

All applicants must submit:

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

- Two professional recommendations from individuals familiar with the applicant's academic and professional competencies.
- A two- to five-page typed autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

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 and must be completed prior to enrolling in core courses. Students who have completed any of these courses at the undergraduate level may seek permission to waive such courses, provided they were completed at an accredited institution, within the preceding seven years, at a grade of "B" or better. 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)

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 606	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)

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

Field Placement

MFT Clinical Training and Professional Development staff provide resources to MFT students to secure appropriate practicum settings. The Clinical Training staff visit and evaluate established and potential sites, while maintaining the site directory. This directory can be found at each Pepperdine graduate campus and on the Pepperdine GSEP website.

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:

- A state-approved master's degree that includes a minimum of 48 semester units of course work in the content areas specified by law.
- Supervised experience totaling 3,000 hours in assessing and treating individuals, couples, families, and groups to improve their interpersonal relationships.

- A seven-hour workshop on the assessment and reporting of child abuse (in addition to the MACLP curriculum).
- A written exam and written clinical vignette 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, 1625 North Market Blvd., Suite S-200, Sacramento, CA 95834. Students are encouraged to visit the BBS Web site 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 (or view online) 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. Dr. Dennis Lowe, professor of psychology and director of the Center for the Family, has held this chair since 1993.

Course Descriptions

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 657.

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 606 Interpersonal Skills and Group Therapy (3)

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

PSY 610 Theories of Personality (3)

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

PSY 612 Theories of Counseling and Psychotherapy (3)

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

PSY 622 Cross-Cultural Counseling (3)

Cross-cultural factors are studied in various ethnic groups as they relate to marriage and family treatment procedures.

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.

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.

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 656. 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. 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 612.

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.

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 639.

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

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, aging, and long-term care 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 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 practicum site 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: PSY 600, 606, 612, 623, 637, and 639.

**Students will be permitted to enroll in their first practicum class and simultaneously begin their MFT Traineeship only in the Fall and Spring terms.*

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 contextual factors into treatment. Prerequisites PSY 658.

Doctor of Psychology

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 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 postdoctoral 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 the program fulfills the academic requirement to apply for diplomate examinations given by the American Board of Professional 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.

The Psy.D. program is a post-master's program that consists of three years of course work and supervised clinical training, one year of internship, and completion of 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.

*For further information about the accreditation status of this or any other psychology doctoral program, please contact the APA Office of Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242, Phone: (202) 336-5979.

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, including clinical rotations serving adults, adolescents, children, and families. 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 and CAPIC 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 internships in approved sites anywhere in the country.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and in the provision of other clinical services. Students training to become clinical psychologists are therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants [in accordance with the American Psychological Association (APA, 2002) ethics code 7.04 (Student Disclosure of Personal Information)] that in the course of their class work at Pepperdine University and clinical training in University clinics, external practicum rotations and internship, they may be required or invited to disclose personal information, which is deemed relevant to their performance in coursework and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the student's learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the Director of the Psy.D. Program.

Clinical Competence Examination

The Clinical Competence Examination provides an opportunity to assess the clinical competence of students preparing to apply for internships. Preparing for and taking the examination encourages the integration of all facets of doctoral education and clinical training completed during the first two years of the program. The examination is considered in evaluating a student's readiness to take on the increased professional responsibilities of the pre-doctoral internship. Accordingly, a grade of "Pass" is required to 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, critical analysis of the literature, clinical application and analysis, 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 direct supervision by tenure-track, full time faculty. Opportunities exist to conduct research on a topic of individual choice or to collaborate in an ongoing faculty 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. Matriculation is granted based on a review of academic performance which includes evaluations of course work, supervised clinical experience in practicum and internship rotations, and interpersonal competencies 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 instructor.

Evaluations of student performance in clinical training are obtained from individual clinical supervisors and practicum instructors and are reviewed by the director of clinical training. Students are expected to demonstrate increasing competence and professional skill which include interpersonal competencies and behavioral criteria consistent with the role of a clinical psychologist as well as compliance with ethical standards and legal mandates throughout clinical training. Progression is granted based on satisfactory performance in clinical training as well as in course work.

The profession of clinical psychology requires individual psychological and interpersonal competencies in addition to intelligence, motivation, and academic preparation. Such generally accepted behavioral criteria include, but are not limited to, interpersonal attributes and skills such as the ability to work with others, the ability to listen and to communicate effectively, the ability to consider and to use feedback, and abilities in personal awareness and self-reflection. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal canons and to maintain a professional attitude and conduct in classroom, research, and clinical environments. The appearance of interpersonal-emotional behaviors or attitudes that could 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 Clinic

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

Student Advisement

It is recommended that students develop mentoring and advisement relationships with the faculty members. An advisory relationship provides an opportunity to discuss matters of concern with a member of the faculty and to support ongoing orientation to the program and to the profession. Consultation is advised at any time for assistance in selecting classes and for support, advice, or to review any aspect of the program. Upon entering the program, each student is assigned a faculty advisor. When the student selects the dissertation chair, it is customary for that chairperson to assume full advisement responsibilities. Upon request, a student may change advisors with the approval of the program director. Program administrators are also available for consultation. Additional information is presented in the Psy.D. Program Handbook.

Student Participation in Governance

Psy.D. students have developed a student government association to facilitate the exchange of ideas and information; to increase communication among students, faculty, staff, and administration; to develop proposals for ongoing improvement in the program; and to help solve problems that students encounter. Each class elects representatives to the association and to serve on various program committees, such as the Psy.D. Steering Committee.

Admission Requirements

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 graduate-level foundation of knowledge in the following domains: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior; psychological measurement, research methodology, and techniques of data analysis.

The Psy.D. Admissions Committee takes into consideration the breadth and depth of an applicant's foundation of general knowledge of psychology and clinical and research experience in granting admission. Scores 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 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 three to ten 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 ten 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 no earlier than October 2002. (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.)

- The Clinical and Research Experience form, as provided in the application for Admission.
- Personal interviews may be required.
- Optional: It is recommended that applicants submit course descriptions of master's degree courses to assist the Psy.D. Admissions Committee in assessing the breadth and depth of the applicant's academic preparation.

After the initial screening of the applications, the remaining candidates will be invited for interviews by the Psy.D. Admissions Committee and may 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 at Pepperdine University should not assume automatic admission into the doctoral program.

Course Requirements

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 course sequence. 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 list of courses and their sequence. The University reserves the right to make modifications in the curriculum, involves students in the process of consultation, and provides notification of anticipated changes.

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 Methods in Clinical Psychology	(3)
PSY 718	Interventions with Children and Adolescents	(3)
PSY 730*	Theories and Techniques of Psychodynamic Psychotherapy: A	(3)
PSY 732*	Theories and Techniques of Existential and Humanistic Psychotherapy: A	(3)
PSY 734*	Theories and Techniques of Cognitive-Behavioral Psychotherapy: A	(3)
PSY 736*	Theories and Techniques of Marital and Family Therapy: A	(3)
PSY 773	Doctoral Practicum	(1)
PSY 791	Clinical Dissertation Seminar II	(1)
PSY 795	Clinical Dissertation Supervision	(0.5)

Spring

PSY 702	Data Analysis in Empirical Research	(2)
PSY 713	Advanced Psychological Assessment	(2)
PSY 731*	Theories and Techniques of Psychodynamic Psychotherapy: B	(3)
PSY 733*	Theories and Techniques of Existential and Humanistic Psychotherapy: B	(3)
PSY 735*	Theories and Techniques of Cognitive-Behavioral Psychotherapy: B	(3)
PSY 737*	Theories and Techniques of Marital and Family Therapy: B	(3)
PSY 774	Doctoral Practicum	(1)
PSY 792	Clinical Dissertation Seminar III	(1)
PSY 795	Clinical Dissertation Supervision	(2)

Summer

PSY 703	Design and Analysis Workshops	(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*	Theories and Techniques of Psychodynamic Psychotherapy: A	(3)

PSY 732*	Theories and Techniques of Existential and Humanistic Psychotherapy: A	(3)
PSY 734*	Theories and Techniques of Cognitive-Behavioral Psychotherapy: A	(3)
PSY 736*	Theories and Techniques of Marital and Family Therapy: A	(3)
PSY 776	Doctoral Practicum	(1)
PSY 795	Clinical Dissertation Supervision	(2)
Spring		
PSY 731*	Theories and Techniques of Psychodynamic Psychotherapy: B	(3)
PSY 733*	Theories and Techniques of Existential and Humanistic Psychotherapy: B	(3)
PSY 735*	Theories and Techniques of Cognitive-Behavioral Psychotherapy: B	(3)
PSY 737*	Theories and Techniques of Marital and Family Therapy: B	(3)
PSY 743	Group Interventions	(2)
PSY 756	Proseminar	(1)
PSY 777	Doctoral Practicum	(1)
PSY 795	Clinical Dissertation Supervision	(2)
Summer		
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)

* Students enroll in only one of the four Theories and Techniques: A and B course sequences for the second year and for the third year.

