

PEPPERDINE

Caruso School of Law

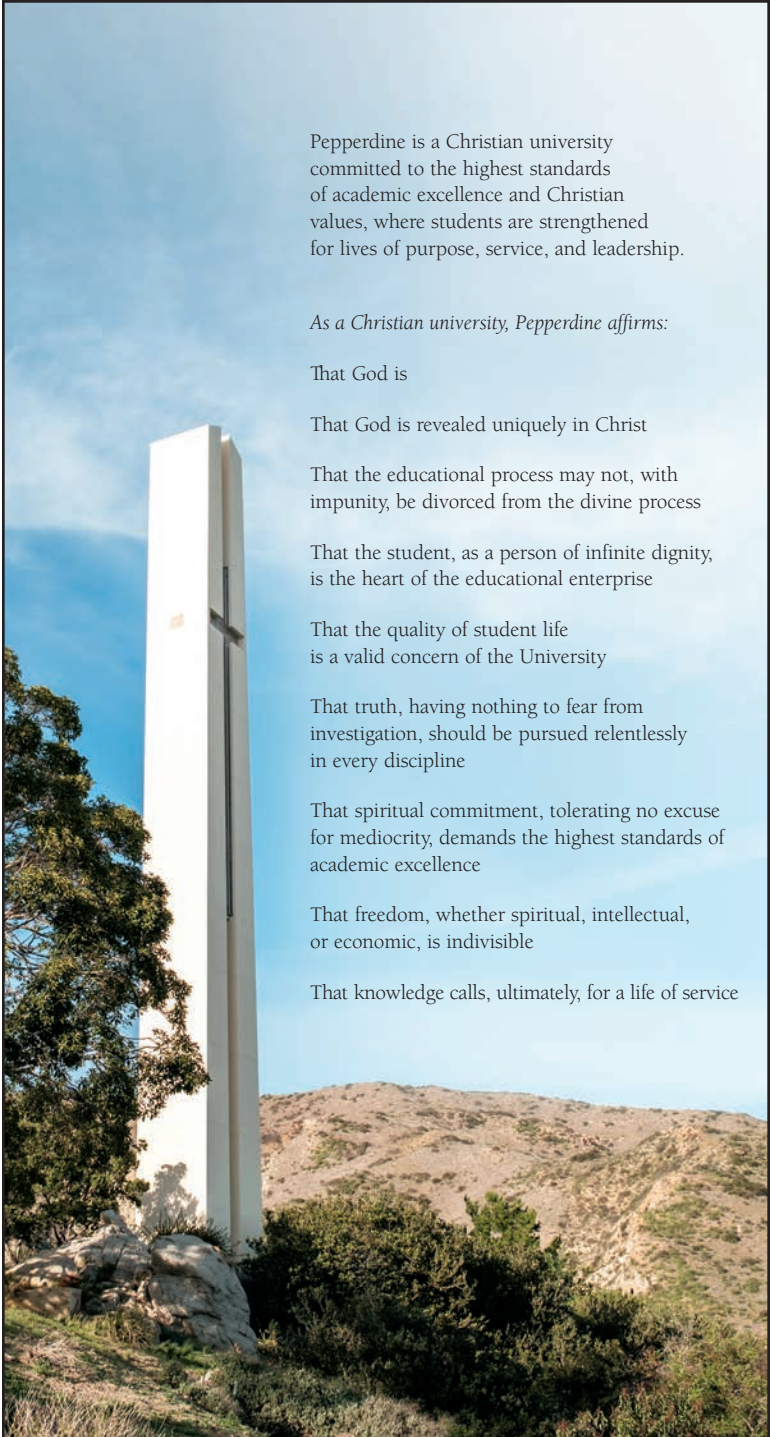
2023–2024
Academic Catalog



For More Information

Requests for further information should be addressed to

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Pepperdine University Caruso School of Law
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A tall, white, rectangular tower with a cross on its side, set against a blue sky and a hilly landscape. The tower is the central focus of the image, with a cross visible on its side. The background shows a clear blue sky and a hilly landscape with some greenery and rocks in the foreground.

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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For information regarding the Academic Calendar
please go to the Community Page.



PEPPERDINE UNIVERSITY GENERAL INFORMATION



President's Message



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

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

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

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

Jim Gash
President

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 10,030 students in five colleges and schools. Seaver College, the Caruso School of Law, the Graduate School of Education and Psychology, the Graziadio Business School, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu; at three graduate campuses throughout California; at the campus in Washington, DC; and at international campuses in Germany, the United Kingdom, Italy, Argentina, and Switzerland.

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

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

Colleges and Schools of the University

The Caruso School of Law aspires to be a preeminent global Christian law school, integrating premier legal training with the highest standards of ethics and morality. This aspiration is built on a foundational commitment to both academic excellence and Christian values. It has an enrollment of approximately 960 students. Special programs include the acclaimed Straus Institute for Dispute Resolution; the Parris Institute for Professional Excellence; the Palmer Center for Entrepreneurship and the Law; the Nootbaar Institute on Law, Religion, and Ethics; and numerous clinical education offerings. The Parris Institute for Professional Excellence and its unique Preceptor Program contribute to the law school's distinctive approach to legal education. Approved by the American Bar Association and holding membership in the Association of American Law Schools and the Order of the Coif, the Caruso School of Law attracts students from around the world.

Seaver College is the University's residential college of letters, arts, and sciences, enrolling approximately 3,570 undergraduate and graduate students who are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum requires each student to develop as a broadly educated person. Seaver College offers 46 bachelor's

degrees, five master's degrees, and one post-baccalaureate certificate program in diverse fields of study.

The Graduate School of Education and Psychology (GSEP) enrolls approximately 3,700 students. With its main headquarters located at the West Los Angeles Graduate Campus, the school also offers select programs at graduate campuses in Calabasas, Irvine, and Malibu, as well as online. The Graduate School of Education and Psychology offers master's and doctoral programs in education and psychology, which are founded on the scholar-practitioner model. The education programs prepare teachers who are leaders in technological innovation and collaborative learning environments, as well as those who create vision and manage change in business, health, and other social-service professions. Students in the psychology programs are educated in current and emerging human-service fields, including clinical and behavioral psychology and marriage and family therapy. The focus is placed on the scholar-practitioner model of learning, with emphasis on discovery, scholarship, research, and clinical application. In conjunction with an excellent professional education, students are provided with personal attention in a Christian, values-centered context.

The Graziadio Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 1,735 students in its full- and part-time programs. Founded in 1969, the school is named for its benefactor, the late cofounder, chair, and chief executive officer of Imperial Bancorp, George L. Graziadio. Degrees granted by the Graziadio School include the doctor of business administration; the master of business administration (MBA) for full-time students, working professionals, and high-level executives; the master of science (MS) across a variety of business disciplines; and the undergraduate bachelor of science in management (BSM). Special programs include joint degrees with Pepperdine University's Caruso School of Law and School of Public Policy, as well as certificate executive education programs that can be customized to meet an organization's specific learning needs. Degree programs are offered at the Graziadio School's headquarters located at the West Los Angeles Graduate Campus; the Drescher Graduate Campus in Malibu; and additional graduate campuses located in Calabasas and Irvine.

The School of Public Policy enrolls approximately 70 students and offers its master of public policy (MPP) degree built on a distinctive philosophy of nurturing leaders to use the tools of analysis and policy design to effect successful implementation and real change. This requires critical insights balanced with personal moral certainties that only a broad exposure to great ideas, courageous thinkers, and extraordinary leaders can encourage. It prepares graduates for careers as leaders and seeks also to strengthen the institutions that lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations. Joint degree programs include the MPP/JD degree and the MPP/MDR degree in conjunction with

the Caruso School of Law and the MPP/MBA degree in conjunction with the Graziadio Business School. The Davenport Institute for Public Engagement and Civic Leadership educates, researches, and promotes to current and future public leaders the engagement of the greater public in making crucial local policy decisions. Along with current students, the institute works outside the classroom, training current municipal and civic leaders through regional seminars in skills development on issues ranging from participatory budgeting to planning.



CARUSO SCHOOL OF LAW FACULTY



Dean's Message



I joined the Pepperdine Caruso Law faculty in 2013 because I was so attracted to its unique mission in legal education. Some law schools aspire to embody the absolute highest standards of academic and research excellence. Others strive to live out a deep commitment to their faith tradition that nurtures a student-centered learning environment. Pepperdine is the rare law school with both of these ambitions embedded in its very DNA. After spending four years immersed in this fusion of excellence and faith on our stunning campus overlooking the Pacific Ocean in Malibu, California, I embraced the opportunity in 2017 to lead Pepperdine Caruso Law as its dean.

My vision for the future of Pepperdine is simple: to relentlessly pursue ambitious and accountable excellence in everything we do. Effective legal education is more than simply gaining knowledge of the law. Our students are equipped to lead and empowered to serve in the rapidly changing legal landscape they enter. If you are looking for an elite law school that will invest in you academically, personally, and professionally—one that will know you and your passions and help you realize your dreams for a purposeful and rewarding career—there is simply no place like Pepperdine.

My path to the Pepperdine deanship took me through Broadway. When I saw the play *Hamilton*, I was struck by how these verses from one of the songs perfectly capture the excitement at Pepperdine:

*Look around, look around at how lucky we are
to be alive right now!*

*History is happening in Manhattan and we just happen
to be in the greatest city in the world!*

We are in an epochal moment in legal education and in the legal profession, and we all feel lucky to be making history at Pepperdine on the most beautiful law school campus in the world. We hope you will join us.

Paul L. Caron

Duane and Kelly Roberts Dean and Professor of Law

Caruso School of Law Faculty

The Caruso School of Law faculty, composed of some of the finest lawyers and scholars in the nation, is deeply committed to students as the heart of the educational enterprise. Moreover, the faculty produces first-rate scholarship, including more than 180 law review articles and 100 additional publications in the past seven years. Please see law.pepperdine.edu/faculty-research for information regarding our faculty by name or specialty.



Rick J. Caruso Research Fellows

Roger P. Alford	2002–2003, 2007–2008
Robert Anderson	2010–2011
Babette E. Boliek	2012–2013
Thomas G. Bost	2003–2004, 2009–2010
Carol A. Chase	2001–2002
Donald Earl Childress III	2010–2011
Robert F. Cochran, Jr.	1994–1995, 1997–1998, 2000–2001
Jack J. Coe, Jr.	1995–1996
Richard L. Cupp, Jr.	1996–1997, 2005–2006
Christine Chambers Goodman	2003–2004, 2008–2009
Naomi Harlin Goodno	2010–2011
Colleen P. Graffy	2001–2002
Bernard James	1998–1999
Kristine S. Knaplund	2003–2004
Edward J. Larson	2008–2009, 2009–2010, 2013–2014
Samuel J. Levine	2004–2005, 2006–2007, 2008–2009
Bryan A. Liang	1997–1998
Barry P. McDonald	2002–2003, 2007–2008
James M. McGoldrick, Jr.	2000–2001
Anthony Miller	1999–2000
Antonio Mendoza	1994–1995
Joel A. Nichols	2006–2007
Gregory Ogden	1996–1997
Timothy Perrin	1998–1999
Robert J. Pushaw	2003–2004, 2010–2011
Mark S. Scarberry	1995–1996, 2005–2006
Peter T. Wendel	1999–2000
Maureen Arellano Weston	2004–2005, 2007–2008

Harriet and Charles Luckman Distinguished Teaching Fellows

Harry M. Caldwell	1991–1996 and 2000–2005
Carol A. Chase	1994–1999
R. Wayne Estes	1992–1997
Janet E. Kerr	1991–1996 and 1996–2001
Mary E. Miller	1990–1995
Anthony X. McDermott	1995–2000
Charles I. Nelson	1993–1998
L. Timothy Perrin	1996–2001
Robert Popovich	1993–1998 and 2000–2005
Shelley Saxer	1997–2002
Peter T. Wendel	1995–2000

Recipients of the Howard A. White Award for Teaching Excellence

Babette Boliek.....	2022
Harry M. Caldwell.....	2012
Carol A. Chase.....	2008
Richard L. Cupp, Jr.....	2021
Selina Farrell.....	2020
James A. Gash.....	2006
Naomi Goodno.....	2011
David Han.....	2019
Douglas W. Kmiec.....	2005
Barry McDonald.....	2022
Kristine S. Knaplund.....	2008, 2014
James McGoldrick.....	2013
Anthony Miller.....	2009
Derek Muller.....	2018
Grant Nelson.....	2016
Gregory Ogden.....	2007
Robert Popovich.....	2006
Robert Pushaw.....	2020
Peter Robinson.....	2010
Steven M. Schultz.....	2008, 2016
Victoria Schwartz.....	2017
Peter T. Wendel.....	2004, 2011

Professors Emeriti

W. Harold Bigham.....	Professor of Law
Thomas G. Bost.....	Professor of Law
Carol A. Chase.....	Professor of Law
Herbert E. Cihak.....	Professor of Law
Robert Cochran.....	Professor of Law
Janet E. Kerr.....	Professor of Law
Douglas Kmiec.....	Professor of Law
Antonio Mendoza.....	Professor of Law
Anthony Miller.....	Professor of Law
Charles I. Nelson.....	Professor of Law
Grant Nelson.....	Professor of Law
Gregory L. Ogden.....	Professor of Law
Robert Popovich.....	Professor of Law

D and L Straus Distinguished Visiting Professors

Ronald E. Robertson	1988–1989
Corwin W. Johnson	1989–1990
The Honorable Antonin Scalia	Summer 1990
Charles W. Davidson	1990–1991
Carl S. Hawkins	1991–1992
Stanley D. Henderson	1992–1993
Kenneth W. Starr	Summer 1993
Milton Copeland	1993–1994
Helen A. Buckley	1994–1995
Kenneth W. Starr	Summer 1995
Douglas W. Kmiec	1995–1996
Thomas F. Bergin	1996–1997
Douglas W. Kmiec	1997–1998
Donald W. Garner	1998–1999
Ronald R. Volkmer	Fall 1999
Peter W. Salsich, Jr.	Spring 2000
Harold G. Maier	2000–2001
Edward M. Gaffney, Jr.	2002–2003
Lawrence W. Waggoner	Spring 2004
Edward J. Larson	Spring 2005, Spring 2006
Ellen S. Pryor	Summer 2005 and Fall 2010
Akhil Reed Amar	Fall 2005–2014
Grant Nelson	Fall 2006
Thomas D. Rowe, Jr.	Spring 2006, Fall 2006
The Honorable Samuel A. Alito, Jr.	Summer 2007 and 2008
Meredith J. Duncan	Fall 2007
Laurie L. Levenson	Spring 2008, Spring 2012
Michael D. Green	Fall 2008
Kurt T. Lash	Fall 2008
Alison Grey Anderson	Spring 2009
Dale A. Whitman	Spring 2009
Paul L. Caron	Spring 2011–2013
Ahmed Taha	2012–2013
Dorothy Brown	Spring 2019
Michael Paulsen	Spring 2020
Blake Morant	Spring 2021, Spring 2022