** 2 units per term for a total of 6 units per academic year until completion of clinical dissertation.

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

Course Descriptions

PSY 700 Special Topics in Psychology (1–3)

As a study of specific topics in psychology, this course provides an individualized program to allow doctoral students to remediate deficiencies in prerequisites.

PSY 701 Research Methods in Clinical Psychology (3)

The purpose of this survey course is to expose students to the variety of quantitative and qualitative research methods and designs most frequently

used in research relevant to the practice of clinical psychology. These include randomized clinical trials, quasi-experimental research, case control studies, descriptive survey research, psychometric studies, meta-analytic studies, case study research, phenomenological research, and evaluation research. Attention will be given to issues of cultural diversity in research, research validity and bias, the connection between research questions and appropriate methodologies, and the link between science and practice.

PSY 702 Data Analysis in Empirical Research (2)

The primary goal of this course is for students to gain familiarity with common data analytic strategies relevant to empirical research in psychology. The emphasis is on reading and understanding the analyses as they are presented in academic journals so that students are informed consumers of the literature. The relationship between research questions, hypotheses, methodology, levels of measurement, and choice of appropriate analyses is emphasized. Analyses to be covered include ANOVA models, nonparametric statistics, measures of association, multiple regression, logistic regression, factor analysis, path analysis, and various qualitative analytic strategies.

PSY 703 Design and Analysis Workshops (1.5)

The sections in this course series offer “hands-on” learning of the specific skills and tasks necessary for the most common design and analysis strategies utilized in the clinical dissertation. These include quantitative, qualitative, psychometric, critical analysis of literature, and r source development and evaluation approaches. The workshops will be offered as sections in which specific design and analysis skills are presented and practiced. Students will select the sections based on the research method(s) they will be using in their clinical dissertations. (Graded Credit/No Credit).

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)

Studies 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 instruments and techniques that are consistent with theoretical orientations in cognitive, behavioral, and short-term therapy models. These overall procedures provide the assessment structure for diagnosis, treatment, and the empirical validation of therapeutic interventions.

PSY 716 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-Behavioral 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 ten 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 (0.5, 1, or 2—depending on academic term)

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 2007 Fall term and who attend Pepperdine University after September 2, 2006.

Campus Security Act

A copy of the Campus Security Act is available upon request from the Personnel Department or the Provost's Office.

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 nonacademic 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. The University equal opportunity director 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

Student Health Insurance Policy

All graduate students are required to carry health insurance. If students do not have private medical insurance, the University offers an affordable injury and sickness policy that is underwritten by the Mega Life and Health Insurance Company. Enrollment is open at the beginning of each trimester. All international students are required to purchase the group insurance policy by Mega Life if their out-of-country policy does not cover them in the U.S.

The Mega Life group policy assists in meeting not only common illnesses, but also the financial burden of illness and accidents involving care beyond that available in the Student Health Center. Enrollment forms are available from the Student Health Center and One Stop on the Malibu campus and at each education center.

For information regarding student health insurance, contact the student health insurance coordinator at (310) 506-4830 or studentinsurance@pepperdine.edu. To view or print the insurance brochure and/or enrollment form, go to: www.studentresources.com.

Computer and Network Responsible Usage Policy

1. GENERAL STATEMENT

The Computer and Network Responsible Usage Policy is a University-wide measure providing rules for the proper use and management of all University computing and network resources. The University provides these resources to support Pepperdine's instruction, research, and service missions; administrative functions; student and campus life activities; and the free exchange of ideas among members of the University community and between the University and the wider local, national, and world communities.

The use of University technology, like the use of any other University resource or activity, is subject to the normal requirements of legal and ethical behavior within the University community. Thus, legitimate use of the University's computer and network systems does not extend to whatever is technically possible. Although some limitations are built into computer operating systems and networks, those limitations are not the sole restrictions on what is permissible. Users must abide by all applicable restrictions, whether or not they are integrated into the operating system or network and whether or not they can be circumvented by technical means.

The University grants access to its networks and computer systems subject to certain responsibilities and obligations described below, and subject to all local, state, and federal laws. Consequently, all computer and network use must be legal, ethical, and consistent with the University's mission.

2. APPLICABILITY

This policy applies to all users of University computing resources, whether affiliated with Pepperdine or not, and to all uses of those resources, whether on campus or from remote locations. Additional policies may apply to specific computers, computer systems, or networks provided or operated by specific units of the University or to uses within specific units. For further information, users should consult the operators or managers of the specific computer, computer system, or network in which they are interested.

3. POLICY

All users of University computing resources must

- **Comply with all federal, state, and other applicable laws; all generally applicable University rules and policies; and all applicable contracts and licenses.**

Examples include, but are not limited to, the laws of libel, privacy, copyright, trademark, obscenity, and child pornography; the Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit “hacking,” “cracking,” and similar activities; the applicable code of student conduct; the University’s sexual harassment policy; and all applicable software licenses. Users who engage in electronic communications with persons in other states or countries or on other systems or networks should be aware that they may also be subject to the laws of those other states and countries and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular uses.

- **Use only those computing resources which they are authorized to use and may use them only in the manner and to the extent authorized.**

Ability to access computing resources does not, by itself, imply authorization to do so. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding. Unless authorized by the University’s Office of Information Technology, user IDs and passwords may not, under any circumstances, be shared with, or used by, persons other than those to whom they have been assigned by the University.

- **Respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected.**

Ability to access other persons’ accounts does not, by itself, imply authorization to do so. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding.

- **Respect the finite capacity of technology resources and limit use so as not to consume an unreasonable amount of those resources or interfere unreasonably with the activity of other users.**

Although there are no set bandwidth, disk space, CPU time, or other limits applicable to all uses of University computing resources, the University may require users of those resources to limit or refrain from specific uses in accordance with this principle. For example, streaming audio or news feeds for non-academic purposes can saturate technology resources with voluminous traffic to the exclusion of another’s use. The reasonableness of any particular use will be judged in the context of all of the relevant circumstances.

- **Refrain from using resources for personal commercial purposes or for personal financial or other gain.**

University computing resources cannot be used for personal commercial purposes or for personal financial or other gain.

- **Refrain from stating or implying that they speak on behalf of the University and from using University trademarks and logos without authorization to do so.**

Affiliation with the University does not, by itself, imply authorization to speak on behalf of the University. Authorization to use University trademarks

and logos on University computing resources may be granted only by the Office of Public Affairs, as appropriate. The use of suitable disclaimers is encouraged.

4. ENFORCEMENT

Users who violate this policy may be denied access to University computing resources and may be subject to other penalties and disciplinary action, both within and outside of the University. Violations will normally be handled through the University disciplinary procedures applicable to the relevant user. However, the University may temporarily suspend or block access to an account, prior to the initiation or completion of such procedures, when it reasonably appears necessary to do so in order to protect the integrity, security, or functionality of University or other computing resources or to protect the University from liability. The University may also refer suspected violations of applicable law to appropriate law enforcement agencies.

5. SECURITY AND PRIVACY

The University employs various measures to protect the security of its computing resources and of its users' accounts. Users should be aware, however, that the University cannot guarantee such security. Users should, therefore, engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly. Also, users should ensure the installation of anti-virus software and appropriate updates for personally-owned computers connecting to Pepperdine's network and University computers.

Users should also be aware that their uses of University computing resources are not private. While the University does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the University's computing resources require the backup, the logging of activity, the monitoring of general and individual usage patterns, and other such activities that are necessary for the rendition of service.

The University, in its discretion, may disclose the results of any such general or individual monitoring, including the contents and records of individual communications, to appropriate University personnel or law enforcement agencies and may use those results in appropriate University disciplinary proceedings.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, provides, generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to nonschool employees without consent of the student, subject to the exceptions provided by law. "Students" as used in this notice include former students but does not include applicants who have not attended Pepperdine University.

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 15 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and, in some instances, to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of Admission, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the University with written permission to release their records, specifying which records and to whom the release should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information may generally be granted access upon submission to the University of a signed statement or other evidence of federal income tax dependency.

The University has designated the following categories of information as "directory information," which may be released to the public without notice or consent of the student: student's name, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, enrollment status, thesis titles/topics, photograph, e-mail address, and the most recent previous public or private school attended by the student.