Distinguished Visiting Professors

Frederick J. Moreau	1973–1974
Paul J. Hartman	1976–1977
Kenneth H. York	1978–1979
Charles O'Neill Galvin	Spring 1980
W. Reed Quilliam, Jr.	Spring 1981
Samuel D. Thurman	1981–1982
Richard H. Seeburger	1982–1983
Willard H. Pedrick	Fall 1983
Frank K. Richardson	Spring 1984
John W. Wade	1984–1985
James D. McKinney	Summer 1985
Alfred F. Conard	1985–1986
The Honorable William H. Rehnquist	Summer 1986
Richard W. Effland	Fall 1986
Walter D. Raushenbush	Spring 1987
Grant S. Nelson	1987–1988
Roger C. Cramton	Spring 1995
Douglas W. Kmiec	1998–1999
Michael Bayzler	Spring 2007
Paul Marshall	Spring 2007
James J. Tomkovicz	Spring 2013
Sandra Zellmer	Spring 2015

Distinguished Visiting Practitioners in Residence

Michael Emmick	Fall 2007
Edward W. Warren	Fall 2008
Mark A. Behrens	Fall 2010
John G. Malcolm	Fall 2010
Charles Eskridge	Fall 2011
Roger Cossack	Spring 2007–2016

Distinguished Alumnus Award Recipients

Ronald R. Helm '76.....	1991
Terry M. Giles '74.....	1992
The Honorable Eileen Moore '78.....	1993
James K. Hahn '75.....	1994
Rick J. Caruso '83.....	1995
Pamela Hemminger '76.....	1996
Ahmad K. Al-Saud '88.....	1997
Mark O. Hiepler '88.....	1998
The Honorable Betty A. Richli '77.....	1999
Pierre Richard Prosper '89.....	2000
Lisa Stern '83.....	2001
Raymond P. Boucher '84.....	2002
Gregory D. Totten '82.....	2003
Geoffrey H. Palmer '75.....	2005
Michael J. Bidart '74.....	2006
Katherine Freberg '90.....	2007
Montgomery "Monty" Moran '93.....	2008
Barbara A. Jones '89.....	2009
André Birotte, Jr. '91.....	2010
James M. Rishwain, Jr. '84.....	2011
Laure Sudreau-Rippe '97.....	2012
Gilbert L. Purcell '83.....	2013
Beverly Reid O'Connell '90.....	2015
Jennifer A. Dorsey '97.....	2016
Michael Quigley '83.....	2017
Tricia A. Bigelow '86.....	2018
Michael C. Leach '86.....	2019
Virginia T. Milstead '04.....	2020
Angela M. Powell '97.....	2021
The Honorable Jeffrey S. Boyd '91.....	2022
Mark T. Cramer '98.....	2023

Young Distinguished Alumnus Award Recipients

Jerren P. Wright '09.....	2017
Alex Wheeler '05.....	2018
Matthew R. Dildine '08.....	2019
Bobby Saadian '05.....	2021
Robert Simon '05.....	2022
Jessie Fahy '11.....	2023

CARUSO SCHOOL OF LAW GENERAL INFORMATION



Caruso School of Law

Accreditation

Pepperdine University Caruso School of Law is on the list of law schools approved by the American Bar Association, holds membership in the Association of American Law Schools, and is fully accredited by the Committee of Bar Examiners, State Bar of California. Graduates are eligible to apply for admission to practice in any state.

Pepperdine University is accredited by the WASC Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

Mission and Vision

Pepperdine Caruso Law seeks to provide students with an outstanding and rigorous legal education through classroom instruction, advanced experiential learning, and hands-on clinical and externship placements. We not only seek to instill in our students a deep understanding of the law, but we also seek to engage with them holistically—to provide them with a transformative educational experience that strengthens them for lives of purpose, service, and leadership. Our abiding goal is to equip our students to lead with character and conviction—to serve the world as outstanding legal professionals imbued with the highest standards of ethics and morality.

As a diverse community grounded in Christian values, our institution is guided by faith in Jesus Christ and intentionally seeks to reflect Him to the world. We therefore seek to build a community that is rooted in love, justice, truth, and grace—one that engenders a deep sense of belonging and connection with respect to every single member. We celebrate, embrace, and seek to broaden the diversity of personal backgrounds, lived experiences, and viewpoints within our community, as such diversity is essential to our community's vitality. We welcome students from all faith backgrounds (or no faith background at all). This core commitment to diversity is grounded on our Christian values: we value each individual as a perfect creation of God (Col. 1:16-17), and we are called to be all things for all people so that we can best serve them (1 Cor. 9:21-22). Care for the whole person, therefore, guides our relationships and motivates our pursuit of holistic wellness from a mental, physical, and spiritual perspective. We strive to be a place where people make meaningful lifelong connections—not simply as students, professors, or staff, but as human beings.

Furthermore, the pursuit of truth underlies our institutional commitment to academic excellence. We are therefore committed to nurturing respectful discourse and debate within an environment that values free speech principles—one that encourages a broad range of different arguments and perspectives and does not shy away from difficult conversations. This commitment to intellectual diversity is rooted not only in the academic imperative to pursue the truth fearlessly, but also in our pedagogical

imperative to train future legal professionals that are equipped to confront and consider differing viewpoints and arguments. We seek to build an academic and scholarly community in which this sort of vibrant, wide-ranging discourse is conducted in a spirit of unity and love—one that respects the dignity and diverse viewpoints of each person.

Building and Library Facilities

The Caruso School of Law occupies the Odell McConnell Law Center, located on the university's 830-acre campus overlooking the Pacific Ocean in Malibu, California. The facility contains the Jerene Appleby Harnish Law Library, the Irvine Lecture Hall, the Henry and Gloria Caruso Auditorium, the Salathé Library Wing and Classroom, the Mendenhall Courtroom, the Gunder Conference Room, the Rainey Conference Room, the Lon V. Smith Atrium, the Stauffer Administrative Center and Tower, the Di Loreto Dining Room and Patio, the Darling Trial Courtroom, the Armand Arabian Judge's Chamber, the Duane and Lucille Faw Student Lounge, the Stegall Faculty Wing, the Hirsch Classroom, the Herbert and Elinor Nootbaar Dean's Office, the Andonian Associate Dean's Office, the Garner Conference Room, the Jones Administrative Suite, the Brock Conference Room, the Karns and Karabian Faculty Library, the Fineman Faculty Lounge, the Thompson Terrace, classrooms, faculty offices, a bookstore, and offices for student services and activities.

With spectacular views of the ocean and mountains, the Jerene Appleby Harnish Law Library is situated at the heart of the Caruso School of Law. The library supports the research and curricular needs of the law school community with an extensive array of electronic resources, along with traditional print materials. Featuring a comfortable and welcoming atmosphere, the library is both a gathering place for students, and a retreat for serious study.

The university's Olympic-sized swimming pool, gymnasium, tennis courts, and other recreational facilities are available for law student use.

Instruction

The course of instruction provides students with a thorough foundation in the great principles of law. The case method of study is used extensively. The professor's role in such a situation is not primarily that of lecturer. Instead, the professor seeks to draw from the students pertinent observations, possibilities, questions, and arguments related to the fact situation being considered. The classroom environment encourages a lively interchange of ideas between the students and the professor.

As a critical part of its program of legal education, the Caruso School of Law's clinical and externship programs generate opportunities for students to synthesize doctrine and skill in practice and to accelerate students' formation as excellent, ethical lawyers. Students are eligible to participate after their first year. Typically, as listed in the Description of Courses, the

Caruso School of Law offers the Legal Aid Clinic, the Low Income Taxpayer Clinic, the Community Justice Clinic, the Ninth Circuit Appellate Advocacy Clinic, the Restoration and Justice Clinic, the Faith and Family Mediation Clinic. The Straus Institute also offers the Mediation Clinic, and the Geoffrey H. Palmer Center for Entrepreneurship and the Law offers the Startup Law Clinic. In all of these courses, students grow into their roles as lawyers and develop skills and virtues that transfer into all aspects of the profession.

The Caruso School of Law offers externships in hundreds of field placements in judicial, governmental, public service, public interest, entertainment and in-house corporate law offices. Through the Washington, DC Externship Semester, students may undertake full-time externships in the federal government, as well as nonprofit and for-profit law and lobbying offices, while taking courses bearing on their externships.

The Straus Institute for Dispute Resolution offers process-oriented and skills-training courses in the non-litigation processes of dispute resolution. negotiation, theory and practice, mediation and arbitration mastery are a few of the topics offered.

The Geoffrey H. Palmer Center for Entrepreneurship and the Law is an innovative program designed to prepare students for both the challenges and opportunities high technology is presenting in areas such as business, real estate, entertainment law, securities regulation, and intellectual property rights. Students become fellows of the Center each year, participating in externships, special symposia, network events, and a rigorous curriculum.

The Herbert and Elinor Nootbaar Institute on Law, Religion, and Ethics attempts to draw from the diverse range of religious voices represented by the faculty and student body, seeking dialogue and common ground among faith traditions. The Nootbaar Institute holds conferences addressing the broad range of issues at the intersection of law, religion, and ethics.

The curriculum strengthens the speaking and writing skills that are so necessary for effective communication. Legal writing courses, research projects, law review, appellate moot court competitions, mock trials, and daily class participation and preparation help to further develop these skills.

In order to maximize the learning experience, first-year classes normally do not exceed seventy-five students. A number of small advanced classes and seminars are provided in order to facilitate student participation. Small classes also enable students to become better acquainted with one another and with professors.

Academic Mastery Program

The Caruso School of Law's Academic Mastery Program ("AMP") furthers the University's mission of academic excellence and preparing students for lives of purpose, service, and leadership. The focus in AMP is students' mastery of the substantive knowledge, legal analysis skills, and study habits needed to succeed in law school, pass the bar exam, and achieve their professional goals. All students are encouraged to focus on developing

academic mastery throughout law school, including through the AMP's skills and small-group workshops, courses, and individualized academic counseling and guidance services. The first-year AMP Workshop provides students with insights and guidance on how to perform their best in law school. One or more upper-division AMP courses that emphasize both substantive doctrine and skills are offered in the fall and/or spring semesters.

All students are encouraged to focus on developing mastery throughout law school and participate in AMP services, including skills workshops, small-group sessions, courses, and individualized guidance. For first-year students, programming is designed to assist students with refining their learning strategies to meet the demands of a professional education. Students are provided insight into law school exams and guidance on how to perform their best on law school exams. Services are provided by AMP professionals, professors, and teaching fellows.

All upper-division students are encouraged to continue interfacing with AMP throughout their law school experience, through both for-credit courses and informal coaching. By doing so, all students can ensure that they are mastering the knowledge, skills, and values that are essential for passing the bar exam and professional success.

Clinical Education Program

The Pepperdine Clinical Education Program provides students with opportunities to practice law, work with clients, learn from expert practitioners, observe the work of lawyers and courts, grow as professionals and seek justice. Students practice law under the supervision of law professors with real clients and high stakes, in a rigorous learning environment. Through clinics, externships and practicums students gain skills that will transfer directly to their future careers.

Clinics are the Caruso School of Law's in-house, pro bono, public interest teaching practice. Each clinic is an elective course in which students work with live clients and real cases under faculty direction. Students synthesize doctrinal knowledge and technical skills in a client-centered practice with discipline, wisdom, creativity, integrity, and purpose. The Caruso School of Law offers several legal clinics in the JD program, two clinics focused on alternative dispute resolution through the Straus Institute, a clinic focused on entrepreneurship in the Palmer Center, and the Religious Liberty Clinic in the Nootbaar Institute for Law, Religion, and Ethics. The JD clinics include the Legal Aid Clinic, Low Income Taxpayer Clinic, Ninth Circuit Appellate Advocacy Clinic, Community Justice Clinic, Restoration and Justice Clinic, and Faith and Family Mediation Clinic.

In the Pepperdine Legal Aid Clinic, students provide pro bono legal services in a general civil practice, including family law, income tax, consumer law, benefit controversies and post-conviction reentry. In the Low Income Taxpayer Clinic, students represent taxpayers in disputes with the Internal Revenue Service, including audits, appeals, collection matters,

and federal tax litigation. In the Ninth Circuit Appellate Advocacy Clinic, students represent indigent clients as court-appointed counsel in briefing and arguing civil rights appeals before the federal Ninth Circuit Court of Appeals. In the Community Justice Clinic, students provide legal services for non-profits, nongovernmental organizations religious communities and other justice-minded organizations working for human rights, social justice, economic development and empowerment for vulnerable people around the world. In the Restoration and Justice Clinic, students represent victims of domestic violence, and sexual assault and other gender-based crimes in a multidisciplinary litigation practice to promote clients' liberty and well-being. In the Faith and Family Mediation Clinic, students learn about and mediate cases in civil and religious courts.

The Straus Institute offers the Mediation Clinic and the Fair Employment and Housing Mediation Clinic. In the Mediation Clinic, students have the opportunity to mediate various types of cases including landlord/tenant, employment, and merchant/consumer cases. In the Fair Employment Mediation Clinic, students work directly with the Department of Fair Employment and Housing (DFEH) senior attorney-mediators serving as clinical faculty at the Straus Institute to prepare DFEH cases for mediation under the Fair Employment and Housing Act.

The Palmer Center offers the Startup Law Clinic in which students provide legal services to startup companies seeking early financing. The Clinic will initially provide all legal services for free until the startup reaches a significant financing round.

The Nootbaar Institute hosts the Religious Liberty Clinic, a civil rights practice advocating for First Amendment liberties in a litigation and appellate practice.

Visit law.pepperdine.edu/experiential-learning/clinical-education/clinics for more information on clinic offerings.

Externships are field placements where students earn academic credit for qualifying legal work under supervision of experienced lawyers. In externships, students integrate theoretical knowledge of the law with the development of professional skills through practical experience under the supervision of the faculty, the bench, and the bar. The experience offers students a unique and valuable perspective on the practice of law and the role of lawyers in society. Through field placements, students develop their skills in legal analysis, legal reasoning, negotiation, legal research, writing, counseling, interviewing, and oral advocacy. Placements may be judicial, government, military, public interest, or in-house counsel. Visit law.pepperdine.edu/experiential-learning/clinical-education/externships for more information on the JD externship program. The Caruso School of Law also offers, through its Washington, DC Externship Semester, the opportunity for students to undertake externships in our nation's capital, while taking companion courses. More information on the Washington Semester is found in the section for Global Programs.

Practicums provide intensive experience in specialized field placements with expert faculty guidance. In the Therapeutic Justice Practicum selected students will work in the Ventura County Public Defender's Office to serve clients in collaborative courts of the Ventura County Superior Court. In the Public Interest Law Practicum, students work with Neighborhood Legal Services on Los Angeles County in a broad array of practice areas like immigration, healthcare, housing, and employment. Visit law.pepperdine.edu/experiential-learning/clinical-education/practicums for more information.

Faculty

The varied backgrounds and experiences of the faculty, most of whom have had significant law practice experience, contribute substantially to the student's understanding of the profession. Faculty positions are filled by individuals who have achieved a high level of competence in their areas of the law, who possess scholarly aptitudes and the ability to communicate effectively in a classroom setting, and who also demonstrate, through their own lives, strong identification with the mission of the Caruso School of Law.

The Law Student's Relationship to the Profession

Students at Pepperdine University Caruso School of Law are treated as members of the legal profession to which they aspire and are expected to conduct themselves accordingly.

In the Carnegie Foundation for the Advancement of Teaching's 2007 publication, *Educating Lawyers*, the role of legal education in preparing law students for the profession is described as follows: "The calling of legal educators is a high one: to prepare future professionals with enough understanding, skill, and judgment to support the vast and complicated system of the law needed to sustain the United States as a free society worthy of its citizens' loyalty; that is, to uphold the vital values of freedom with equity and extend these values into situations as yet unknown but continuous with the best aspirations of our past."