The student may request that certain categories of directory information not be released to the public without the student's written consent. Such requests shall be submitted in accordance with the Student Records Policy of the University.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the University Registrar, Malibu, California 90263. Copies may also be obtained online at http://www.pepperdine.edu/registrar/policies/Student%20Records%20Policy_Revised%2003.04.pdf.

Right to File a Complaint

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

Right to File a Complaint

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 director 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 1: 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 2, 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 2: 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 2, 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 3: 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 ten 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.

Nonacademic Student Grievance Procedure

The purpose of this nonacademic student grievance procedure is to provide for the resolution of student grievances, including allegations of sexual harassment, discrimination, and the denial of reasonable accommodations to persons with disabilities. This policy is not applicable to situations where another policy with a right of appeal applies, including, but not limited to, the discipline of a student by the administration.

This procedure is designed to allow students to address complaints in a fair, consistent, and objective manner. Any act of reprisal by a University employee or by one acting on behalf of the University, including the intimidation of a grievant, respondent, or witness during the pendency of an investigation, will result in prompt disciplinary action.

This procedure shall not be used to bring frivolous or malicious complaints. If a complaint has been made in bad faith, disciplinary action will be taken against the person bringing the complaint.

Before initiating a formal grievance, a student should discuss the matter in dispute with the person against whom the student has a grievance and seek a mutual resolution of concerns. The student may be encouraged to return to this informal level of resolution at any time during this procedure. It is the University's belief that most grievances can and will be resolved at this level.

If an informal resolution does not result, the student must submit a complaint to the grievance officer¹ to initiate a formal grievance. Initially the student's concerns may be communicated orally; however, they must be in

writing before any review or other action takes place. This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint must specify the University or Graduate School of Education and Psychology policy, procedure, or norm violated and specifically set forth all relevant factual details.

The grievance officer shall read the complaint and determine whether the complaint's allegations warrant implementing the remainder of the procedures outlined below. If, for example, the allegations in the complaint, even if true, would not constitute a violation of a University policy, procedure, or norm, then the grievance officer should inform the student in writing that the student's allegations are not subject to the grievance process.

If the grievance officer determines that the allegations in the complaint do warrant further investigation and consideration, then the grievance officer shall forward a copy of the complaint to the person against whom the complaint is made ("respondent") and, if discrimination is alleged, the University equal opportunity officer. This shall be done as soon as possible, but in no event later than 21 calendar days after the grievance officer receives the written complaint.

The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the grievance officer. Necessary extensions may be granted at the discretion of the grievance officer.

The grievance officer has the discretion to initiate a reasonable investigation into the matter. The scope of any investigation shall be in the sole discretion of the grievance officer. The investigation may include, but is not limited to, meeting with the parties, talking with witnesses, and reviewing any supporting documents.

A student may elect to withdraw a complaint at any time; however, the University reserves the right to investigate all complaints where necessary to protect the interests of the University community.

If the grievance officer desires, he/she may appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter.

Within a reasonable time, the grievance officer shall make a decision based on the written complaint, response, and any other information the grievance officer determines is relevant. This decision shall be in writing and shall consist of factual findings, conclusions, and a remedy if one is appropriate. All parties, and where discrimination is alleged, the University equal opportunity officer, shall receive a copy of the grievance officer's decision.

Any party may submit a written request for appeal to the dean of the Graduate School of Education and Psychology ("reviewing officer") within 14 calendar days from the date of the decision. The request for appeal must specifically set forth all grounds for appeal. The nonappealing party must be given the opportunity to respond in writing to the request for appeal.

The reviewing officer shall be limited to addressing only the following questions:

1. Did the grievance officer consider all the important and appropriate facts in the investigation of this matter?
2. Did the student prove by a “preponderance of the evidence” (i.e., more likely than not) that the person against whom the student has a grievance in fact violated a University policy, procedure, or norm or otherwise engaged in any unlawful or illegal activity?
3. Was the process carried out in a fair manner?
4. Was the decision one which a reasonable person might have made?
5. Was the grievance officer biased?

Within a reasonable time, the reviewing officer shall make a final decision based on the written complaint, the written response, the grievance officer's written decision, the written request for appeal, and any written response to the request for appeal. The decision of the reviewing officer shall be final. All parties, and where discrimination is alleged, the University equal opportunity officer, shall receive a copy of the reviewing officer's decision.

All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the grievance officer for at least one year from the date that the final decision was issued.

¹ *The associate dean of the relevant division shall serve as the grievance officer concerning complaints about a faculty member or other employee. The associate dean shall serve as the grievance officer concerning complaints about another student. The dean of the subject school shall serve as the grievance officer concerning complaints about an associate dean, and, in this instance, the provost will serve as the reviewing officer if the case involves a request to appeal the grievance officer's decision.*

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 to make appropriate efforts to achieve and maintain sobriety. Such individuals have the right to expect that such disclosures will be held in confidence and not relayed to another who does not have a legitimate need to know. Facilities of the University are made available to alcohol and drug recovery self-help groups that serve the University community and the general public for the conduct of their meetings. Confidential counseling and treatment are available to students through the Psychological and Educational Clinic at the West Los Angeles Graduate Campus, the Community Counseling 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 million.

Disciplinary Action

Any student found supplying alcohol or drugs on campus or unlawfully supplying alcohol or drugs to another member of the community or the public at large is subject to immediate suspension leading to dismissal. A student

found in two or more incidents to be under the influence of drugs or alcohol may, at the discretion of University officials, be suspended for up to one year, or in cases where no improvement is evident, dismissed from the University. Any student who encourages another to consume alcoholic beverages or any other substance as a means to induce that individual to engage in behavior that would otherwise be against that person's will is subject to dismissal from the University. Students found to be under the influence of alcohol or drugs are detained until safe transport to their destination can be arranged.

Smoking Policy

Research demonstrates that tobacco smoke is a health hazard to both smokers and nonsmokers. According to the Surgeon General, cigarette smoking is the leading preventable cause of illness and premature death in the United States. Nonsmokers who are regularly exposed to second-hand smoke are also at increased risk of illness. In the interest of creating a safe and healthy environment, Pepperdine University has adopted the following policy.

Malibu Campus

This policy applies to all University facilities on the Malibu campus. All persons using the facilities of the University are subject to this policy.

1. Smoking is prohibited inside any area of any University-maintained building, including faculty/staff offices and student residential facilities. Except as otherwise designated, this includes hallways, breezeways, patios, balconies, doorways, elevators, and loading docks.
2. Except as otherwise designated, smoking is prohibited outdoors:
 - Near any undeveloped, brush area.
 - Within 20 feet of the entrance to any campus building or ventilation system.
 - On the following lower campus plazas: Joslyn Plaza, Adamson Plaza, and the plaza located in front of the Payson Library main entrance.
 - At spectator sports or other outdoor campus events.
3. Smoking is prohibited in any vehicle owned, leased, or operated by the University.
4. The sale, distribution, or advertisement of tobacco products is prohibited on campus.

Graduate Campuses

At the University's graduate campuses, the building management of each property has its own policy and requirements concerning tenant and occupant smoking practice. All graduate campus properties currently have a similar policy regarding no smoking inside any of the buildings: Smoking is permitted only outside of the buildings and at specific locations in open areas.

International Programs

The University's international programs facilities follow guidelines that are comparable to those followed at the Malibu campus.

Cessation

Smoking-cessation programs are available to faculty, staff, and students through the University's Wellness Program. For more information, please call (310) 506-7592.

Compliance

All members of the University community share in the responsibility of adhering to and enforcing this policy. The success of this policy depends upon the thoughtfulness, consideration, and cooperation of both smokers and nonsmokers.

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 University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights

and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- 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 process of the University or any of its approved activities.
- An inability to maintain standards of behavior and decorum reasonably expected of a graduate class and/or otherwise unprotected behavior that disrupts the classroom environment.
- Theft 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 stated policies or regulations governing student relationships to the University.

Disciplinary action 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 records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of 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.





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Associate Dean, Psychology	<i>Robert A. deMayo*</i>

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Associate Director, Teacher Education	<i>Nancy Goglia</i>
Director, Student Teaching	<i>J. L. Fortson*</i>
Assistant Director, Student Teaching, OC	<i>Margot Condon*</i>
Program Administrator	<i>Marty Mukasa-Howard</i>
Credentials Administrator	<i>Karen Simpson-Alisca</i>
Credentials Coordinator—TPA	<i>Debbie Magaña</i>
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Master of Arts in Educational Technology (Online) Program

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Master of Science in Administration and Preliminary Administrative Credential Programs

Director	<i>Linda Purrington*</i>
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Master of Science in Workplace Learning and Performance

Director	<i>Doug Leigh*</i>
Program Administrator	<i>Gabriella Miramontes</i>

* Indicates individuals who are also members of the faculty.