This responsibility to the legal profession is supported by an Academic Honor Code and a Student Code of Conduct. The Academic Honor Code, administered by elected student representatives, is a central part of the culture of the law school. The theme of the honor system is that the integrity of the lawyer is the basis of our legal system. The Student Code of Conduct governs nonacademic behavior. The **Academic Honor Code** and the **Student Code of Conduct** are on the Pepperdine website, and all students are required to be familiar with them.

Legal Ethics Program

In order to implement the responsibility-oriented philosophy of the Caruso School of Law and to instruct students concerning required standards of professional conduct, the Caruso School of Law has adopted a pervasive

program for teaching legal ethics. The program begins with the orientation of incoming students to the basic concepts of professionalism. Students also take a course entitled Ethical Lawyering to satisfy Pepperdine's professional responsibility course requirement. This course helps develop a more thorough knowledge and understanding of the legal profession and the ethical conflicts that confront its members.

Additionally, all other courses offer the opportunity for students to make further inquiry into ethical concerns related specifically to the subject matter of the particular course. Faculty members will include the discussion of legal ethics where deemed appropriate and beneficial, and students are urged to ask questions concerning ethical implications of the substantive material being covered.

CARUSO SCHOOL OF LAW INSTITUTES, PROGRAMS, AND CENTERS

The Parris Institute for Professional Excellence

The legal profession has always demanded the highest standards of character, integrity, courage, and leadership. However, the demands of fluctuating economies, complex global justice issues, and the increasing trend of corruption has sought to erode the social trust in lawyers in recent decades.

Pepperdine refuses to let the legal profession decline and is committed to rebuilding the core internal character competencies combined with a strong work ethic that have marked the great contributions of lawyers throughout human history. The Parris Institute provides the inspiration and substance for students to learn how legal training can be the foundation for professional careers that combine service, purpose, and leadership. Through the Parris Institute, students focus on the professional functions performed by lawyers combined with the integration of the lawyer's personal and professional values. Students realize an internalized commitment to developing excellence in their legal studies and professional careers. Pepperdine is grateful to Rex and Carrol Parris for establishing this vital institute, and we are extremely proud of the profound impact the Parris Institute has had on our students and alumni.

Mission

The purpose of the Parris Institute is to create a culture of excellence which provides the resources and training for our students to find their purpose in the law; serve themselves, their communities, and their clients with excellence; and lead with integrity.

Key Objectives

- To provide resources and aid enabling students to become the life-long self-directed learners needed to be successful in the legal profession

- To facilitate each law student's development of professional identity and his or her purpose in the law.
- To guide each student to achieve academic mastery in law school, pass the bar, and pursue his or her vision of professional success
- To provide a path for each law student to identify and secure meaningful employment
- To equip all law students to pursue their convictions for justice
- To inspire each student to be an exceptional leader distinguished by the desire to serve others

Course Description: This course is a mandatory course for all first-year students. It will consist of three parts: (1) Launch Week, (2) The Introduction to Professional Formation Class, and (3) the Academic Mastery Program Workshop. The purpose of this course is to help students understand how legal training can be the foundation for professional careers that combine service, purpose, and leadership. More specifically, students will receive an introduction to each of the three "apprenticeships" identified by legal professionals and educators as critical to the development of future lawyers. These are (1) the cognitive apprenticeship, which focuses on critical thinking, (2) the skills and practice apprenticeship, which focuses on the functions performed by lawyers, and (3) the professional identity and values apprenticeship, which focuses on the lawyer's capacity to integrate the lawyer's personal and professional values.

Launch Week begins before the other first-year courses. It includes substantive segments on (1) professional formation, (2) law school skills, (3) legal reasoning and analysis, and (4) ethical dilemmas. Those segments—taught by law school faculty—provide students with an introduction to first-year courses. Launch week also educates students about the law school's mission and history, the role of faith and deeply held moral commitments in the legal profession, the importance of professionalism and integrity, and the needs of underserved communities. As part of the Parris Institute, Launch Week is the first step in the professional development and future success of our first-year law students. By the end of Launch Week, students feel connected, at home, and excited about their choice to learn to become excellent lawyers at Pepperdine.

The Introduction to Professional Formation Class ("1L Series") meets during the academic year. It is designed to help students develop the core skills that characterize the exceptional professional. This series helps students carefully and thoughtfully consider matters of character, purpose, and self-awareness, and to invite them to develop habits of professional excellence that will serve them throughout their career journeys. To that end, it integrates professional identity formation exercises as well as the Preceptor Program, which will expose students to different legal professionals across practice areas. In addition, the students learn key principles about career development, participate in an interviewing program, and participate in

Academic Advising Week. The Parris Institute Director meets with students individually to help students plan their remaining law school experience.

The Academic Mastery Program Workshop help students develop analytic, writing, and study skills that are key to law school academic success. These workshops help ensure that every entering law student has the opportunity to succeed.

The Preceptor Program and Mentors

All 1L students will be paired with a judge or practicing attorney to meet four times within their first year for the purposes of mentoring and with the goal of establishing a long-term professional relationship.

Each 1L student will be assigned to a student mentor and a faculty mentor for the purpose of building relationships that will assist in a strategic and successful approach to law school.

Straus Institute for Dispute Resolution

The Straus Institute for Dispute Resolution, established in 1986, provides unique opportunities for law and graduate students as well as professionals to participate in the dispute resolution movement, described by a former dean of Harvard Law School as the “most important social experiment of our time.” It is one of the most comprehensive law school dispute resolution programs in the United States and is consistently considered to be among the top programs in the country, by *U.S. News & World Report*. The Straus Institute’s initiatives are divided into five programs: Academic, Conferences and Workshops, Research and Publication, Reconciliation, and Service.

Academic Program

The Straus Institute offers more dispute resolution academic programs than any other American law school. Those who possess a law degree from recognized law schools can select from five LLM programs:

- LLM in Dispute Resolution
- LLM in International Commercial Arbitration
- LLM in International Commercial Law and Arbitration
- LLM in International Commercial Law and Dispute Resolution
- LLM in US Law and Dispute Resolution

Law and other graduate students, as well as mid-career professionals, can participate in the Master of Dispute Resolution (MDR) degree program or the largest professional certificate program in the nation.

- Master of Dispute Resolution
- Joint Master of Dispute Resolution and Juris Doctor
- Joint Master of Dispute Resolution (MDR) and Master of Public Policy (MPP)
- Certificate in Dispute Resolution
- Joint MBA and Certificate in Dispute Resolution

Through these programs, Pepperdine offers more options and opportunities for students wanting to prepare themselves for professional dispute resolution work.

Faculty

The Institute's academic programs rely on a rich and uniquely assembled faculty which includes full-time Caruso School of Law professors, prominent professors from other universities and problem solvers from around the world.

Creative Formats

The Institute designed the curriculum to be completed by full-time students in one year or by part-time students over several years. Recognizing that many individuals interested in dispute resolution are mid-career professionals, the Straus Institute has developed convenient schedules for its classes offered on the Malibu campus.

Each year, there are several options for academic classes: regular 14-week semester classes, January and summer weeklong intensives, and two-weekend courses during the summer and throughout the year. The semester-long courses meet once a week and are scheduled so that two-three classes can be taken with a commitment of only one afternoon and evening per week.

Courses

While many schools offer a handful of courses in dispute resolution, Straus students can select from more than 45 different courses in its academic program. Multiple sections of core courses are offered every semester resulting in as many as 75 sections of dispute resolution courses each year. Core academic courses move beyond the important theoretical foundation to emphasize the skills of practice. A wide variety of elective courses provides an advanced focus on application to specialized areas of practice. Following is a list of courses:

- Advanced Mediation Seminar
- Advanced Trial Practice
- Arbitration Law*
- Arbitration Practice and Advocacy*
- Capstone Mock Arbitration
- Cross-Cultural Conflict and Dispute Resolution
- Current Issues in International Dispute Resolution: East Meets West: Hong Kong/Beijing
- Current Issues in International Dispute Resolution: The European Experience: London/Paris/Geneva
- Dispute Resolution and Religion
- Dispute Resolution Externship
- Dispute Resolution Law Journal
- Divorce and Family Mediation
- Environmental and Public Policy Dispute Resolution

- Ethical Considerations in International Arbitration*
- Fair Employment and Housing and Mediation Clinic
- Faith-Based Diplomacy and International Peacemaking
- International Commercial Arbitration*
- International Commercial Arbitration and the National Courts*
- International Commercial Arbitration Procedure and Practice*
- International Commercial Arbitration Theory and Doctrine*
- International Investment Disputes
- International Litigation
- Interviewing, Counseling, and Planning
- Introduction to US Law (for international lawyers and non-lawyers)
- Mediation Clinic
- Mediation Theory and Practice
- Negotiation Theory and Practice
- Psychology of Conflict Communication
- Restorative Justice
- Selected Issues in Dispute Resolution: Advanced Negotiation
- Selected Issues in Dispute Resolution: Apology, Forgiveness, and Reconciliation
- Selected Issues in Dispute Resolution: Conflict and Systems Design for Corporations and Organizations
- Selected Issues in Dispute Resolution: Conflict Consulting and Coaching
- Selected Issues in Dispute Resolution: Decision Making Under Conflict
- Selected Issues in Dispute Resolution: Developing the Demand and Supply Sides of a Mediation Market
- Selected Issues in Dispute Resolution: Employment Disputes
- Selected Issues in Dispute Resolution: Entertainment Industry Disputes
- Selected Issues in Dispute Resolution: Facilitating Dynamic Groups
- Selected Issues in Dispute Resolution: Healthcare Disputes
- Selected Issues in Dispute Resolution: International Commercial Mediation
- Selected Issues in Dispute Resolution: International Identity-Based Conflict and Dispute Resolution
- Selected Issues in Dispute Resolution: Mediation Advocacy
- Selected Issues in Dispute Resolution: Ombuds
- Selected Issues in Dispute Resolution: Online Dispute Resolution
- Selected Issues in Dispute Resolution: Sports Disputes
- Selected Issues in Dispute Resolution: Strategic Alliances
- Trial Practice
- Trial Preparation and Settlement

Note: Students planning to sit for a US bar exam will need to take 12 units of doctrinal law courses that may include: Torts, Civil Procedure, Ethical Lawyering, Contracts, or Corporations.

**Courses marked with an asterisk fulfill the arbitration course requirement.*

International Study Tours

In addition to the courses offered in Malibu, the Straus Institute for Dispute Resolution occasionally offers intensive, international study tours.

Current Issues in International Dispute Resolution—A European Perspective on International Commercial and Public Dispute Resolution in London, England; Paris, France; and Geneva, Switzerland. Students spend the first six days in London, spend the weekend in Paris, and reconvene on Sunday evening in Geneva for the remaining four days of class. This course is designed to provide a professional setting for international study, features a prominent faculty team, a limited number of students, and an unparalleled opportunity not only to learn about but also to experience private and public sector international dispute resolution institutions. The program utilizes collaborative consulting scenarios and includes classroom activities and site visits in London, Paris, and Geneva.

Current Issues in International Dispute Resolution—East Meets West: Consensus and Resolution Across the Pacific in Hong Kong and Beijing. Participants in this course will study the impact of culture on dispute resolution in two of the most vibrant cities in Asia—Hong Kong and Beijing. This program will focus on the cultural nuances of Asia and the United States as they impact the three main ADR processes; negotiation, mediation, and arbitration. Participants will learn from US and Asian professionals who have successfully negotiated, mediated, and arbitrated matters between American and Chinese concerns. In Hong Kong the class meets every morning, with site visits in the afternoons. A field trip to Beijing will take place during the class. The site visits will support the assignment for students acting as consulting groups to advise their clients on culturally sensitive approaches to resolving a complex case problem.

Clinics, Externships and Writing Projects

The Straus Institute provides opportunities for students to participate in a variety of clinical experiences. The Mediation Clinic, Fair Employment and Housing Mediation Clinic, and externships provide real-world, hands-on experience to refine practice ready skills.

The Mediation Clinic is a team-taught course which develops skills in self-directed and skill-based learning in order to deepen students' understanding of the mediation process and styles, and other dispute resolution skills critical to the legal profession. LLM, MDR and Certificate students mediate small claims, civil harassment and unlawful detainer cases in Los Angeles Superior Court.

The Fair Employment and Housing Mediation Clinic is an education partnership with the Department of Fair Employment and Housing (DFEH), California's civil rights agency whose mission is to protect the people of California from unlawful discrimination in employment, housing and public accommodations, and from hate violence. Students in this clinic prepare department cases for mediation under the Fair Employment and Housing

Act. In addition, they will gain practical experience mediating and settling employment discrimination complaints under the department's supervision.

Externships provide an opportunity for students to develop professional skills in the dispute resolution and legal workplace. Each externship is a 2-unit experience and involves 100 hours of observation and practice in a supervised setting. The Institute has cultivated myriad externship placement opportunities in a variety of dispute resolution settings—both in the US and around the world.

Thesis projects require a 6-unit commitment over at least two semesters and must be completed under the direction of a faculty member. Topics must be approved before registering for thesis units.

The LLM independent study writing project is a 2-unit experience through which some LLM students will be required to perform scholarly research and writing on a topic of individual interest under faculty supervision. The LLM independent study writing project requirement will be waived for any international student who completes 12 units of doctrinal law courses.

Requirements for Admission

Applicants for admission to the LLM Programs must have completed the first degree in law required for law practice or law teaching in the country in which law studies were pursued. US applicants must have an ABA-accredited JD degree and provide their class rank.

Applicants for admission to the Master of Dispute Resolution or Dispute Resolution Certificate Program should have received a bachelor's degree from an approved college or university prior to registration.

All foreign applicants must submit a TOEFL or IELTS score along with a financial statement indicating that they have the necessary funds to attend the program. The TOEFL or IELTS score requirement can be waived upon successful completion of a skype interview with an admissions representative.

Applications are accepted on a rolling basis and should be submitted approximately three months prior to the intended start date with courses starting in mid-August, early January and late May. It is recommended that international students submit applications at least six months prior to their expected start date, and applications can be submitted up to one year in advance. To request an application or additional information, contact: the Straus office at law.pepperdine.edu/straus.

Office of International Student Services

The Office of International Student Services (OISS) is located on the Malibu campus. The Form I-20, Certificate of Eligibility for Nonimmigrant Student Status, is issued by the OISS to admitted students who intend to study in the United States while in F-1 student visa status. Communication will be sent from the OISS to students who have submitted their intent-

to-enroll form and deposit with instructions on how to request the Form I-20 and apply for an F-1 student visa or maintain their current F-1 status. Within one week of their arrival on the campus, F-1 students must log into the OISS Portal and submit documents specified in the “Mandatory Arrival Report” form in order to be considered lawfully present in the United States. International students who intend to enroll at Pepperdine University while maintaining a nonimmigrant visa status other than the F-1 visa status must provide documentary evidence of their visa status. The OISS hosts and partners with resources across the University to offer programs and activities to assist students in achieving success in their academic and social transitions. The OISS also provides information and advising on government regulations, employment, tax requirements, and other matters necessary for compliance and maintenance of lawful visa status in the United States. Health and accident insurance coverage is mandatory for all international students. For more information, call (310) 506-4246.

International Caruso School of Law Students Pursuing Licenses Post-Graduation

Requirements for licensure to practice law are established by each individual state. After graduation, if an international law graduate wishes to remain in the United States to sit for a bar exam, the graduate may apply for Optional Practical Training (OPT) to extend their stay for a maximum of 12 months. For more information regarding OPT, please visit: **pepperdine.edu/international-students**. Please note that even if OPT is granted, there is no guarantee that a graduate will be able to meet all licensing requirements within the OPT time-period. Concerns regarding licensing requirements should be directed to the appropriate state agency. Beyond the OPT time-period, the graduate will need to obtain a valid visa, typically a H-1B visa, to remain in the United States. For more information regarding visas, please visit: **uscis.gov**.

Conferences and Workshops

Supplementing the Straus Institute’s academic program is a series of national conferences and workshops presented each year. “Mediating the Litigated Case” is the Institute’s premier six-day training program that is offered as an open-enrollment professional skills workshop several times each year in Southern California as well as in other states and countries such as Washington, DC and Rio de Janeiro, Brazil; and for various court systems throughout the world. The Institute offers the “Professional Skills Program,” a three-day training program in Malibu in June; a Professional Skills Series throughout the summer; and Women’s Negotiation Academy in West Los Angeles and Malibu. The Institute also holds various conferences and symposiums during the year. Recent programs include: Advanced Mediation Training for India Judges and Attorneys; Restoring Civility in an Overheated Society; A New Era of International Arbitration in China: A Conversation with the Leadership of CIETAC; Education US Adviser

Training; ABA Advanced Mediation and Advocacy Skills Institute; and topics such as “Managing Conflict 4.0: The New Wave of Opportunities for Business Around the Globe,” “Dispute Resolution in the Korean Community,” “Forgiveness, Reconciliation and Healing: Lessons From South Africa,” “Rescuing Relationships: Apology, Forgiveness and Reconciliation,” “A Conversation with Ken Feinberg,” “Doping and the Culture of Sport: Law, Science, Money and Ethics,” and “Women in Hollywood: 100 Years of Negotiating the System.” Each conference provides an opportunity for professionals, and those who want to be professionals, to work with faculty from around the world.

Research and Publication Program

Important to any field is the intellectual examination of it. Accordingly, the Straus Institute conducts scholarly research and publishes the results for the academic academy, students, and practitioners. An up-to-date listing of all Caruso School of Law faculty publications can be found at law.pepperdine.edu.

Reconciliation Program

The Reconciliation Program underscores the Institute’s commitment to fostering spiritual and ethical values. From its beginning, the Institute has run a special program to assist religious organizations as they face potentially harmful disputes. The Straus Institute has helped churches, families, communities, and organizations deal with the inevitable conflicts of life in creative, relationship-building ways through proactive worship and congregational consultations throughout the nation.

Service Program

Service is the hallmark of the Straus Institute and an important contributor to its educational effort. Whether it is mediating in Africa, teaching in the inner city, introducing mediation to an Asian nation, working with local law enforcement, consulting with an international corporation, or calming an angry church, Institute faculty regularly move from the isolation of the classroom to real-world service in dispute resolution.

Financial Information

Financial assistance is available for students enrolled in the LLM, master’s degree, and certificate programs. Students may be eligible for Stafford loans and Graduate Plus Loans depending on their financial circumstances, the availability of funds allocated to the university, and the student’s classification in the program. Full-time status is required for some programs. For more information, please see the Financial Assistance section of this catalog.

In addition to student loan programs available through the University, the Straus Institute awards some scholarships to students pursuing the LLM or MDR programs. All applicants are considered for scholarships at the point of application. The Straus Institute regularly offers one or two full-tuition

scholarships through the generosity of JAMS. Full-tuition scholarships that will be available for the 2024–2025 academic year will be announced in October 2023.

Global Programs

Pepperdine offers students who have completed the first year of law school a variety of opportunities to study and live away from the Malibu campus, including programs in Washington, DC and in London. The Caruso School of Law also participates in an exchange program with the University of Augsburg in Germany. Students may participate in more than one of the programs as long as they do not complete more than one-third of the credits required for the juris doctor degree in these programs. Students from other ABA accredited law schools are a welcome addition to the London program. Visit law.pepperdine.edu/experiential-learning/global-programs for more information.

Washington, DC Externship Semester

Each spring term, the Caruso School of Law offers the Washington, DC, Externship Semester. Participating students work in full-time externships, living in our nation's capital and gaining valuable work experience in federal courts and agencies, on Capitol Hill, in NGOs, and in law and lobbying firms. Washington Semester students also take courses designed to complement the work they are undertaking in their externships, typically earning up to 14 units of academic credit toward their degree while in Washington. In addition to the academic components, the Washington Semester includes a mentor program, networking opportunities, and cultural components, such as visits to the Capitol, the Supreme Court, and the Library of Congress. Classes are held at Pepperdine's facility located on Pennsylvania Avenue, just a few blocks from the White House. A limited number of graduate student apartments are available in the Pepperdine facility, or students may choose to find their own housing.

London Program

Established in 1981, the London Program offers second- and third-year students the opportunity to study, work in externships, moot, participate in educational tours, and travel during the fall semester. Students learn with British and American professors and expert practitioners in international, foreign, and comparative law, with emphasis on human rights, international commerce, and alternative dispute resolution. Students have the opportunity to work for academic credit in global firms, governmental practice, entertainment companies, or nongovernmental organizations. Students can also gain exceptional experience in moot competitions with British law students and lawyers. The London Program advances students' careers in one of the world's most important and diverse cities.

The fall semester typically includes a number of cultural and legal events, as well as a European and International Institutions study tour. There is a program activity fee to help defray the cost of the study tour as well as the cost of other educational tours and events.

Augsburg Exchange Program

Through an exchange program with the University of Augsburg, Pepperdine students in the Juris Doctor program may attend the Augsburg Summer Program on European and International Economic Law. Offered every June and July, the Augsburg Summer Program is one of the oldest and most successful summer schools in Germany.

The six week intensive program offers courses entirely in English. Striving for academic excellence, the program provides insight into the most significant areas of International Economic Law in order to meet the increasing demands of global companies and law firms. The University of Augsburg is honored to welcome distinguished guest professors from all over the world who are specialized in different areas of law to provide a premier educational experience.

Visit law.pepperdine.edu/experiential-learning/global-programs for more information.

Travel Warnings

In the interest of preserving their safety and security, students in the Pepperdine University Caruso School of Law Sudreau Global Justice Program are not permitted to travel to countries for which the US Department of State has issued Travel Warnings, even if the warning only provides details on a specific city or region within the destination country. The current list of Travel Warnings may be viewed at <https://travel.state.gov/content/passports/en/alertswarnings.html>. Students are also not permitted to travel to locations for which Pepperdine University has issued its own travel warnings, or against the direct instruction of Pepperdine staff. Locations to which travel is prohibited may include an entire nation, a specific region within a nation, a city, or a specific area within a city. Such warnings will be given to students on a timely basis and will be reviewed frequently. A student may petition for a specific, one-time exception to a travel ban through their program coordinator, contingent upon consideration and approval by the executive vice president and the provost. Students who fail to receive special approval and travel to locations with a Travel Warning from the US Department of State will receive sanctions, which will likely include dismissal from Pepperdine University Caruso School of Law Sudreau Global Justice Program. Students will be responsible for paying all cancelled travel costs. Additionally, it is the students' responsibility to update their emergency contact person(s) on Wavenet. The University's Travel Policy may be found at: pepperdine.edu/publicsafety/5-campus-safety/internationaltravelsafety.htm

Wm. Matthew Byrne, Jr. Judicial Clerkship Institute

Since 2001, the Caruso School of Law has hosted the annual Wm. Matthew Byrne, Jr. Judicial Clerkship Institute (JCI), attracting law students and graduates from law schools across the country who have been accepted into federal judicial clerkships. With the support of the Federal Judicial Center (FJC), career clerks also attend the conference for continuing education purposes. Judges and scholars from across the country teach courses tailored to the needs of new clerks, including federal procedure, jurisdiction, writing, and ethics.

The Herbert and Elinor Nootbaar Institute on Law, Religion, and Ethics

The Herbert & Elinor Nootbaar Institute on Law, Religion, & Ethics (the “Nootbaar Institute”) seeks to provide students and faculty with the opportunity to explore the intersection of law, religion, and ethics through a range of activities such as on-campus events, workshops, internship opportunities, travel experiences, courses, and a clinical offering. The Nootbaar Institute’s signature student opportunities include the following:

- Several specialty law courses, are supported by the Nootbaar Institute. This coming year includes a newly launched course titled “Current Issues in Law, Faith, and Religion.”
- The Religious Liberty Clinic, launched in 2021, provides students with the opportunity to engage in hands-on appellate legal writing and research on cutting-edge law and religion cases under the supervision of some of the nation’s leading scholars and practitioners in the area.
- The Faith and Justice Spring Break Trip to the National Memorial for Peace and Justice, launched in 2021, provides students with an opportunity to travel with law school faculty to Montgomery, AL to engage and reflect deeply upon topics related to racial justice, history, and the role of faith in advancing social healing and justice in the U.S.
- On-campus events featuring outside speakers, including an annual Martin Luther King, Jr speaker (co-sponsored by the law school’s Office of Student Life & Belonging).
- Through the Nootbaar Student Stipend program, students may apply for funding to support participation in conferences, professional experiences, or projects that deepen their engagement around faith and law.

The Nootbaar Institute also supports law and religion scholarship through the Nootbaar Fellows program, a cohort of legal scholars from across the country who meet regularly to workshop papers addressing law and religion. For more information about the Institute, please email nootbaar.institute@pepperdine.edu.

Sudreau Global Justice Institute

The Sudreau Global Justice Institute is an international human rights program based out of the Pepperdine Caruso School of Law. The scope of the Institute's work is two-fold: (1) the Institute partners with governments all over the developing world on criminal justice reform issues in order to alleviate systemic injustice and suffering, and (2) it trains and equips the next generation of Pepperdine lawyers to be agents for change and justice both here and around the world. Through its many initiatives, Pepperdine students and faculty collaborate to seek justice and create a lasting impact in some of the world's most vulnerable places.

From Pepperdine's Malibu campus, students and faculty are deeply involved in global justice projects. In the classroom, students have the opportunity to learn from world-renowned leaders on human rights, rule of law, and anti-trafficking. The Institute also sponsors speakers and panel discussions on various global justice issues.

Beyond Pepperdine's campus, students make valuable contributions through international internships and fellowship placements with leading organizations around the world. Among many opportunities, students serve abroad as interns for the Supreme Courts and High Courts of Uganda, Rwanda, and Ghana. They have also served as interns in organizations to combat human trafficking in Washington, DC and Uganda.

Palmer Center for Entrepreneurship and the Law

The Geoffrey H. Palmer Center for Entrepreneurship and the Law is an innovative multidisciplinary 12-unit certificate program that offers students (called "Fellows") a challenging, exciting, and unique supplement to the traditional law school curriculum that prepares students to fulfill the overlapping roles of lawyer and entrepreneur. The Palmer Center offers a stimulating, fast-paced atmosphere, both inside and outside the classroom.

Recognizing that entrepreneurial ventures are the driving force behind modern innovation and wealth creation, the Palmer Center seeks to equip its students with the educational and experiential tools required to form, nurture, and protect such ventures. Relevant classes are offered in the fields of business, finance, real estate, entertainment, intellectual property, and technology. Because lawyers are increasingly called upon to render counsel and guidance beyond the scope of a traditional legal education, the Palmer Center provides an integrated approach to business and law to its Fellows to enable them to fill this modern hybrid role of lawyer, business consultant, and financial strategist.

Additionally, the Palmer Center offers periodic topical symposia, outside conferences, public service opportunities, clinical externships, an entrepreneurship clinic, and a startup law clinic. The Palmer Center's

partners and sponsors in the law and business communities offer Fellows unique internship experiences.

The Palmer Center accepts applications from students who will be entering their second year of study at Pepperdine University Caruso School of Law. No person on academic probation will be admitted.

For more information on the Palmer Center, please visit its website: **law.pepperdine.edu/palmer-center**.

ACADEMIC PROGRAMS

Certificate in Criminal Legal Practice

Recognizing that ethical and effective criminal legal prosecution and defense are essential to the maintenance of a just society and thus fulfilling Pepperdine University Caruso School of Law's ultimate goal of equipping law students for lives of purpose, service, and leadership, Pepperdine offers a certificate program designed to equip students with the educational and experiential tools necessary to effectively engage in criminal legal practice.

To obtain a Certificate in Criminal Legal Practice, a student must complete the course of study outlined below:

Required Courses:

- Criminal Law
- Criminal Procedure
- Evidence
- Externship (with a government agency within the criminal justice field) (2-3 units)
- Trial Practice
- Trial Preparation and Settlement (Criminal)

Elective Courses (8 additional units):

- Advanced Trial Practice
- Domestic Violence Law Seminar
- Externship (with a government agency within the criminal justice field) (second course 3 units maximum)
- International Criminal Law
- Interviewing, Counseling and Planning
- Juvenile Rights: Substance and Procedure
- Negotiation Theory and Practice
- Police Practices
- Sentencing and Corrections
- Interschool Appellate Advocacy Competition (2 units maximum)
- Interschool Trial Competition (2 units maximum)
- Other relevant courses with the permission of the Academic Dean and director such as the following:
 - Trial Preparation and Settlement-Civil
 - White Collar Crime

Certificate Program in Dispute Resolution

The Straus Institute developed the certificate program to recognize students who complete prescribed coursework in dispute resolution. Established in 1989, it is a core part of the dispute resolution curricula and an excellent beginning for work in the dispute resolution field. While available to mid-career professionals, many of the participating students earn

the certificate as part of their JD or MBA degree because these units count toward their JD and MBA requirements from Pepperdine.

Requirements to earn the certificate are completion of the required courses listed below (6 units) and four dispute resolution elective courses (8 units) for a total of 14 units. Pepperdine JD students are only required to complete the required courses (6 units) and three (6 units) elective courses for a total of 12 units.

Required Courses

- Arbitration course requirement*
- Mediation Theory and Practice
- Negotiation Theory and Practice

**Courses marked with an asterisk (page 29) fulfill the Arbitration course requirement. Additional arbitration courses can be taken toward elective credits.*

Certificate in Entertainment, Media, and Sports Law

The Certificate in Entertainment, Media, and Sports Law (EMS) is a 12–14 unit program¹ offered to those who possess or are in the process of completing a law degree. All students who are part of the EMS Law Certificate program will be required to complete 12–14 units in the following upper division courses in order to earn the EMS Law Certificate.

Foundational Courses²—At least 6 units of the following EMS-related courses are required.

- Copyright Law OR Intellectual Property Survey
- Entertainment Law OR Sports Law

Required Courses—Select at least 6 units from the following EMS-related courses.

- Any Foundational Course listed above beyond the minimum requirements
- Communications Law
- Dispute Resolution: Selected Issues in the Entertainment Industry
- Entertainment Law Seminar-Special Problems in the Film Industry
- Entertainment Law Seminar-Special Problems in the Music Industry
- Entertainment Law Seminar-Special Problems in the Television Industry
- First Amendment: Freedom of Speech, Religion, and Related Rights
- Internet Law
- Licensing
- Media and the Law
- Trademark, Unfair Competition, and Unfair Trade Practices
- Selection and participation in EMS-DR competitions

¹12 units for current Pepperdine J.D. students, and 14 units for all other students.

²Certificate students with foreign law degrees would be required to take Introduction to US Law in addition to the other Foundational Courses.

Certificate in Entrepreneurship and the Law

The purpose of the Geoffrey H. Palmer Center for Entrepreneurship and the Law is to equip law students to leverage their law degree in the field of entrepreneurship. Upon completion of the 12-unit, two-year program, graduates earn a Certificate in Entrepreneurship and the Law. This certification distinguishes Palmer Center Fellows to potential employers as uniquely educated, experienced, focused, and driven in their chosen field of law.