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Program Administrator	<i>Sandy VandenBerge</i>
Director, Educational Technology Concentration	<i>Linda Polin*</i>
Program Administrator	<i>April Harris</i>
Director, Organization Change Concentration	<i>Kay Davis*</i>
Program Administrator	<i>Gabriella Miramontes</i>
Director, Organizational Leadership Concentration	<i>Farzin Madjidi*</i>
Program Administrator	<i>Christie F. Dailo</i>

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Administrative Assistant	<i>Anabel Huerta</i>

Master of Arts in Psychology Program

Director	<i>Robert A. deMayo*</i>
Program Administrator	<i>Deanna Lazaro</i>
Program Administrator	<i>Tinnie Taylor</i>

Master of Arts in Clinical Psychology Program

Director	<i>Duncan Wigg</i>
Program Administrator	<i>Deanna Lazaro</i>
Program Administrator	<i>Tinnie Taylor</i>
Manager, M.A. Clinical Training and Professional Development	<i>Kathleen Wenger</i>
M.A. Clinical Training and Professional Development Coordinator	<i>Rebecca Reed</i>

Doctor of Psychology Program

Director	<i>Edward P. Shafranske*</i>
Director, Clinical Training	<i>Aaron Aviera</i>
Program Administrator	<i>Cheryl Saunders</i>
Psy.D. Clinical Training and Professional Development Administrator	<i>Jay Carson</i>

Master of Arts in Clinical Psychology Program, Malibu

Director	<i>Cary Mitchell*</i>
Program Assistant/Office Manager	<i>Andrea Venkat</i>

Administration

Director, Budget and Research	<i>Jamie Green</i>
Executive Assistant to the Dean	<i>Jessica Tallmadge</i>
Communications Facilitator	<i>John Baker</i>
Manager, Research	<i>Karen A. Magner</i>
Office Manager	<i>Alane Taylor</i>
Fiscal Services Assistant	<i>Cheryll Ramirez</i>

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Supervisor, Registration and Student Systems *Yee-Man Leung*

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Executive Director, Career Services and Alumni Relations *Marian Guirguis*

Manager, Career Services (Education) *Helen Hong*

Manager, Career Services (Psychology) *Naomi Naiztat*

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Psy.D. Clinical Training, and

Professional Development Administrator *Jay Carson*

Manager, M.A., Clinical Training

and Professional Development *Kathleen Wenger*

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

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Director, Marketing *Open*

Communications Specialist *Marilyn Angeletti*

Public and Media Relations Coordinator *Vanessa Jahn*

Marketing Manager, Education *Jennifer Bell*

Marketing Manager, Psychology *Jennifer Scharnikow*

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Director, Financial Aid

and Enrollment Services *Robin Bailey-Chen*

Director, Recruitment and Admissions *Fionnbarr Kelly*

Enrollment Coordinator *Bonita Campbell*

Admissions Specialist *Samantha Duke*

Financial Aid Coordinator *Arminda Lerma*

Financial Aid Assistant *Tara Pueblo*

Student Accounts Coordinator *Ambi Smith*

Technology

Director, Technology *John Kim*

Manager, Technology Systems *Open*

Systems Analyst-Network *Open*

Web and Database Administrator *Mark Matyas*

Community Counseling Centers

Clinic Director, Irvine *Duncan Wigg**

Clinic Director, Encino *Anat Cohen**

Psychological and Educational Clinic, West Los Angeles Graduate Campus

Director *Aaron Aviera**

Psy.D. Clinical Training and Professional

Development Administrator *Jay Carson*

* Indicates individuals who are also members of the faculty.

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Founding Director	<i>Dennis Lowe*</i>
Assistant Director	<i>Lucy Perrin</i>
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Manager, West Los Angeles	<i>Dan Gill</i>
Associate Director	<i>Thomas Hoover</i>
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Lab Supervisor, Encino	<i>Omar Cayasso</i>
Lab Supervisor, Westlake Village	<i>Lotte Cherin</i>
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User Consultant, West Los Angeles	<i>Al Lewis</i>
User Consultant, West Los Angeles	<i>Adam Burton</i>
User Consultant, Malibu	<i>Open</i>
User Consultant, Irvine	<i>Rene Mendez</i>
User Consultant, Westlake Village	<i>Stephe Bivins</i>
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Senior Call Center Analyst, WLA	<i>Mark Terui</i>
Field Technician, Drescher	<i>Prakash Sharma</i>
Multimedia Field Technician, Drescher	<i>Keith Holland</i>

* Indicates individuals who are also members of the faculty.

Graduate Campuses

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Office Manager/Financial Planner	<i>Pamela Ortega</i>
Administrative Assistant	<i>Asilee Parkinson</i>
Director, West Los Angeles	<i>Harold Taylor</i>
Lead Coordinator, West Los Angeles	<i>Willis Huffman</i>
Director, Long Beach	<i>Danielle Campos</i>
Lead Coordinator, Long Beach	<i>Jennifer Rivera</i>
Director, Irvine	<i>Gwen Haas</i>
Lead Coordinator, Irvine	<i>Paul Gibson</i>
Administrative Assistant, Irvine	<i>Lauren Desjardin</i>
Director, Encino	<i>Robert Smith</i>
Lead Coordinator, Encino	<i>Allen LaVinger</i>
Director, Westlake Village	<i>Leslie Haggard</i>
Lead Coordinator, Westlake Village	<i>Susan Lindley</i>

Libraries

Coordinator, Graduate Campus Libraries, WLA	<i>Cindy Lundquist</i>
Information Services Librarian, GSEP Liaison, WLA	<i>Maria Brahme</i>
Public Services Supervisor, WLA	<i>Michael Bell</i>
Library Assistant, WLA	<i>Hermito San Jose</i>
Information Services Librarian, Irvine	<i>Toby Berger</i>
Information Services Librarian, Irvine	<i>Janet Beal</i>
Information Services Librarian, Drescher	<i>James Wiser</i>
Public Services Supervisor, Drescher	<i>Sally Bryant</i>
Library Assistant, Drescher	<i>Max Watson</i>
Library Assistant, Irvine	<i>Josh Brumfield</i>
Library Assistant, Irvine	<i>Carrie Axline</i>
Reference Assistant, Encino	<i>Hector Rodriguez</i>
Library Assistant, Encino	<i>Kathryn Stewart</i>

Graduate School of Education and Psychology Administration and Faculty



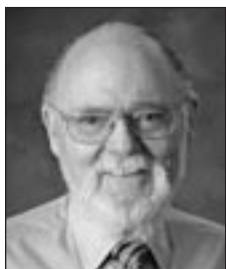
Margaret J. Weber, Ph.D.

Dean

B.S., M.S., Eastern Illinois University;

Ph.D., University of Missouri.

Dr. Weber began her duties as the GSEP dean in August 2001. Formerly associate dean of 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; defining scholarship, mentoring, and socialization of graduate students; and the value of investment in faculty.



Chester H. McCall, Jr., Ph.D.

Interim Associate Dean, Education

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 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 25 articles, and has served on the faculty of The George Washington University. At Pepperdine, he teaches courses in data analysis, research methods, and a comprehensive exam seminar, and also serves as chair for numerous dissertations.

Robert A. deMayo, Ph.D.

Associate Dean, Psychology
and 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 he was awarded the Shepherd Ivory Franz Distinguished Teaching Award from the UCLA Psychology Department. Dr. deMayo has research interests in the areas of mood disorders, professional practice issues, and health psychology. He is a licensed psychologist and remains active in clinical practice. He is also program director for the Master of Arts in Psychology program.

**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 research methods and data analysis. She is a licensed psychologist in California.



**Aaron Aviera, Ph.D.**

Clinical Faculty

*B.A., University of California, Los Angeles**M.A., Ph.D., University of California, Los Angeles*

Dr. Aviera is a clinical psychologist who has been with Pepperdine University since 1997. He is Director of Clinical Training for the doctoral program and as Director of the Pepperdine Psychological and Educational Clinic at the West Los Angeles campus. He helped develop and currently directs the Jerry Butler Union Rescue Mission – Pepperdine Counseling Center. Prior to coming to Pepperdine University, Dr. Aviera worked at Metropolitan State Hospital with hospitalized persistently mentally ill Latino clients. Areas of interest and study include clinical supervision, developing culturally sensitive interventions for Latino clients, working with disenfranchised individuals and the substance abusing mentally ill, and crisis intervention. In his private practice Dr. Aviera conducts psychotherapy with a wide range of clients in both English and Spanish, and provides crisis intervention and Critical Incident Stress Debriefing to injured and traumatized workers.

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

Kathy L. Church, Ed.D.

Associate Professor of Education

B.S., M.A., Ed.D., Ball State University.