Core Courses (2-6 units):

- Entrepreneurship Practicum (2) or
- Startup Law Clinic (3)
- Intellectual Property Survey (2-3) This requirement is waived for students in Elective Tracks I or II who complete any of the following: Patent Law; Copyright Law; or Trademarks, Unfair Competition, and Unfair Trade Practices, and is waived for students in Elective Track III who complete a total of at least 10 Elective Track III units

Each Fellow must choose an Elective Track and complete an additional 6–10 units (for a total of 12 units) within that Elective Track. The three Tracks are:

Elective Track I: Intellectual Property, Entertainment and Technology

- Accounting and Finance for Lawyers
- Commercial Law-Secured Transactions and Commercial Paper
- Communications Law
- Copyright Law
- Entertainment Law; Entertainment Law Seminar–Special Problems in the Film Industry; Entertainment Law Seminar–Special Problems in the Music Industry; Entertainment Law Seminar–Special Problems in the Television Industry
- Federal Income Taxation
- Federal Income Taxation of Business Entities
- International Commercial Arbitration
- Internet Law
- Licensing
- Patent Law
- Privacy Law
- Role of In-House Counsel
- Selected Issues in Dispute Resolution - Intellectual Property Disputes
- Selected Issues in Entertainment Law (as determined by executive director)
- Sports Law
- Trademarks, Unfair Competition, and Unfair Trade Practices
- Appropriate substantively related law journal or other course (up to 2 units) permitted by the Academic Dean and the Executive Director of the Palmer Center

Elective Track II: Business and Finance

- Accounting and Finance for Lawyers
- Antitrust
- Business Perspectives on Workplace Privacy
- Business Reorganizations in Bankruptcy
- Commercial Law-Sales
- Commercial Law-Secured Transactions and Commercial Paper
- Creditors' Rights and Bankruptcy
- Employment Law
- European Union Law (London Program only)
- Federal Income Taxation
- Federal Income Taxation of Business Entities
- International Business Transactions
- International Commercial Arbitration; International Commercial Arbitration and the National Courts; International Commercial Arbitration Procedure and Practice; International Commercial Arbitration Theory and Doctrine or
- International Investment Disputes
- International Tax
- Mergers and Acquisitions
- Privacy Law
- Role of In-House Counsel
- Role of Law in Real Estate Investment
- Securities Regulation
- Appropriate substantively related law journal or other course (up to 2 units) permitted by the Academic Dean and the Executive Director of the Palmer Center

Elective Track III: Real Estate

- Accounting and Finance for Lawyers
- Administrative Law
- Business Reorganization in Bankruptcy
- Creditors' Rights and Bankruptcy
- Environmental Law
- Environmental & Public Policy Dispute Resolution
- Federal Income Taxation
- International Environmental Law
- Land Use Planning
- Negotiation Theory and Practice
- Privacy Law
- Real Estate Finance
- Real Estate Transactions
- Role of In-House Counsel
- Role of Law in Real Estate Investment

- Appropriate substantively related law journal or other course (up to 2 units) permitted by the Academic Dean and the Executive Director of the Palmer Center

Certificate in International and Comparative Law

The Certificate in International and Comparative Law offers students the opportunity for exposure to different facets of international law and international living in order to better position them for a career in international law. The certificate seeks to encourage students to expand their career goals by facilitating overseas experiences in the semester or summer overseas programs. Students will be mentored by the international faculty through international courses, internships, moots, and memberships. Although not required, students are encouraged to develop language skills and direction is given to help achieve this. In order to complete the certificate, students are required to participate in an approved overseas program or an approved international externship, and complete 14 units of required and elective courses.

Requirements to earn the Certificate in International and Comparative Law are completion of the required courses (4-5 units) and elective courses (10 units) for a total of 14 units and the required international experience.

Course Requirements:

Required Courses: Two of the following three courses; the additional course qualifies as an elective:

- Comparative Law
- International Business Transactions
- Public International Law (PIL)

Elective Courses: 10 units from the following:

- Clinical Law-International (London Program only)
- Cross-Cultural Conflict and Dispute Resolution
- Current Issues in International Dispute Resolution
- European Union Law (London Program only)
- Human Rights
- Immigration Law
- Independent Study
- International Commercial Arbitration
- International Criminal Law
- International Environmental Law
- International Investment Disputes
- International Litigation
- International Moot Court-London, Vis, or FDI
- International Tax
- War Crimes
- Appropriate experimental course credits as determined by the Academic Dean

International Experience Requirement:

Participation in an approved overseas program or an approved international externship.

Students are strongly encouraged to participate in the following:

- Pepperdine International Law Society
- Student membership in American Society of International Law
- Straus Hong Kong-Beijing Study Tour
- Straus London-Paris-Geneva Study Tour
- Vis, Foreign Direct Investment (FDI) Moots or London Moot Court Non-JD

Graduate Law Programs

LLM in Dispute Resolution

This is a general track that can be pursued on a part-time or full-time basis. This is a practice-based program requiring theory courses and externship/clinic experiences. Concentrations are available in mediation, arbitration, or litigation. This 26 unit program consists of completion of the required courses listed below (8–10 units), either a thesis project (6 units) or one externship (2 units) and an LLM writing project (2 units), and 10–12 units of elective dispute resolution courses chosen from the list on page 29.

Required Courses

- Arbitration course requirement*
- Legal Research and Writing I (required only for International Attorneys)
- Mediation Theory and Practice
- Negotiation Theory and Practice
- Psychology of Conflict Communication

**Courses marked with an asterisk (page 29) fulfill the Arbitration course requirement.*

Additional arbitration courses can be taken toward elective credits.

LLM in International Commercial Arbitration (ICA)

The LLM in International Commercial Arbitration is available on a full-time basis with courses starting during the fall semester. This is a practice-based program requiring theory courses and a mock arbitration experience. The 26 unit program requires the completion of the required courses listed below (14–18 units) as well as 8–12 units of elective courses chosen from the list on page 29.

Required Courses

- Capstone Mock Arbitration
- International Commercial Arbitration Procedure and Practice
- International Commercial Arbitration Theory and Doctrine
- Introduction to US Law (required only for International Attorneys)†
- Legal Research and Writing I (required only for International Attorneys)
- Mediation Theory and Practice
- Negotiation Theory and Practice

Plus two of the following three courses:

- Ethical Considerations in International Arbitration
- International Commercial Arbitration and the National Courts
- International Investment Disputes

LLM Elective Concentrations

LLM students can choose to earn a concentration by focusing their elective units in the following areas: Arbitration, Mediation, or Litigation. Each of these concentrations listed below requires the completion of three courses that have been designated as applicable to each area.

Students are not required to select a concentration and may opt to pursue a more general course of study. Anyone not selecting a concentration will be awarded a general LLM in Dispute Resolution.

Arbitration Concentration Course Options

- Arbitration Law
- Arbitration Practice and Advocacy
- International Commercial Arbitration
- International Commercial Arbitration Procedure and Practice
- International Commercial Arbitration Theory and Doctrine
- International Investment Disputes
- Related Thesis or Independent Study (with advisor approval)

Mediation Concentration Course Options

- Advanced Mediation
- Cross-Cultural Conflict and Dispute Resolution
- Divorce and Family Mediation
- Environmental and Public Policy Dispute Resolution
- Mediation Clinic
- Selected Issues in Dispute Resolution: Apology, Forgiveness, and Reconciliation
- Related Thesis or Independent Study (with advisor approval)

Litigation Concentration Course Options

- Advanced Trial Practice
- Appellate Advocacy
- Complex Litigation
- International Litigation
- Trial Practice
- Trial Preparation and Settlement

Related Thesis or Independent Study (with advisor approval)

LLM in International Commercial Law and Arbitration (ICLA)

The LLM in International Commercial Law and Arbitration is designed for students who want to develop expertise in both business law and international commercial arbitration. This 26 unit program requires the completion of 8–10 units of required courses, 8 units of Commercial Law courses (which must include two of the three Commercial Law courses listed below), as well as 8–10 units of Doctrinal Law courses.

Required Courses

- International Commercial Arbitration Procedure and Practice
- International Commercial Arbitration Theory and Doctrine
- Legal Research and Writing I (required only for International Attorneys)
- Mediation Theory and Practice
- Negotiation Theory and Practice

Commercial Law Courses - 8 units required

This requirement must include two of the following three courses.

- Commercial Law-Sales
- Commercial Law-Secured Transactions and Commercial Paper
- International Business Transactions

Doctrinal Law Courses - 8–10 units required**LLM in International Commercial Law and Dispute Resolution (ICLDR)**

The LLM in International Commercial Law and Dispute Resolution (ICLDR) is designed for students who want to develop expertise in both business law and dispute resolution. This 26 unit program requires the completion of 10–12 units of required dispute resolution/international commercial arbitration courses, 8 units of commercial law courses, an additional 4–6 units of other doctrinal courses, and 2 units of general elective courses.

Required Courses

- Cross-Cultural Conflict and Dispute Resolution
- International Commercial Arbitration Procedure and Practice
- International Commercial Arbitration Theory and Doctrine
- Legal Research and Writing (required only for international students)
- Mediation Theory and Practice
- Negotiation Theory and Practice

Commercial Law Courses

Two of the following three courses must include:

- Commercial Law-Sales
- Commercial Law-Secured Transactions and Commercial Paper
- International Business Transactions

Doctrinal Law Courses—4 units required

Please see course catalog for complete list of doctrinal law courses. Students desiring to sit for the CA or NY bar exams may need to take 12 units of doctrinal law courses to qualify for the bar exam. Students in the ICLDR Program may need to take more than 26 units of coursework to meet the bar requirements.

General Elective Courses—2 units required**LLM in United States Law**

The LLM in United States Law is designed for international legal professionals seeking to study US law under internationally recognized

scholars. The program allows international students to pursue topics that best meet their professional and academic interests by offering two tracks. The “Fundamental Track” is the best option for students interested in sitting for a US bar exam, and the “Flexible Track” is designed for foreign attorneys and graduate students interested in pursuing coursework relevant to their intended area of practice.

This 26 unit program consists of completion of the foundational courses (4 units), required courses (12 units) and 10 units of elective courses from relevant subject matter. Students may select from two tracks.

Fundamental Track

Foundational Courses

- Introduction to US Law
- Legal Research and Writing I

Required Courses - 12 units from the following courses

- Civil Procedure
- Community Property
- Constitutional Structure
- Contracts
- Corporations
- Criminal Law
- Criminal Procedure
- Ethical Lawyering
- Evidence
- Property
- Remedies
- Torts
- Wills and Trust

Elective Courses in Relevant Subject Matters

Any course listed above as required and other relevant courses with the permission of the Director.

Flexible Track

Foundational Courses

- Introduction to US Law
- Legal Research and Writing I

Required Courses—12 units from the following courses

- Antitrust
- Civil Procedure
- Community Property
- Constructional Structure
- Contracts
- Corporations
- Criminal Law
- Criminal Procedure

- Employment Discrimination Law
- Ethical Lawyering
- Evidence
- Family Law
- Federal Income Taxation
- International Business Transactions
- Property
- Remedies
- Torts
- Wills and Trust

Elective Courses

Other relevant courses with the permission of the Director.

A statement of the academic policy for this degree is located at:
community.pepperdine.edu/law/academics/content/ems-usl-academic-policy-2017.pdf

LLM in US Law and Dispute Resolution (USLDR)

The LLM in US Law and Dispute Resolution is designed for students looking to focus on general law courses to qualify for a US bar exam. This 26 unit program consists of 8 required units and an additional 18 doctrinal units.

Required General Courses

- Negotiation Theory and Practice
- Mediation Theory and Practice
- Legal Research and Writing I (required only for international attorneys)

One of the following Arbitration courses

- Arbitration Practice and Advocacy
- International Commercial Arbitration
- International Commercial Arbitration Procedure and Practice
- International Commercial Arbitration Theory and Doctrine

Doctrinal Law Courses tested on the bar exam include:

- Civil Procedure
- Constitutional Law-IR
- Contracts
- Corporations
- Criminal Law
- Criminal Procedure
- Ethical Lawyering
- Evidence
- Property
- Remedies
- Torts
- Wills and Trusts

Please see course catalog for the complete list of doctrinal law courses.

LLM in Entertainment, Media, and Sports Law

This 24-unit academic program in Entertainment, Media, and Sports (EMS) Law is offered to those who possess a US law degree or the foreign equivalent.

Foundational Courses—At least 6 units of the following EMS-related courses are required.

- Copyright Law OR Intellectual Property Survey
- Entertainment Law OR Sports Law

Note: LLM students with foreign law degrees are required to take Introduction to US Law and Legal Research and Writing I in addition to the other foundational courses.

Core Electives—Select 12 units from the following EMS-related courses.

- Any Foundational Course listed above beyond the minimum requirements
- Antitrust
- Communications Law
- Dispute Resolution: Selected Issues in the Entertainment Industry
- Entertainment Law Seminar-Special Problems in the Film Industry
- Entertainment Law Seminar-Special Problems in the Music Industry
- Entertainment Law Seminar-Special Problems in the Television Industry
- First Amendment: Freedom of Speech, Religion, and Related Rights
- Internet Law
- Licensing
- Media and the Law
- Privacy Law
- Trademarks, Unfair Competition, and Unfair Trade Practices
- Selection and participation in EMS-Dispute Resolution competitions
- EMS relevant externship
- LLM Independent Study
- Other Experimental EMS-related courses with permission of the Director and Academic Dean

General Electives—Remaining units as needed

- Any course listed above as Foundational or Core Electives beyond the minimum requirements
- Arbitration Law
- Business Perspectives on Workplace Privacy
- Corporations
- Employment Law
- Federal Income Taxation
- Federal Income Taxation of Business Entities
- Immigration Law
- International Business Transactions
- International Commercial Arbitration Procedure and Practice
- International Commercial Arbitration Theory and Practice
- Mediation Theory and Practice
- Mergers and Acquisitions

- Negotiation Theory & Practice
- Real Estate Transactions
- Role of In-House Counsel
- Other relevant courses with permission of the Director and Academic Dean
 - There are numerous EMS-relevant courses offered by other Pepperdine University programs including at the Graziadio School of Business.

Students may take up to two (2) courses from outside the Caruso School of Law with the permission of the Director and Academic Dean, subject to availability and approval of the instructor.

Note: Not all courses are offered every academic year.

Note: International students whose original law degree is outside the United States and who are not fully licensed lawyers in another country must complete 12 units of bar-tested substantive law courses including legal ethics if they wish to sit for the California bar exam. They may use their elective courses towards this requirement.

A statement of the academic policy for this degree is located at: community.pepperdine.edu/law/academics/academic-policies.htm.

Transferring Units to the LLM Degree from Heidelberg University

The Caruso School of Law has agreed to transfer up to eight (8) units from a list of approved courses taught at Heidelberg University towards its LLM degree. Students exercising this option will need to have completed their first degree in law and be admitted to both schools before matriculating at either university. This arrangement will allow a student to earn an LLM from Pepperdine with one semester in residency.

LLM to JD Transfer Program

Pepperdine LLM students can apply to the JD program as transfer students without taking the Law School Admission Test (LSAT). The applicant's grades and relative difficulty of coursework pursued in Pepperdine's LLM program will be very important factors. Successful applicants will usually have earned the median grade or higher in at least four substantive law courses tested on the bar exam.

If the applicant is accepted into the JD Program, he or she may transfer all completed LLM coursework (including independent study project) that qualifies for the JD program. LLM externship credits can only transfer if they fulfill all of the JD externship program criteria. The student must then complete the first year curriculum in his or her second year at Pepperdine. In the third year, enough advanced courses must be completed in order to satisfy the JD graduation requirement. Students transferring from the LLM to the JD will be awarded the JD degree upon completion of the JD requirement. Students transferring from the LLM to the JD will be awarded only the JD degree upon completion of the JD requirements and will not be

awarded an LLM degree. Only students currently enrolled in Pepperdine's LLM program may apply in this manner.

Master of Dispute Resolution (MDR)

The 32-unit MDR program prepares graduate students and mid-career professionals from a wide variety of fields—law, business, public policy, education, ministry, medicine, and social science—to provide leadership in the resolution of conflict.

Requirements to earn the MDR degree are completion of the required courses listed below (12 units—10 units for law students or lawyers), either a thesis (6 units) or two externships (4 units), and as well as 14-18 elective units depending on the status of the student.

Required Courses

- Arbitration course requirement*
- Cross-Cultural Conflict and Dispute Resolution
- Introduction to US Law (for non-lawyers and non-law students)
- Mediation Theory and Practice
- Negotiation Theory and Practice
- Psychology of Conflict Communication

**Courses marked with an asterisk (page 29) fulfill the Arbitration course requirement. Additional arbitration courses can be taken toward elective credits.*

Certificate Program

The Straus Institute developed the certificate program to recognize students who complete prescribed coursework in dispute resolution. Established in 1989, it is a core part of the dispute resolution curricula and an excellent beginning for work in the dispute resolution field. While available to mid-career professionals, many of the participating students earn the certificate as part of their JD or MBA degree because these units count toward their JD and MBA requirements from Pepperdine.

Requirements to earn the certificate are completion of the required courses listed below (6 units) and four dispute resolution elective courses (8 units) for a total of 14 units. Pepperdine JD students are only required to complete the required courses (6 units) and three elective courses (6 units) for a total of 12 units.

Required Courses

- Arbitration course requirement*
- Mediation Theory and Practice
- Negotiation Theory and Practice

**Courses marked with an asterisk (page 29) fulfill the Arbitration course requirement. Additional arbitration courses can be taken toward elective credits.*

ONLINE GRADUATE LAW DEGREES

Online Master of Legal Studies

The MLS degree is a 32-unit program that includes four major curricular components: Foundation courses, Core courses, Elective courses, and Residency courses. All students will progress through the sequence of courses beginning with the Foundation and Core classes. They will then select either the General Track or a concentration for their elective courses. All students will complete both Residency courses, or one residency and one study tour. The curriculum will typically be completed in 18 months, with four terms of 8 units per term.

Foundation Courses

- Introduction to US Law and Legal System
- Legal Research and Writing for Non-Lawyers

Core Courses—16 units required

- Civil Procedure and Litigation
- Constitutional Law (Structure and Rights)
- Contracts
- Criminal Law and Procedure
- Negotiation Theory and Practice
- Property
- Torts

Residency 1–2 units required

- Law in Practice
- Law, the Legal System, and Society

General Legal Studies Electives (10 units)

- Administrative Law and Regulatory Compliance
- Arbitration Theory and Practice
- Business Organizations
- Cross-Cultural Conflict and Dispute Resolution
- Education Law
- Employment Law
- Health Law
- Intellectual Property
- Mediation Theory and Practice
- Practical Litigation
- Psychology of Conflict and Communication
- Selected Issue in Dispute Resolution: Employment Disputes
- Law & Policy Study Tour DC
- London Study Tour

Dispute Resolution Concentration (12 units)**Required Courses (10 units)**

- Arbitration Theory and Practice
- Civil Procedure and Litigation
- Legal Research and Writing (for non-lawyers)
- Mediation Theory and Practice
- Negotiation Theory and Practice

Elective Courses (2 units)

- Cross-Cultural Conflict and Dispute Resolution
- Psychology of Conflict Communication
- Selected Issues in Dispute Resolution: Employment Disputes

Human Resources Concentration (12 units)**Required Courses (8 units)**

- Contracts
- Employment Disputes
- Employment Law
- Negotiation Theory and Practice

Elective Courses (4)

- Arbitration Theory and Practice
- Mediation Theory and Practice
- Selected Issues in Dispute Resolution: Ombuds

Litigation Concentration (12 units)**Required Courses (8 units)**

- Civil Procedures and Litigation
- Legal Research and Writing for Non-Lawyers
- Negotiation Theory and Practice
- Practical Litigation

Elective Courses (4 units)

- Arbitration Theory and Practice
- Employment Disputes
- Mediation Theory and Practice

A statement of the academic policy for this degree is located at:
community.pepperdine.edu/law/academics/academic-policies.htm

Online Master of Dispute Resolution

The MDR degree is a 32-unit program that includes four major curricular components: Foundation courses, Core courses, Elective courses, and Residency courses. All students will progress through the sequence of courses in a standardized order and are required to complete both Residency courses or one residency and one study tour. The curriculum is typically completed in 18 months, with four terms of 8 units per term.

Required Courses—8 units

- Introduction to US Law and Legal System
- Legal Research and Writing (for Non-lawyers)
- Mediation Theory and Practice
- Negotiation Theory and Practice

Core Courses—8 units required

- Arbitration Theory and Practice
- Cross-Cultural Conflict and Dispute Resolution
- Psychology of Conflict Communication
- Selected Issues in Dispute Resolution: Employment Disputes

Residency Courses—1-2 units required

- MDR Residency 1: Reactions to Conflict and Conflict Resolution
- MDR Residency 2: Dispute Resolution in Practice

Elective Courses—14 units required *(Students may take up to 4 units of MLS Elective Courses to satisfy the 14 unit requirement.)*

- Advanced Mediation Seminar
- Divorce and Family Mediation
- Environmental and Public Policy Dispute Resolution
- International Commercial Arbitration
- Law and Policy Study Tour DC
- London Study Tour
- Selected Issues in Dispute Resolution: Apology, Forgiveness, and Reconciliation
- Selected Issues in Dispute Resolution: Conflict and Systems Design for Corporations and Organizations
- Selected Issues in Dispute Resolution: Entertainment
- Selected Issues in Dispute Resolution: Ombuds

MLS Elective Courses—up to 4 units *(Online MDR students may take up to 2 courses, or 4 units, from the online Master of Legal Studies program, excluding any courses taken to fulfill the Core requirements.)*

- Administrative Law and Regulatory Compliance
- Business Organizations
- Civil Procedure and Litigation
- Constitutional Law (Structure and Rights)
- Contracts
- Criminal Law and Procedure
- Education Law

- Employment Law
- Health Law
- Intellectual Property
- International Commercial Arbitration
- Law and Policy Study Tour DC
- Property
- Torts

A statement of the academic policy for this degree is located at:
community.pepperdine.edu/law/academics/academic-policies.htm

Online Dual Master of Legal Studies and Master of Dispute Resolution

The dual online masters degree provides students the opportunity to earn both the online Master of Legal Studies (MLS) and online Master of Dispute Resolution degrees by earning a total of 50 units, rather than the otherwise-required 64 units without this proposal. Of those 50 units, 32 are required courses and 18 units are elective credits. The degrees area earned and awarded separately, with students completing one degree before advancing to the additional coursework required for the second.

General Foundation Courses—6 units

- Introduction to US Law and Legal System
- Legal Research and Writing (for Non-lawyers)
- Negotiation Theory and Practice

MLS Core Courses—12 units required

- Civil Procedure and Litigation
- Constitutional Law (Structure and Rights)
- Contracts
- Criminal Law and Procedure
- Property
- Torts

MDR Core Courses—10 units required

- Arbitration Theory and Practice
- Cross-Cultural Conflict and Dispute Resolution
- Mediation Theory and Practice
- Psychology of Conflict Communication
- Selected Issues in Dispute Resolution: Employment Disputes

Residency Courses—2-4 units required

- MLS Residency 1: Law, the Legal System, and Society
- MLS Residency 2: Law in Practice
- MDR Residency 1: Reactions to Conflict and Conflict Resolution
- MDR Residency 2: Dispute Resolution in Practice

MLS Elective Courses—6 units required

- Administrative Law and Regulatory Compliance

- Business Organizations
- Education Law
- Employment Law
- Health Law
- Intellectual Property
- Law and Policy Study Tour DC
- London Study Tour

MDR Elective Courses—12 units required

- Advanced Mediation Seminar
- Divorce and Family Mediation
- Environmental and Public Policy Dispute Resolution
- International Commercial Arbitration
- Selected Issues in Dispute Resolution: Apology, Forgiveness, and Reconciliation
- Selected Issues in Dispute Resolution: Conflict and Systems Design for Corporations and Organizations
- Selected Issues in Dispute Resolution: Entertainment
- Selected Issues in Dispute Resolution: Ombuds

A statement of the academic policy for this degree is located at:
community.pepperdine.edu/law/academics/academic-policies.htm

Online LLM in Dispute Resolution

This 26-unit online program consists of completion of the required courses listed below (10 units), two on-campus weekend immersion programs (2 units) and 14 units of elective dispute resolution courses listed below. All students will complete both Residency courses or may complete one residency and the Geneva Study Tour.

Required Courses—10 units

- Arbitration Theory and Practice
- Cross-Cultural Conflict and Dispute Resolution
- Psychology of Conflict Communication
- Mediation Theory and Practice
- Negotiation Theory and Practice

Residency Courses—1-2 units required

- LLM Residency 1—The World of Dispute Resolution*
- LLM Residency 2—Dispute Resolution in Practice for Lawyers*

Elective Courses—14 units

- Advanced Mediation Seminar
- Divorce and Family Mediation
- Environmental and Public Policy Dispute Resolution
- International Commercial Arbitration
- Selected Issues: Apology, Forgiveness, and Reconciliation
- Selected Issues: Conflict and Systems Design for Corporations and Organizations

- Selected Issues: Employment Disputes
- Selected Issues: Entertainment
- Selected Issues: Ombud

Online students from Wisconsin please review this
linked addendum:

**[law.pepperdine.edu/degrees-programs/content/
wisconsin-law-addendum.pdf](http://law.pepperdine.edu/degrees-programs/content/wisconsin-law-addendum.pdf)**

List of the Courses for Master of Legal Studies

Law 5001. Introduction to US Law and Legal Systems (2)

Introduction to US Law and Legal Systems is an orientation to the sources and types of law in the United States, the systems of making and administering laws, and the processes of resolving legal conflicts. To establish a foundation for advanced topics and issues, this course surveys the US Constitution and its structures for making, reviewing, and administering laws, including federalism and civil rights. The course compares major categories of law, explores their intersections, describes civil litigation and alternative dispute resolution, and raises critical issues of justice in law and society.

Law 5002. Legal Research and Writing for Non-Lawyers (2)

This class will teach students how to perform legal research, writing, and analysis. Students will learn how to identify, use, and analyze primary and secondary legal authorities to solve legal problems and how to structure and draft legal memoranda, letters, oral presentations, and other professional communications.

Law 5110. Contracts (2)

This survey course will introduce students to various aspects of contract law. We begin with concepts relating to the formative process of a contract, with questions including: What is a contract? What component parts are generally necessary for there to be a valid contract? When does a contract form and does it have to be in writing to be valid? We have a written deal, but what do the written terms mean, and is there more to the deal than what is in the writing? Who can make a contract? From contract formation, and a few related items, we then move to the operative stage of a contract. This major topic includes issues of performance of promises, contract conditions, and breach of contract. Related concepts include contract defenses, remedies, damages, and other topics such as third-party beneficiaries and assignment/delegation of contract benefits and duties. Finally we look at the practical side of contract drafting and execution.

Law 5111. Torts (2)

Torts is one of the fundamental subjects of American Law; it covers problems of interference with one's person, property, or intangible interests. The problems arise in a variety of commonplace situations: for example, trespassing on another's land, negligently injuring another in an automobile accident, or misrepresenting important facts in a business transaction. The topics covered in the course will include, among others, battery, trespass, negligence, products liability, misrepresentation, defamation, invasion of privacy, and interference with business relations.

Law 5112. Negotiation Theory and Practice (2)

This course examines the theory and practice of negotiation as a process used to put deals together or to resolve disputes and legal claims. Students learn about competitive positional bargaining and collaborative problem solving and acquire insight into the strategic management of the tension

between the two approaches. Through simulated exercises, students develop skills and confidence as negotiators, including an awareness of the psychological encouragements and barriers to consensus. Special challenges of multiparty negotiations are addressed with an attorney-client relationship, including applicable ethical standards, codes, and law.

Law 5113. Property (2)

This course introduces students to the law of property. It primarily focuses on real property, but may include a discussion of personal property interests as well. Topics may include: adverse possession; estates in land and future interests; concurrent ownership; landlord-tenant; servitudes; nuisance and other property common law property topics; land use and zoning; housing; condominiums and homeowner associations; transferring interests in land using a real estate contract and/or the deed, and title assurances.

Law 5114. Constitutional Law (Structure and Rights) (2)

This course covers both the structural and individual aspects of the American Constitution. The United States Supreme Court plays the primary role in interpreting the meaning of the constitution, but all federal courts are limited to deciding issues as they come up in the course of normal litigation. In the federalist system created by the constitution, the federal government is limited to enumerated powers, with commerce power being a historically important power. As for individual rights, laws impacting fundamental rights or creating suspect classifications receive strict scrutiny. Free speech rights and separation of church and state principles are especially important.

Law 5115. Civil Procedure and Litigation (2)

This survey course will introduce students to various aspects of civil procedure, which include pleadings, discovery, pretrial adjudication, trial, appeal, jurisdiction, venue, joinder of claims and parties, statutes of limitation, and preclusion. The course will also examine how these aspects of civil procedure are applied by litigators.

Law 5116. Criminal Law and Procedure (2)

This survey course will introduce students to various aspects of criminal law and criminal procedure, including the theory and elements of specific crimes, and the constitutional standards of criminal prosecution and police practices. The course will also examine how these laws and procedures are applied by police, prosecutors, defenders, and courts.

Law 5117. Administrative Law & Regulatory Compliance (2)

This course focuses on the law governing government agencies. Focusing primarily upon federal law and federal agencies, the course introduces students to the processes of law making and law application by the administrative agencies of the executive branch and their control by the federal courts, Congress, and the President. The course covers the basic tools used by agencies, such as rulemaking and adjudication, as well as the procedural and substantive rules that limit and guide the use of these tools. Topics studied include, among others, the scope of judicial review, access to judicial review, the separation of powers, procedural due process, and

freedom of information. In short, the study of administrative law focuses on the activities of government agencies' from the Environmental Protection Agency to the Social Security Administration, from the Federal Trade Commission to the National Labor Relations Board.

Law 5201. Law in Practice (1)

This is an immersive, experiential, residency course through which students explore ethics, problem solving, strategic case evaluation, advocacy, and dispute resolution. To develop an understanding of the law in practice and the legal systems, students will engage with case studies, live role plays, mock mediations, and mock trials to demonstrate how the law, lawyers, and clients approach and resolve controversies and solve legal problems.

Law 5202. Law the Legal System and Society (1)

This is an immersive, experiential, residency course through which students explore the intersections of law, public policy, social responsibility, justice, and morality. Students will engage with case studies, critical discussions, issues, and problem solving through exercises, field trips, and speakers. Through critical consideration of legal history, law and policy, culture and religion, economics, politics, and other critical topics, students explore how law and access to the justice system can promote justice, development, and resources in communities.