Dr. Church received her doctoral degree in school psychology. She was an assistant professor in the Department of Elementary Education and the Department of Educational Psychology at Ball State University in Muncie, Indiana. She also has experience as a grant writer, project director, and supervisor of student teachers and has been involved in consultation and action research. She participated in a PT3 Grant for “Integrating Technology into Teacher Education.” In her role as university liaison in the professional development school, Dr. Church piloted the “Learning Assessment Model Project” and received a TQE grant. Her teaching experience includes lifespan development, child and adolescent development, supervision of doctoral teaching assistants, learning, study strategies for college students, reading diagnosis and instruction, education in a democratic society, senior seminar, and supervision of practicum classes in a variety of school settings.

Anat Cohen, Ph.D.

Clinical Faculty and Clinic Director, San Fernando Valley Community Counseling Center

B.A., Bar-Ilan University, Israel;

M.A., Ph.D., California School of Professional Psychology.

In addition to serving as a visiting faculty member at Pepperdine, Dr. Cohen is also the clinic director for the Pepperdine Community Counseling Center at the Encino Graduate Campus. Prior to joining the faculty at Pepperdine, Dr. Cohen was the assistant director of training at the Verdugo Mental Health Center. Dr. Cohen has also served as a clinical faculty member for the California School of Professional Psychology. Her teaching experience is in the field of research and statistics, including serving as a dissertation consultant. As director of the Pepperdine Community Counseling Center at the Encino Graduate Campus, Dr. Cohen is concerned with issues related to leadership and organization within the clinical setting, with focus on supervision and training.



Anthony M. Collatos, Ph.D.

Assistant Professor of Education

*B.A., Loyola Marymount University**Ph.D., University of California, Los Angeles*

Dr. Collatos' research interests include college access pathways, urban education, critical sociology, learning communities, and urban family/teacher education partnerships. He is a research associate with UCLA's Institute for Democracy, Education, and Access and the University of California All Campus Consortium on Racial Diversity (UC/ACCORD). His research involves the Futures Project, an eight-year longitudinal study that looked at creating alternative pathways for first-generation urban youth to more effectively navigate the k-16 educational pipeline. He has also published several articles and book chapters about his work. Dr. Collatos regularly presents his research to educators, community groups, and at national and international conferences. He currently teaches courses in social and cultural foundations, multi-cultural education, and action research. Before becoming a university teacher educator, Dr. Collatos taught as a secondary social studies instructor, coached, and worked as a college access advisor for low-income youth.

**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.

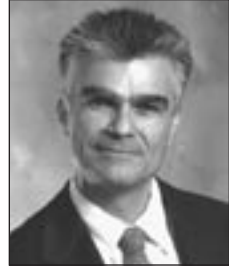
Professor of Psychology

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 diverse clinical and research interests and holds degrees in philosophy and theology, in addition to his doctorate in clinical psychology. He has conducted empirical research in schizophrenia, child abuse, and the long-term impact of stress. Recently, his interests have turned to a synthesis of the biobehavioral sciences and psychotherapy. He is the author of *The Neuroscience of Psychotherapy: Building and Rebuilding the Human Brain* and *The Making of a Therapist: A Practical Guide for the Inner Journey*, as well as numerous articles and chapters on various topics. He maintains a clinical and consulting practice in Los Angeles.

**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 in 1988. Currently, she serves as director for the doctoral program in Organization Change. Her teaching areas include research methods and information literacy. 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.



**Cynthia A. Dollins, Ed.D.**

Lecturer, Education

B.A., M.A., California State Polytechnic University, Pomona;

M.S., California State University, Fullerton;

Ed.D., Pepperdine University.

Pepperdine University since 1999.

Dr. Dollins specializes in literacy instruction in K–12 curriculum. She was the principal of Stanton Elementary School in the Glendora Unified School District and served as a consultant and presenter for San Gabriel area school districts. She has also worked as a teacher, mentor teacher, and lead teacher in the West Covina Unified School District and as an instructor for California State University, Fullerton. Dr. Dollins is the author of several publications, and has been a consultant/presenter for several school districts in Southern California.

**Kathleen A. Eldridge, Ph.D.**

Assistant Professor of Psychology

B.A., University of California, Santa Barbara; M.A.,

Ph.D., University of California, Los Angeles.

Dr. Eldridge is a practitioner-scholar interested in treatment outcome research, couples/marital and family therapy, and cognitive-behavioral treatment of mood and anxiety disorders. She teaches courses in marital and family therapy, research methods and statistics, and theories and techniques of psychotherapy. She has also taught courses and supervised clinical psychology doctoral students at UCLA. Dr. Eldridge collaborates with investigators at UCLA on a clinical trial of marital therapy. She has published research on couples/marital therapy and relationship communication and presented the results of this research at national and international conferences. Dr. Eldridge currently has a private practice and has worked in clinical settings with diverse populations comprised of children, adolescents, college students, adults, couples, and families.

Mesha L. Ellis, Ph.D.

Assistant Professor of Psychology

B.A., University of California, Santa Barbara; M.A., Pepperdine University;

M.A., Ph.D., University of Alabama

Dr. Ellis earned a doctorate at the University of Alabama in clinical psychology with a specialization in child psychology. She conducted her postdoctoral fellowship in juvenile forensic psychology and adolescent inpatient treatment at the University of Washington. Her research in developmental psychopathology explored trajectories of neuropsychological and social cognitive deficits in children and adolescents exhibiting behavioral syndromes. Her work has also investigated emotional and interpersonal difficulties in severely antisocial youth. As a specialist in antisocial behavior in children and adolescents, Dr. Ellis' teaching concerns are developmental psychology, treatment of childhood/adolescent disorders, juvenile forensic psychology, psychological assessment, and research methods.

**Chris Ellsasser, Ed.D.**

Assistant Professor of Education

B.A., Brandeis University;

M.A., Pepperdine University;

Ed.D., Teachers College, Columbia University.

Dr. Ellsasser 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 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.



John F. Fitzpatrick, Ed.D.

Superintendent in Residence

B.S., California State University, Long Beach;

M.S., Ed.D., University of Southern California

Dr. Fitzpatrick has been in education for more than 34 years, during which time he has served as a teacher, high school principal, director of secondary schools, assistant superintendent of curriculum and instruction, and superintendent of various districts. Dr. Fitzpatrick is the president and chair of the Western Association of Schools and Colleges, K–University. He is also a member and former chairman of the WASC Commission. Dr. Fitzpatrick is a director of Commission on International and Trans-regional Accreditation. He was one of four California superintendents recently elected to the American Association of School Administrators Board of Directors. He was also the chair of the Dean's Superintendents Advisory Group for the University of Southern California. Dr. Fitzpatrick has worked on numerous committees, as well as state and federal legislatures.

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 has 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 legislation 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.

**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.





Miguel E. Gallardo, Psy.D.

Assistant Professor of Psychology

*Psy.D., California School of Professional Psychology,
Los Angeles.*

Dr. Gallardo's areas of clinical and research interest include Chicano/Latino psychology, cross-cultural competence, recruitment and retention of Latinas/os in higher education, and multicultural organizational development. He is a founder and current president of the California Latino Psychological Association and serves on various boards and committees at the local, state, and national level through the APA. Dr. Gallardo has produced two educational videos addressing the issues facing racially/ethnically diverse individuals with disabilities and recently completed two book chapters for the Encyclopedia of Multicultural Psychology. He has been honored at the local and national level for his dedication and commitment to the field of psychology.



Cara L. García, 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. She is the author of *Too Scared to Learn: Overcoming Academic Anxieties* and co-author of the Gestalt Educational Therapy chapter in *Gestalt Therapy: History, Theory and Practice*. She currently is coordinating the Professional Development School partnership with the Lawndale School District.

Reyna García 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. García 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. García Ramos has 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 the K–12 public school system, particularly urban districts.

**Susan R. Hall, J.D., Ph.D.**

Assistant Professor of Psychology

*B.A., Georgetown University;
M.A., J.D., Ph.D. University of Arizona.*

Dr. Hall earned her law degree and her doctorate in both clinical psychology and psychology, policy, and law at the University of Arizona. She conducted her internship and postdoctoral fellowship in child clinical psychology at the Yale University School of Medicine, Child Study Center. Her current scholarship examines the clinical and forensic assessment of children and youth exposed to violence and maltreatment and the role of spirituality in mental health. She has published and presented nationally on child witnesses in the courtroom and other topics related to psychology, public policy, and law. Her teaching interests include individual and family development, assessment and treatment of children and adolescents, behavioral and cognitive-behavioral therapy, forensic psychology, and clinical practicum.





Nancy Harding, Ph.D.

Associate Professor of Education

B.A., Temple University;

M.A., Ph.D., University of California, 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 in 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 the 2004-5 chair of the California Psychological Association Ethics Committee. Dr. Harmell regularly publishes columns in the *Los Angeles Psychologist* and lectures and consults statewide on legal and ethical considerations in clinical practice. In 1999, the California governor appointed Dr. Harmell to the California Board of Psychology, where she served as a member until 2003.

Shelly Prillerman Harrell, Ph.D.

Professor of Psychology

B.A., Harvard University;

M.A., Ph.D., University of California, Los Angeles.

Pepperdine University since 1999.

Dr. Harrell is a licensed clinical psychologist with areas of specialization in multicultural and community psychology, racism-related stress, couples and relationship issues, the application of ecological/contextual paradigms in psychology, multicultural competence, and African American mental health issues. Dr. Harrell has served as editor of *The Community Psychologist* and is currently on the editorial board of the *American Journal of Community Psychology*. She has been a diversity consultant and trainer for more than decade. Dr. Harrell has received awards from the Society for Community Research and Action (APA Division 27), the Society for the Psychological Study of Ethnic Minority Issues (APA Division 45), and the Los Angeles County Psychological Association. Dr. Harrell teaches several research courses and serves as dissertation coordinator in the Psy.D. program and teaches cross-cultural counseling and group therapy in the master's program. In addition, she maintains a small psychotherapy practice, where she specializes in work with couples, women of color, and cultural issues.

**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.



**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 has been with Pepperdine for 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 in Organizational Leadership.

**Susan Himelstein, Ph.D.**

Lecturer, Psychology

*B.S., Miami University;**M.A., Ph.D., University of California, Los Angeles.**Pepperdine University since 1995.*

Dr. Himelstein is a licensed psychologist and holds the Pupil Personnel Services Credential. She has worked as an elementary school counselor and school psychologist. Previous clinical affiliations include the Reiss-Davis Child Study Center, the Marion Davies Children's Center in the UCLA Department of Pediatrics, and the UCLA Neuropsychiatric Hospital. Dr. Himelstein began teaching cognitive and personality assessment courses at Pepperdine as an adjunct professor in 1989. She also maintains a private practice specializing in psycho-diagnostic assessment of learning, emotional, and behavioral disorders as well as psycho-therapy with children, adolescents, and adults.

Robert Hohenstein, Ph.D.

Visiting Faculty, Psychology

B.A., M.S., California State University, 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 20 schools in Los Angeles and Orange Counties, Dr. Hohenstein supervises interns in Pepperdine's graduate programs in psychology. He holds licenses as a psychologist and marriage and family therapist and 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 has been on the psychology faculty for more than 25 years. Prior to receiving her Ph.D. in clinical psychology and her license as a psychologist, she served in the National Teachers Corps, earning her M.Ed. in urban education. She teaches courses in individual and group therapy in the master's program and emphasizes the development of self-awareness and therapeutic skills through experiential activities. She has recently completed a book that teaches clinical case formulation skills to students who are entering a field placement for the first time. She has published articles in the areas of behavior therapy, managed care, and Judaism. Her current research interest involves the application of grounded theory methodology to the exploration of clinical problems.



**Martine A. Jago, Ph.D.**

Associate Professor of Education

*B.A., M.A., University of Oxford;
P.G.C.E., University of Cambridge;
Ph.D., University of Kent.*

Dr. Jago was awarded a three-year full-time research scholarship for her doctoral study which explored the impact of policy on practice in terms of social change and curriculum innovation, and a two-year grant from the European Union for the training and mobility of young researchers. As a Research Fellow, she participated in an international study of early literacy education in England, France, Australia, and Singapore, and developed language awareness education projects with colleagues from the University of Cambridge and teachers in Germany and The Netherlands. Until 1995, she was the vice principal of a public elementary school in England. She has been a high school teacher of foreign languages in Germany and California, and an Assistant Professor in education at Canterbury Christ Church University and the University of Alaska. In 2001, she was appointed a Fellow of the Royal Society for Arts, Manufactures, and Commerce in London for her contribution to language education.

**Carolyn Keatinge, Ph.D.**

Ph.D. University of Illinois at Chicago; M.A. University of Illinois at Chicago; Ma. Trinity College Dublin; B.A. Mod. Trinity College Dublin.

Dr. Keatinge is a licensed psychologist whose primary interests are in teaching and psychological assessment. She has worked extensively in the field of forensic psychology and has collaborated for many years with non-profits providing services for the chronically ill. She has served on the Orange County panel of expert witnesses and been a psychology examiner for the California Board of Psychology. She has published papers on schizophrenia, community mental health and a psychological assessment textbook. She is currently completing an integrated psychopathology textbook. Her research interests are in psychological assessment, forensic psychology, and programs providing access to educational opportunities for under serviced adolescents.

Eugene P. Kim, Ph.D.

Assistant Professor of Education

*B.S., M.A., Ph. D., University of California, Los Angeles.
Pepperdine University since 2003.*

Drawing from both theoretical and experiential knowledge, Dr. Kim serves students, schools and communities across the globe. He received his doctorate in Social Sciences and Comparative Education at the University of California, Los Angeles where he served as managing editor for the prestigious *Comparative Education Review*. His research areas include values education, socialization, constructivism, multiple intelligences and education in East Asia. Dr. Kim has the full spectrum of teaching experiences that range from pre-school, elementary school, high school (chemistry), undergraduate (psychology and sociology) to graduate (education and international studies) courses. With the goal of providing holistic educational services for welfare and homeless families in Hollywood, Dr. Kim founded the House for Kids Learning Academy. He also developed and coordinates a professional development school in urban Los Angeles.

**Doug Leigh, Ph.D.**

Associate Professor of Education

*B.A., M.S., Ph.D., Florida State University.
Pepperdine University since 2000.*

Dr. Leigh earned his Ph.D. in instructional systems from Florida State University's Department of Educational Research. His ongoing research, publication, and lecture interests focus on needs assessment, evaluation, change creation, and related topics. He is co-author of *Strategic Planning for Success: Aligning People, Performance and Payoffs* (Jossey-Bass, 2003) and *Useful Educational Results: Defining, Prioritizing, and Accomplishing* (Proactive Publishing, 2001). Dr. Leigh is two-time chair of the American Evaluation Association's Needs Assessment Topic Interest Group and currently serves as editor-in-chief of the International Society for Performance Improvement's monthly professional journal, *Performance Improvement*.





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. Dennis Lowe is a licensed psychologist and a marriage and family therapist. He teaches in the areas of psychopathology and marriage and family therapy. He specializes in psycho-educational approaches to equip families in professional, church, and community settings with a particular emphasis on marriage. He also trains others as marriage and family educators. Dr. Lowe is the founding director of the Center for the Family and holds the M. Norvel and Helen Young Chair in Family Life at Pepperdine.

Farzin Madjidi, Ed.D.

Professor of Research Methods

*B.S., M.S., California State University Northridge;
M.B.A., Ed.D., 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 Psychometrics, Inc. He has won outstanding teaching awards from the University of Phoenix as well as Pepperdine University's Graduate School of Education and Psychology and Graziadio School of Business and Management. He has published several articles in the areas of organizational effectiveness in the nonprofit and public sectors and learning in virtual environments. Dr. Madjidi presently serves as the director of the doctoral program in Organizational Leadership.

**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.





John F. McManus, Ph.D.

Professor of Education

A.B., Holy Cross College;

M.A., Clark University;

Ph.D., University of Connecticut.

Pepperdine University 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. A coauthor of several texts on computer applications, he has served as director of computer services for Pepperdine University and as associate dean of education and interim dean at the Graduate School of Education and Psychology. He teaches courses in technology management, research, and statistics.



Cary L. Mitchell, Ph.D.

Professor of Psychology

B.A., Pepperdine University;

M.A., Ph.D., University of Kentucky.

Pepperdine University since 1986.

Dr. Mitchell's graduate degrees are in clinical psychology. He directs the master's program in clinical psychology at the Malibu campus. His teaching and research interests include personality assessment, professional issues, and values in psychotherapy. From 1995 to 2002, he served as the associate dean of the Psychology Division. He is principal investigator on a grant that has been used to create a mental health training clinic at the Union Rescue Mission in Los Angeles. A licensed psychologist, Dr. Mitchell consults in the area of pre-employment psychological evaluation.

Susan C. Parks, Ed.D.

*Visiting Faculty, Program Director, ELAP
B.S., M.S., Ed.D. University of Southern California
Pepperdine University since 2002*

Dr. Parks' research interests focus on educational leadership, change, student learning, emerging alternative models for schooling, value-added assessment and the role of school size on student achievement. Her areas of expertise include the impact of parents and community on student achievement, second language acquisition, personnel supervision and administration, interest-based problem solving, school construction, finance, working with school boards, and policy development.