Law 5203. Dispute Resolution in Practice: Residency 1 (1)

Dispute Resolution in Practice is an immersive, experiential, residency course through which students explore ethics, problem solving, advocacy, and various stages and kinds of dispute resolution. This residency will be focused on the fields of Negotiation and Mediation. To develop a deeper understanding of Negotiation and Mediation in practice, students will engage in case studies, live role plays, mock negotiations and mediations to learn how dispute resolution professionals resolve controversies and resolve complex conflicts. Prerequisites: Law 5203 Dispute Resolution in Practice: Residency 1. Students will practice and experience the hands on practical training that the Straus Institute for Dispute Resolution is known for. Students will get an opportunity to learn from fellow students but to also practice and learn with experienced mediators, negotiators and legal practitioners, including judges and arbitrators.

Law 5204. Dispute Resolution in Practice: Residency 2 (1)

Dispute Resolution in Practice: Residency 2 is an immersive, experiential and advanced residency course through which students explore ethics, problem solving, advocacy, and various stages and kinds of dispute resolution. This course is focused on the skills of Arbitration and Arbitration Advocacy. This course will also discuss the advanced issues of mixed mode and cross-cultural dispute resolution mechanisms. This residency will be focused on the fields of Arbitration and Complex Dispute Resolution Mechanisms. To develop a deeper understanding of Arbitration and Advanced Negotiation/Mediation in practice, students will engage in case studies, live role plays, mock negotiations and mediations to learn how dispute resolution professionals

resolve controversies and resolve complex conflicts. Prerequisite: Law 5203
Dispute Resolution in Practice: Residency 1.

Law 5205. Online LLM Residency 1--The World of Conflict Resolution (1)

Online LL.M. Residency 1 -- The World of Conflict Management provides LLM students with an overview of the spectrum of processes and skills they may draw upon to solve problems, manage conflict and resolve disputes in public and private venues. Lawyers confront and address conflict in wide variety of settings--within families, workplaces and organizations, in communities, in commercial transactions and relationships; and other situations, domestic and international. Effective management and resolution of conflict demands a working knowledge of a range of processes including negotiation, and forms of mediation, non-binding evaluation, binding arbitration and litigation, and the acquisition of related skills and insights relating to effective communication, the psychology of conflict, and cross-cultural interaction and communication.

Law 5206. Online LLM Residency 2--Dispute Resolution in Practice for Lawyers (1)

Online LLM Residency 2 -- Dispute Resolution in Practice is an immersive, experiential and advanced residency course through which students explore ethics, problem solving, advocacy, and various stages and kinds of conflict management and dispute resolution. This course is focused on the skills of cross-cultural dispute resolution, facilitation, group dialogues and arbitration advocacy. This course will also address advanced, complex approaches including stepped dispute resolution processes, forms of interplay between mediation and arbitration in "mixed mode" practice, and real-time approaches to relational conflict management. To develop a deeper understanding of Arbitration and Advanced Negotiation/Mediation in practice, students will engage in case studies, live role plays, mock negotiations and mediations to learn how dispute resolution professionals resolve controversies and resolve complex conflicts.

Law 5301. Health Law (2)

Health care is America's largest and fastest growing business with complex interactions across most sectors of American life in law, economics, politics, business, and families. The law and public policy affect health care providers, consumers, employers, and employees. Further, the government bears the largest share of the cost for health care in the United States, and it is governed by complex webs of law and regulations. This course explores these complex intersecting laws governing health care in the United States as they affect providers, patients, communities, and business.

Law 5302. Business Organizations (2)

This is an introduction to the law relating to business enterprises. The course especially examines corporations and compares them to sole proprietorships, partnerships, and limited liability companies. Specific topics include the formation, financial structure, and control structure of different types of business organizations. Also, the course covers the principles of

agency that are involved in contracts between business organizations and the public with which they deal.

Law 5304. Education Law (2)

A study of the legal aspects of education in America, including the policy principles for creating and maintaining public schools, private schools, home schools, and charter schools. Topics covered include school finance, tort liability, student rights, personnel administration, civil rights, higher education, religious expression, free speech, and voucher programs.

Law 5305. Intellectual Property (2)

This survey course introduces the four fundamental types of intellectual property protection: patent, trademark, trade secret, and copyright. Additionally, some time will be spent exploring the concepts of unfair competition and the right of publicity. This course is designed to give students a general working knowledge of the types of IP protection available, as well as the strengths and limitations of each type and how they may be used to complement one another. A technical background is not required, even for the patent materials.

Law 5306. Employment Law (2)

Employment Law is an elective survey course on private employment law. This course examines issues involved in employment, including the nature of the employment relationship; individual and collective employee rights; trade secrets, unfair competition, non-competitive agreements, and employee inventions; selected regulatory topics, including health and safety, and wage and hour issues; direct and vicarious employer duties and liability; an introduction to employment discrimination law and a survey of selected discrimination topics; and termination of employment.

Law 5307. Law and Policy Study Tour (2)

Law and Policy Study Tour: D.C. undertakes the study of how federal law is made, influenced, and enforced in our country, including the role that politics plays in the legislative and executive branches. In undertaking this study, students will examine the roles of Congress, agency counsel (as they exercise powers delegated to the agency by Congress), the president, executive officers, federal courts, and lobbyists. In particular, students will learn the intricacies of the legislative process and the oversight functions of Congress that accompany its legislative powers.

Law 5308. London Study Tour (2)

This course provides an introduction to international law (IL) and public diplomacy broadly defined and draws, specifically, upon the long-standing relationship between the United States and Great Britain to exemplify principles of international law and policy in action, using the historic city of London as the backdrop for an immersive study abroad experience. This course includes, but is not limited to, the following topics: (1) comparative government studies (2) sources of international law (3) actors of international law (4) international environmental and economic law and (5) jurisdiction and immunity. This course focuses primarily on public law and diplomacy,

emphasizing the relationships between sovereign state actors and discusses how politics and culture inform the development, negotiation, and enforcement of international agreements.

Law 5309. Practical Litigation (2)

Practical Litigation introduces the graduate student to the practice of litigation in federal and state courts. It incorporates hands-on learning and concerning attorney-client relationships, preparing budgets and case evaluations, building a discovery plan, managing evidence, preparing for trial, and winning appeals or resolving cases by settlement. Each topic is introduced in asynchronous lectures with short credit/no credit assignments designed to build and assess litigation-based skills, followed by live synchronous discussion time to reinforce concepts and develop the ability to articulate the litigation concepts covered in asynchronous lecture, reading, and assignments. The course is designed for professionals who are not lawyers but who will interface with litigation teams in law firms, in-house legal departments, or various corporate settings.

Law 5311. Geneva Study Tour (2)

This Online Programs Study Tour will examine how international commercial and public disputes, including international sports disputes, are resolved by international organizations and dispute resolution institutions. The study tour employs the historic city of Geneva, Switzerland as the backdrop for an immersive study abroad experience. The course will begin with an overview of international organizations and international dispute resolution, focusing on the major players organizationally and geographically. It will offer approximately eight hours of asynchronous overview, with three major topics: international organizations theory and practice; international commercial dispute resolution theory and practice; international sports dispute resolution theory and practice. For each of the topics, the asynchronous sessions will explore how international organizations and institutions based in Geneva and beyond contribute to dispute resolution. Building on this background, site visits and guest lectures in the international city of Geneva will provide opportunities for students to visit and interact with a variety of international and dispute resolution organizations

Law 5401. Mediation Theory and Practice (2)

The mediation class examines the dynamics, benefits, constraints, and skills related to third-party intervention in the resolution of legal disputes. The course explores mediation as a collaborative process of resolving conflict, the legislative, ethical, and practical constraints on its use, as well as the skills needed to serve in a mediation capacity. There is an emphasis on learning through simulation exercises which are drawn from the labor, family, and commercial areas.

Law 5402. Arbitration Theory and Practice (2)

Many business and employment disputes are resolved through out-of-court binding arbitration processes. This intensive, interactive course is designed

to provide students with a practical grounding in counseling and advocacy skills required for state-of-the-art arbitration practice through problems and exercises simulating common arbitration scenarios in which students play the parts of lawyers, arbitrators, and parties. Students learn how to draft dispute resolution agreements for arbitration and how to advise clients on many different aspects of arbitration, including the suitability of arbitration as an alternative to negotiation, mediation, or litigation. They also experience advocacy roles at all stages of arbitration, including the filing of an arbitration demand, the selection of arbitrators, planning for and conducting hearings, the publication of a final decision (award), and the enforcement or setting aside of an award. The course emphasizes modern commercial and employment arbitration in the US but also includes references to international, consumer securities, and labor arbitration.

Law 5403. Cross Cultural Conflict and Dispute Resolution (2)

This course examines how obvious and not-so-obvious cultural differences impact resolution of inter-personal and inter-state (international) disputes. Specifically, the course will bring an international perspective to understanding the impact of culture in the most commonly used international and domestic dispute resolution practices (negotiation and mediation). This course also surveys the impact that cultural differences, stereotypes, and attributions have on key dispute resolution processes, and on conflict generally. It is designed to build theoretical knowledge, to equip students with an analytical framework useful in determining suitable dispute resolution processes, and to instill practical skills and strategies to enhance effectiveness in cross-cultural contexts. Cultural differences in language, customs, values, legal systems, and world-views are examined along various dimensions: orientation towards the individual or the collective community; importance of career success over quality of life; deference to authority; long vs. short term orientation; extent to which expectations for behavior are implicit or express; perceptions of time and personal space; and aversion to risk.

Law 5405. Psychology of Conflict and Communications (2)

This is a survey course covering the intersection of psychology, law, conflict, and dispute resolution with application to human communication. This course explores psychological phenomena, the frameworks for analyzing conflict that results from these phenomena, as well as conflict resolution communication skills to address these phenomena. This course is designed to provide insights from areas of cognitive and social psychology, neuro-collaboration, and communication theory and apply those insights to dispute resolution and negotiations. Topics include: paradigms for the sources of conflict; escalation and de-escalation theory; the physiology of conflict; managing personalities in conflict resolution—both “regular” and “high conflict” personalities; emotional intelligence competencies and conflict resolution; exposure to the cannon of personality instruments including MBTI and TKI; the myth of rationality and decision-making; cognitive biases; neuropsychology including empathy, mirror neurons, and memory; trust and altruism; persuasion, rhetoric, dialogue, narrative paradigm, and linguistics;

power, threat, and face-saving; and anger and the limits of argumentation and rationality.

Law 5406. Selected Issues in Dispute Resolution: Employment Disputes (2)

This course will address protocols for resolving disputes in the nonunionized workplaces. The class will discuss unique concerns originating from the negotiation, mediation and arbitration of employment claims like race, age, gender and religious discrimination; sexual harassment, wage hour class actions, Americans with Disabilities Act violations, workers' compensation, whistleblowers, Family and Medical Leave Act violations, and occupational safety requirements; and wrongful termination, EEOC dispute resolution programs internal dispute resolution programs, internal dispute systems for employees, and the growing trend of ombuds offices.

Joint Degree Programs

JD/MBA Degree Program

In establishing a JD/MBA program, Pepperdine University Caruso School of Law recognized the growing need for additional training for lawyers and businesspersons alike to be competitive in today's global marketplace. The JD/MBA program offered at the Caruso School of Law and the Graziadio Business School provides the unique opportunity for students to gain the knowledge required to address the increasingly complex legal problems that will arise as American business expands further into the world market.

The JD/MBA program allows the student to compress a five-year program of study into four years. Studied separately, the Caruso School of Law juris doctor program is an 88-unit, six-term program and the Graziadio Business School MBA program is a 55-unit, four-term program. Together as a joint program, they comprise 129 units of study. This is accomplished by offering 82 units of law study and 47 units of business courses. Students must gain admission into each program separately and they receive a degree from each program rather than one joint degree.

In most cases, the first year of the JD/MBA program at Pepperdine is completed exclusively in the full-time law program. However, students may begin with the first year of study at the business school. Classes for the program begin in the fall semester of each year.

JD/MPP Degree Program

The Juris Doctor and Master of Public Policy (JD/MPP) program is a joint program between the School of Public Policy and the Caruso School of Law. It is designed to strengthen and perfect the preparation of those whose successful leadership depends on a fuller understanding and a stronger skill-set for addressing issues of public policy in the practice of law. The program also explores the interface between the private business sector and an increasingly complex government presence. Reflecting a Christian commitment to subsidiarity and grass-roots problem solving

within community, the program addresses the management of nonprofit associations and foundations, understanding that at times, they may depend heavily on a carefully tended relationship with government or may be expected to provide social services on behalf of the government. The Pepperdine program is unique in recognizing the growing importance of the intermediary institutions between the federal government and the individual, as well as the critical role of local, regional and state government. It further acknowledges the need for domestic and global business to appreciate more fully the implications of public policy, both in the United States and other regions, and how to manage those policies.

The four-year joint JD/MPP program requires a total of 116 units: 78 units of law courses and 38 units of the public policy curriculum. It thus permits the student to complete in four years what would ordinarily require five years if undertaken separately. Applicants for the joint program must apply and be granted admission to both the School of Public Policy and the Caruso School of Law. The admission requirements for potential JD/MPP students are identical to the admission requirements for the JD and MPP degrees if pursued separately.

The first year of study is completed exclusively through either the School of Public Policy or the Caruso School of Law, with the second-year studies taken at the school not enrolled in during the first year. The third and fourth years of the program are completed at the Caruso School of Law for three semesters and the School of Public Policy for one semester.

JD/MDIV Degree Program

The Juris Doctor/Master of Divinity (JD/MDiv) is designed to advance the university's mission of strengthening lives for purpose, service, and leadership. Students with both legal and theological training have critical tools with which to better integrate faith and learning. Graduates of such programs work not only for law firms, but also for churches, non-profit and public policy organizations, and legal advocacy clinics representing the poor and disabled.

A student can earn a law degree and a master of divinity in five years, rather than the six years usually required. Students will be required to complete 79 units for the law degree and 74 units for the divinity program. Applicants must apply and be granted admission to both the Caruso School of Law and Seaver College, Religion and Philosophy Division.

JD/MDR Degree Program

Students may concurrently earn a juris doctor and a master of dispute resolution degree. Fourteen units from the Pepperdine juris doctor program can also apply toward the 32 units necessary for the master's degree. A Pepperdine law student need only complete an additional 18 units to earn the master's degree. These units could be completed over summer sessions, allowing students to earn both degrees in three years. Applicants must apply

and be granted admission to both the juris doctor program and the master's degree program.

MDR/MPP Degree Program

The Master of Dispute Resolution and Master of Public Policy (MDR/MPP) program is the joint effort between the Caruso School of Law's Straus Institute for Dispute Resolution and the School of Public Policy. Students can obtain both degrees by earning 20 units in dispute resolution and 38 units in public policy. Applicants must apply and be granted admission to both the Caruso School of Law and the School of Public Policy.

Cross-Registration Policy

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 vice dean or designated administrator of the other school and the instructor of the course. Students should also have the permission of the vice dean 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.

Students admitted to University-established joint degree programs will be charged the tuition flat rate of the school in which the student is carrying the greater number of units in that particular term.



SCHOOL POLICIES



All policies of the Caruso School of Law, both academic and nonacademic, are subject to change within a school year, and therefore all current policies may not be reflected in the most recent catalog of the Caruso School of Law.