Dr. Parks' professional background includes 36 years in K-12 education, various district office positions and Superintendent of Schools in a large urban, high poverty, high English language learner district. She has written for technology magazines and other publications and has earned numerous awards in her field. She currently serves as the director for the Educational Leadership, Administration and Policy (ELAP) doctoral program,

**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 is the program director of the Ed.D. in Educational Technology program and leads the master's and doctoral courses in learning, technology, design, and, occasionally, research methods. Dr. Polin consults with school districts and software developers, has written columns on technology for teacher journals, and has developed school software packages. Her current interests focus on knowledge creation and knowledge sharing in online or distributed learning communities.



**Linda K. Purrington, Ed.D.**

Lecturer, Education

*B.A., M.A., California State University, Fullerton;
Ed.D., Pepperdine University.*

First taught at Pepperdine in 1996.

Dr. Purrington presently serves as the director for the Educational Leadership Academy (ELA). She teaches courses including vision development, personal and organizational leadership, instructional leadership, transforming organizations, second language acquisition methods, and cultural proficiency in the ELA and ELAP programs. In the past, she has also taught math methods, supervised teacher education and administrative fieldwork, and served as the director for the MAETC program. Dr. Purrington's research interests focus on educational leadership, cultural proficiency, personal and organizational change, and second language acquisition. Prior to joining the faculty at Pepperdine, Dr. Purrington worked for 21 years in K-12 education as a bilingual/cross-cultural classroom teacher, an elementary principal, and a district office coordinator of categorical programs and grant writing.

**Kent Rhodes, Ed.D.**

Visiting Professor, Education

*B.A., Lubbock Christian University;
M.A., Texas Tech University; Ed.D., Pepperdine University;
Pepperdine University since 1994.*

Dr. Rhodes teaches courses in organizational behavior and ethics. He is the ombudsman for the Graduate School of Education and Psychology; and he maintains a consulting practice, coaching executive teams through merger and acquisition integration strategies. Rhodes founded and served as chief executive officer of OnCourse Network, Inc., an Internet distance education company. He holds membership in the American Management Association and the Industrial/Organizational Psychology Division with the American Psychological Association, Academy of Management, and the United States Ombudsman Association. Rhodes' research interests include how concepts of mercy and justice are enacted within values-based organizations, ethical leadership, interaction of systems and culture on individual values and faith formation, and mergers and acquisitions integrations as ethical strategies.

Elizabeth C. Orozco Reilly, Ed. D.

Associate Professor, Education

*B.A., M.A., University of the Pacific;
Ed.D., University of San Francisco.
Pepperdine University since 2004.*

Prior to coming to Pepperdine, Dr. Reilly served as Academic Coordinator for the Joint Doctoral Program in Leadership for Educational Equity in the Graduate School of Education at University of California, Berkeley, where she was responsible for establishing a collaborative doctoral program for four universities. She has taught at San Francisco State University, California State University, Hayward, and Dominican University of California. Dr. Reilly serves as Editor for the *Journal of Educational Administration* and as a member of the Board of Directors for the California Association of Professors of Educational Leadership. A former K-12 classroom teacher and school administrator, she presents nationally and internationally on a variety of educational topics. Her research interests focus on organizational theory and change and comparative educational policies and practices. Dr. Reilly is the co-author of several books on teaching, learning, and assessment.

**Margaret Riel, Ph.D.**

Visiting Faculty, Education

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



**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.

**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 1962–1973 and since 1996.

Prior to his time as president of Pasadena City College, Dr. Scott served as 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 ten 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; and in 2000, he was elected to the California State Senate, where he currently serves as a senator.

**Edward P. Shafranske, Ph.D., ABPP**

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 psychologist/psychoanalyst with experience in private practice, community mental health, and university/school settings. His primary interests are in clinical and applied psychoanalysis, clinical supervision, and the psychology of religion. He is a fellow of APA, member of the American and International Psychoanalytic Associations, past president of APA Division 36, and past chair of the CPA Division of Education and Training. He served as editor of *Religion and the Clinical Practice of Psychology*, *Spiritually Oriented Psychotherapy*, associate editor of the *Encyclopedia of Psychology*, and is co-author of *Clinical Supervision: A Competency-based Approach*. In 1997, he was named a Luckman Distinguished Teaching Fellow.



**Thomas E. Skewes-Cox, Ph.D.**

Visiting Faculty, Education

*B.A., University of California, Berkeley;
M.S., University of Southern California;
Ph.D., University of California, Los Angeles. Pepperdine
University since 1993.*

Dr. Skewes-Cox currently teaches the Introduction to Research and Assessment course for the education master's degree. He taught for seven years as a high school mathematics teacher in a variety of schools in Southern California as well as overseas at the Munich International School. He currently serves as director of the Institutional Research and Policy Studies for the UCLA School of Law. He previously served as the assistant director, Analytic Studies, UCLA Office of Undergraduate Admission and Relations with Schools. His teaching interests include testing and assessment, research methods, and high school mathematics instruction.

**Paul R. Sparks, Ph.D.**

Assistant Professor, Education

*B.S., Brigham Young University;
M.S., California State University, Los Angeles; Ph.D.,
University of Southern California.
First taught at Pepperdine in 1999*

Dr. Sparks leads technology courses in the doctoral and master's programs at Pepperdine. Previously, he was director of training at Epoch Internet where he developed its curriculum. Dr. Sparks was also an educational technologist and information systems specialist for Rockwell International. He 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 serves as chair in School Safety for the Graduate School of Education and Psychology. For the past 16 years, he has served as executive director for the National School Safety Center. He is a consultant and frequent speaker to education organizations and school districts worldwide. His past experience includes service as a teacher, school administrator, and school board member. Dr. Stephens has taught courses in business management and organization and educational administration. He is the executive editor of *School Safety*, America's leading school crime prevention news journal.

**Sue Talley, Ed.D.**

Lecturer, Education

*B.A., Macalester College;
M.A., Ed.D., Pepperdine University.
First taught at Pepperdine in 1997.*

Dr. 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 also worked in the nonprofit sector for the National Center on Education and the Economy, an organization focused on learning standards and performance assessment. She served as the project director for Pepperdine University's Preparing Tomorrow's Teachers to Use Technology grant, doing research on the use of online video cases in professional development. Dr. Talley is currently focusing her research on the evolving forms of online learning.





Duncan Wigg

Clinical Faculty

B.A., California State University, Sonoma

M.A., Ph.D., California School of Professional Psychology

Dr. Wigg has been affiliated with GSEP, Psychology Division since 1987. In addition to his duties as director of Community Counseling Center at the Irvine Graduate Campus he is also director of the Masters Program in Clinical Psychology, Evening Format Program. As both a licensed clinical psychologist and a licensed marriage and family therapist, Dr. Wigg's professional interests focus on the training and supervision of students in preparation for careers as clinical practitioners. He is particularly interested in contemporary clinical and theoretical issues in family therapy to include solution-focused and narrative therapies.



Stephanie M. Woo, Ph.D.

Associate 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.

John Chandler, Ed.D. Emeritus Professor of Education
B.A., University of San Francisco;
M.A., San Jose State University; Ed.D., Stanford University.

O. 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.

David N. Elkins, Ph.D. Emeritus Professor of Psychology
B.A., Harding University;
M.S., University of Bridgeport;
Ph.D., U.S. International 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.

Robert Gelhart, Ed.D. Emeritus Professor of Psychology
B.A., M.Ed., Central Washington State University;
Ed.D., University of Southern California.

L. James Hedstrom, Ph.D. Emeritus Professor of Psychology
B.A., M.A., Pepperdine University;
Ph.D., University of California, Los Angeles.

Clarence Hibbs, Ph.D. Emeritus Professor of Psychology
B.A., M.Div., Abilene Christian University;
M.A., Ph.D., University of Iowa.

H. Woodrow Hughes, Ph.D. Emeritus Professor of Education
B.A., Whitworth College;
M.A. Seattle University;
Ph.D., University of Oregon.

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.

Chester H. McCall, Jr., Ph.D...... Emeritus Professor of Education
B.A., M.A., Ph.D., The George Washington University

Frances W. Neely, Ph.D...... Emerita Professor of Psychology
B.A., Catholic University of America;
M.A., Ph.D., University of Kansas.

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.

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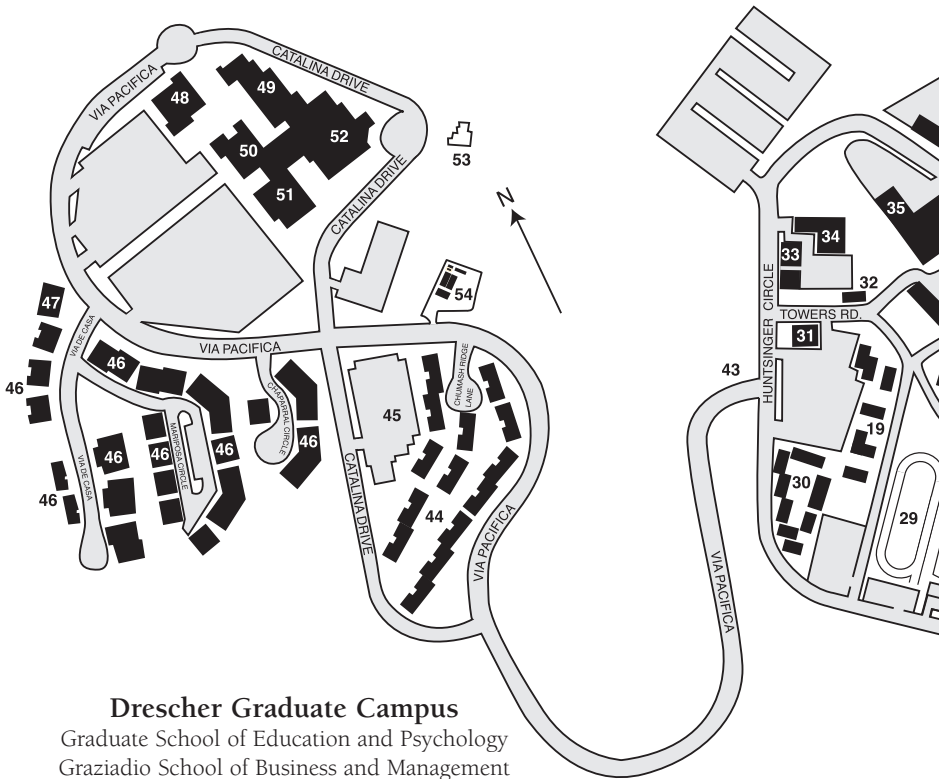
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University Phone Directory

West Los Angeles Graduate Campus	(310 area code)
General Information.....	568-5600
Academic Computing.....	568-5687
Admissions.....	258-2850
Advancement and Alumni Relations.....	568-5510
Bookstore.....	568-5741
Career and Professional Development, Education.....	568-5634
Career and Professional Development, Psychology.....	568-2324
Financial Aid.....	568-5775
Housing Services.....	568-5769
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Psychological and Educational Clinic.....	568-5752
Registration and Room Scheduling.....	568-2328
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International Student Services.....	506-4246
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General Information.....	506-4000
Bookstore.....	506-8569
Library.....	506-8566

Irvine Graduate Campus	(949 area code)
General Information.....	223-2500
Academic Computing.....	223-2510
Bookstore.....	223-2552
Career and Professional Development, Psychology.....	223-2580
Community Counseling Center.....	223-2570
Library.....	223-2520
Encino Graduate Campus	(818 area code)
General Information.....	501-1600
Academic Computing.....	501-1614
Community Counseling Center.....	501-1678
Library.....	501-1615
Westlake Village Graduate Campus	(805 area code)
General Information.....	449-1181
Academic Computing.....	496-8767
Library.....	497-9693

PEPPERDINE UNIVERSITY

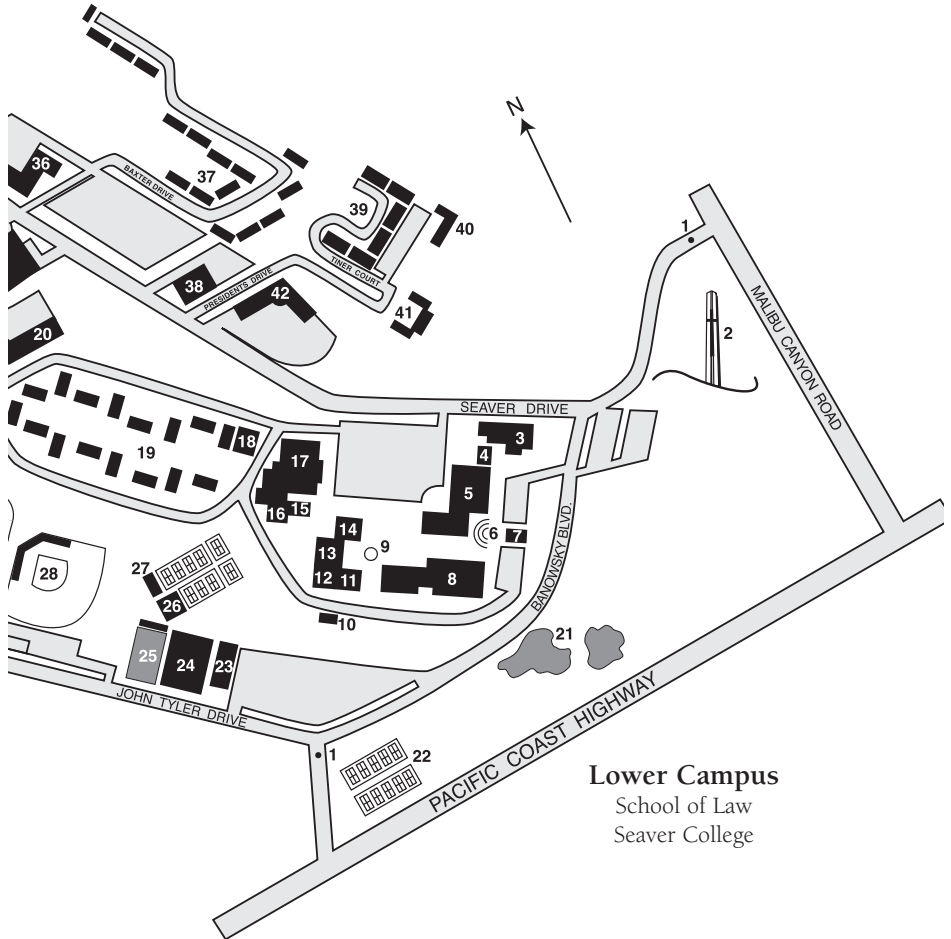


Drescher Graduate Campus

Graduate School of Education and Psychology
 Graziadio School of Business and Management
 School of Public Policy

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Information Booth 2. Phillips Theme Tower 3. Charles B. Thornton Administrative Center 4. Pendleton Computer Center 5. Huntsinger Academic Center <ul style="list-style-type: none"> Fletcher Jones Foundation Academic Computing Center Payson Library Pendleton Learning Center 6. Amphitheater 7. Stauffer Chapel 8. Tyler Campus Center <ul style="list-style-type: none"> Beaman Plaza Bookstore/Computer Store The Oasis Rockwell Dining Center Sandbar Student Lounge 9. Adamson Plaza <ul style="list-style-type: none"> Joslyn Plaza Scaife Terrace and Bridge | <ul style="list-style-type: none"> 10. Stauffer Greenhouse 11. Rockwell Academic Center 12. Keck Science Center 13. Appleby American Studies Center 14. George Elkins Auditorium 15. Frederick R. Weisman Museum of Art 16. Cultural Arts Center 17. Ahmanson Fine Arts Center <ul style="list-style-type: none"> Lindhurst Theatre Music Building Raiitt Recital Hall Smothers Theatre 18. Howard A. White Center 19. Residence Halls 20. Rockwell Towers Residence Hall 21. Alumni Park 22. Crest Tennis Courts 23. Helen Field Heritage Hall 24. Firestone Fieldhouse |
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MALIBU CAMPUS



Lower Campus
 School of Law
 Seaver College

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|---|--|
| 25. Raleigh Runnels Memorial Pool | 40. Mallmann House |
| 26. Ralphs-Straus Tennis Center | 41. Brock House |
| 27. Harilela International Tennis Stadium | 42. Center for Communication and Business
Public Safety |
| 28. Eddy D. Field Baseball Stadium | 43. Entrance to Drescher Graduate Campus |
| 29. Stotsen Track
Tari Frahm Rokus Field | 44. Student Residential Complex |
| 30. Lovernich Residential Complex | 45. Parking Structure |
| 31. Student Health Center | 46. Faculty/Staff Homes |
| 32. Student Counseling and Testing Center | 47. Facilities Structure |
| 33. Sculpture Studio | 48. Center for Graduate Education and Psychology |
| 34. Facilities Management and Planning | 49. Beckman Management Center |
| 35. Odell McConnell Law Center | 50. Braun Center for Public Policy |
| 36. George C. Page Residential Complex | 51. Learning Center |
| 37. Faculty/Staff Homes | 52. George L. Graziadio Executive Center |
| 38. Academic Complex | 53. Heroes Garden |
| 39. Faculty/Staff Homes | 54. Construction and Campus Planning |