Admission Information for Juris Doctor Degree

Admission is based on the applicant's academic record, Law School Admission Test score, and other relevant information, and is governed by the university's nondiscrimination policy (see Legal Notices). Only those applicants who show substantial promise of successfully completing the study of law are accepted.

Beginning students are admitted only in the fall semester. The Caruso School of Law strongly recommends that students in the first year devote themselves full-time to the study of law. In any event, the amount of time spent in any outside employment should not interfere with the full-time study of law and cannot exceed twenty hours per week.

That being said, Pepperdine encourages students to gain practical work experience in their upper-division years, both as a way to learn about the practice of law and possibly as a way to help secure employment. Because of the competitive nature of the study of law and the practice of law, applicants should have serious goals and high motivation.

Prelegal Education Course of Study

The Caruso School of Law does not prescribe a definite prelegal curriculum for its applicants. A broad general education is usually considered better for the study of law than specialized study in subjects closely related to law. Nonetheless, prospective law students should keep certain goals before them in planning their college program. They should strive to acquire the ability to communicate ideas with precision, both orally and in writing, to gain critical understanding of human values and institutions, and to develop the ability to think analytically and creatively.

It is strongly recommended that law students take courses in both basic accounting and economics prior to entering law school. Other helpful courses include those which strengthen the student's ability to use proper grammar and sentence construction in both written and spoken communication.

For additional information on prelaw study, see the current ABA-LSAC Official Guide to ABA Approved Law Schools, prepared by the Law School Admission Council and the American Bar Association. This book includes material on the law and lawyers, together with individualized information on most American law schools. It may be viewed at lsac.org.

Admission to the First-Year Class

Applicants to the juris doctor program should have received a bachelor's degree from an accredited college or university prior to the time of registration. The following steps must be completed prior to consideration for admission:

Filing of Application

Each candidate must submit a completed application for admission via the LSAC Electronic Application. The priority application deadline is February 1. The final application deadline is April 1.

Standardized Tests

All applicants must take the Law School Admissions Test (LSAT) or the Graduate Record Exams (GRE).

Law School Admission Test (LSAT)

The LSAT is given multiple times each year at testing centers established for the convenience of applicants in all parts of the United States and in many foreign countries. Because admission decisions are made beginning in early January, it is recommended that applicants take the LSAT no later than the April test date of the year prior to expected enrollment. Application forms and information concerning the time and place of the examination may be obtained from LSAC website: lsac.org.

Law School Admission Test Scores are considered valid for a period of five years. Test scores prior to that period of time are not considered by the admissions committee.

Graduate Record Exams (GRE) Test

Pepperdine Law will accept the GRE test. We will only accept official GRE score reports from ETS. Please indicate Pepperdine University as a recipient of your test scores and indicate our school code of 4371. For more information on submitting official score reports, please visit the ETS website. Applicants are encouraged to take the GRE early but no later than April of the year in which admission is sought.

Additional information regarding applying to Pepperdine with a GRE score can be found on our website. Registration information for the GRE can be found on the ETS website.

Credential Assembly Service

Applicants should register with the LSAC's Credential Assembly Service (CAS). The Credential Assembly Service fee covers: transcript summarization; the creation of your law school report (an academic summary report; LSAT score; copies of all transcripts and copies of letters of recommendation), letter of recommendation processing; and electronic application processing.

Transcripts

After you register for the Credential Assembly Service, you must have a separate transcript sent to LSAC directly from each undergraduate and graduate institution you attended. You must use LSAC's Transcript Request Forms for this purpose. Your Transcript Request Forms will be available only after you sign up for the CAS and enter your institution information.

Letters of Recommendation

Two letters of recommendation are required. Recommendations should be furnished by those individuals who can best assess your ability to succeed in law school. When possible, at least one of the recommendations should be provided by a faculty member with whom you pursued your undergraduate studies. Pepperdine Caruso School of Law requires that your letters be submitted through the LSAC Letter of Recommendation Service.

Admission Policy Statement

The primary goal of the admissions process is to enroll students who demonstrate outstanding academic and professional promise, a commitment to our Christian mission, and whose background, life experiences, and perspectives have shaped their character and ability to contribute uniquely to our Christian mission, the enrichment of our educational environment, and our culture of community belonging.

Campus Visits

Prospective students are encouraged to visit the campus and tour the facility. Whenever possible, a campus visit will include a tour of the Caruso School of Law given by a current law student and the opportunity to attend a first-year law class. The Caruso School of Law admissions personnel are available Monday through Friday from 8 AM until 5 PM to answer questions and provide information.

Accepting an Offer of Admission

Offers of admission to entering first-year students are made only for the fall semester and cannot be carried over to subsequent years. After receiving notice of admission, the following steps are required to complete acceptance of the offer:

Acceptance Deposit

The applicant is required to make two deposits to the Caruso School of Law. Unless the deposit is received on or before the date stated in the offer of admission, the acceptance may be canceled so that the place may be offered to another applicant. The first deposit of \$400 is required by April 15. The second deposit of \$600 is required by June 15. Both deposits are not refundable. For those applicants who matriculate, the acceptance deposits will be applied toward the first semester's tuition.

Official Transcripts

Each applicant, after accepting the offer of admission, must have an official transcript sent to the Caruso School of Law directly from each college or university which granted a degree, showing the degree and date awarded. These transcripts, while not required to hold the applicant's place in the class, must be on file prior to October 5. All transcripts and documents submitted become the property of the university and are not returnable. A

student's final admission to the Caruso School of Law cannot be granted until such transcripts are on file. Transcripts sent to the Caruso School of Law via the Law School Admissions Council (LSAC) during the application process can fulfill this requirement only if the degree was posted on the transcript.

OTHER ADMISSION RELATED POLICIES

Admission with Advanced Standing

Admission with advanced standing may be considered only for individuals who have satisfactorily completed a portion of their studies at a law school approved by the American Bar Association. The student must satisfy the entrance requirements for beginning students at Pepperdine University Caruso School of Law. In addition, the student must submit an official law school transcript and a letter of good standing from the school attended that indicates present status and current class rank. A law student disqualified elsewhere because of low scholarship will not be admitted to the Caruso School of Law. Credit allowable for advanced standing is determined by the academic dean. Except in unusual circumstances, no more than 30 such credits will be accepted and no credit will be allowed for courses unless the student earned at least a D (1.00) in such course. Transfer students admitted to the Caruso School of Law are not eligible to receive an official class ranking but will be given an equivalent rank in class. Transferred units will not be computed in determining the grade point average. Students graduating from Pepperdine University Caruso School of Law must complete their last fifty-eight units of study in residence. The deadline for transfer applications and all supporting documentation is July 15.

Readmission After Withdrawal

Students who withdraw from the Caruso School of Law are not entitled, as a matter of right, to return. They must compete with other applicants for a place at the time they wish to return.

In making a decision about an application for readmission, the following matters are among those considered:

- whether the student meets the current standard for admission;
- the quality of work done prior to withdrawal;
- the length of time between the withdrawal and application for readmission; and
- the reasons for withdrawal.

Readmission of Service Members

Pepperdine will readmit a service member with the same academic status they had when last attended the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. The student must notify the school of their military service and intention to return to school as follows:

- Notification of military service. The student (or an appropriate office of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances.
- Notification of intent to return to school. The student must also give oral or written notice of their intent to return to the school within three years after the completion of the period of service.

A student's readmission rights terminate in the case of a dishonorable or bad conduct discharge, general court-martial, federal or state prison sentence, or other reasons as described in 34 CFR 668.18(h) federal regulations.

Please contact the Veterans Office for additional information at (310) 506-7999 Office of Student Information and Services.

Withdrawal Because of Military Service

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

If the involuntary withdrawal occurs during the period of a term where the grade of "I," indicating incomplete work, could be granted, students may request a grade of incomplete from the professor. All appropriate rules for incomplete courses apply, with one exception: If the student is still on active duty when the expiration date to complete the course and revoke the incomplete occurs, the grade will default to WM (rather than F) and a full refund will be made to the student.

Furthermore, once students complete their involuntary tours of duty, upon request, Pepperdine will readmit them within the first 12 months following completion of their tours of duty without requiring them to reapply to the University. The students' tours of duty time will not count as part of the time limit set for degree completion. Along with a letter of intent of withdrawal, the student must submit a copy of his or her military orders. For readmission, students must submit a copy of their discharge papers along with a request for readmission.

Qualification for Admission to the Bar

In addition to a bar examination, there are character, fitness, and other qualifications for admission to the bar in every U.S. jurisdiction.

Applicants are encouraged to contact the Board of Bar Examiners of the state(s) in which they intend to practice, in order to secure information regarding the qualifications for admission to the practice of law, including character and fitness requirements, in that jurisdiction. Additional information can be found on website of the National Conference of Bar Examiners.

For applicants interested in the practice of law in California, information can be found at the State Bar of California website.

California Registration as a Law Student

The state of California requires that each student seeking to practice law in California must register with the Committee of Bar Examiners. The registration application should be filed online before a moral character application or examination application is filed. A fee is required by the state at the time of such registration. Registration forms are only available online at calbar.ca.gov.

Examination for Admission to Practice Law

The California State Bar Act requires at least three years of law study to qualify an individual to take the examination for admission to practice law in California. Prospective law students should obtain from the Committee of Bar Examiners a copy of applicable rules, as compliance therewith is the responsibility of the student.

Veteran's Educational Benefits

Pepperdine University Caruso School of Law is approved for the training of veterans. Detailed Information can be found at pepperdine.edu/registrar/veterans.

Financial Information

Tuition and fees cover only a portion of the total cost of educating a student. Since Pepperdine Caruso School of Law is a private, independent institution that does not receive operating support from public funds, it relies upon gifts from alumni and supportive friends and foundations, as well as income from endowments to provide both operational and capital funds not covered by student charges.

Current Charges

The following charges are for the academic year beginning August 2023. 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.

General Charges

Acceptance deposits ¹	\$400/600
Tuition	
Per semester, fall and spring (10–18 units)	\$33,725
Per unit, fall and spring (fewer than 10 units and more than 18 units) ..	\$2,480
Per unit, summer	\$2,480
Student Bar Association fee, per semester (fall/spring)	\$35
Dispute Resolution tuition (per unit)	\$2,480
Dispute Resolution Activity Fee	\$900–1900
Online Program Tuition per unit	\$2,480
Online Program Residency Fee	\$350
Online Geneva Study Tour Fee	\$3,500
Online London Study Tour Fee	\$3,500
Online Program DC Immersion Fee	\$400
London Program, tuition only fall (10–18 units)	\$33,725
London Activity fee (fall)	\$2,800

Room Charges

Housing Prepayment ³	\$500
Student Housing, per semester ⁴	\$9,700

Charges (Non-refundable)

Transcripts, per copy	\$5
Finance charge (per day) ⁵027%
Returned check charge	\$25
Withdrawal fee	\$150
Two-payment option service charge ⁶	\$25

Three-payment option service charge ⁷	\$50
Auditing fee, per class.....	50% of tuition

- The applicant is required to submit two deposits to the Caruso School of Law. Unless the deposit is received on or before the date stated in the offer of admission, the acceptance may be canceled so that the place may be offered to another applicant. The first deposit of \$400 is required by April 15. If written notice of a decision not to enroll is received by the school on or before the June 14 preceding the anticipated date of enrollment, \$200 of the acceptance deposit is refunded. The second deposit of \$400 is required by June 15. The second deposit is not refundable. For those applicants who matriculate, the acceptance deposits will be applied toward the first semester's tuition.
- The activity fee for the Straus study tours varies each year depending on the cost associated with each activity and whether or not housing/hotel accommodations are reserved for the group or handled individually.
- Required of all first-year/transfer students who wish to reserve a space in campus housing for the fall semester.
- Room-only charges for the Caruso School of Law apartment complex.
- A .027% per day delinquency charge (liquidated damages under Cal. Civ Code §1671-b) is applicable to all delinquent balances. The imposition of such a delinquency charge does not constitute an agreement to forebear collection of the delinquent payment.
- Students who are eligible for and choose to use the Two-payment option will be assessed a \$25.00 service charge per term, due with the first payment.
- Students who are eligible for and choose to use the Three-payment option will be assessed a \$50.00 service charge per term, due with the first payment.

Full-Time Student Budget* for nine Months, 2023–2024

Tuition (two semesters)	\$67,450
Room/Board.....	\$22,600
Books	\$1,200
Wellness.....	\$526
Student Body Association Fees	\$70
Transportation.....	\$1,600
Personal	\$5,900
Total	\$99,346

**The budget listed above does not include an allowance for the Caruso School of Law's mandatory health insurance policy, but the budget can be increased to include the cost of the Student Health Insurance Plan (SHIP).*

Payment Policies

Students are responsible for the payment of any outstanding balance on their student account. All tuition, fees, room and board charges are due by the first day after the add/drop period of the term unless the student is

eligible for and has chosen one of the installment payment options listed below. Students who register after the due date are required to pay at the time of registration. Registration and confirmation of class assignments are not complete until financial clearance is received, indicating full or partial payment in accordance with the payment policies described below.

Students who fail to attend class or leave the university for any reason must formally withdraw through the Records Office. In addition, a withdrawing student must contact the Office of Financial Assistance and the Housing Office, if applicable. Failure to complete this withdrawal process will result in continued obligation for tuition and other charges.

Billing

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

In compliance with FERPA (Family Education Rights and Privacy Act) students that wish to grant parents, spouses, or third parties access to their student account information or to allow the parent, spouse, or third party the ability to make an online payment, must grant the person/s access to this information and payment link by completing the Guest Access link on the student’s WaveNet account.

Payment Options

The University offers several payment options for students to pay their tuition, and room and board charges.

Simple Payment Option

The balance of the student’s account is due in full by the first day after the add/drop period for each term. Finance charges will be charged for each payment that is delinquent.

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

Students whose accounts have not previously been in default, will be permitted to pay the charges for tuition and room remaining after deduction of any financial assistance, in installments as described below.

Finance charges will be applied to each installment payment that is not received by Pepperdine by the due date. Finance charges will accrue daily on charges not paid by the due date. The privilege of using one of the installment payment options will be revoked upon any installment payment becoming delinquent. Students who do not comply with payment policies or

who have previously been in collections will be required to pay all charges prior to future registrations and advance registrations.

The installment payment option will split the approved charges into monthly payments but will not automatically make the payment. Each installment payment will need to be paid monthly either by check, eCheck, Cashier's check, or wire transfer. Payments not received by the due date will accrue a daily finance charge.

The installment payment option is not applicable for the Summer term. Registration for the Summer term requires payment of all charges on or before the designated due date for that term.

Two-Payment Option

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

For Fall and Spring Terms

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

Three-Payment Option

Tuition and room charges remaining after deduction of any financial assistance 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 online account. A service charge, per term, will be added to the student account.

For Fall and Spring Terms

First Installment Due: on the first day after the add/drop period for the term.
Second Installment Due: 30 days from the first installment payment due date.
Third Installment Due: 30 days from the second installment payment due date.

Organization/Sponsorship Special Billing

Special billing is for students receiving funds from an organization that requires our Student Accounts Office to send an invoice. Students will be required to complete a consent form and provide the authorization form from the organization to the Student Accounts Office by the start of each term. The authorization form needs to include the dollar amount or fees the organization will be covering, the length of the approved authorization, a contact person, and the billing address.

Once approved by the Student Accounts Office, the University will allow a deferral of 30 days from the start of the term on the payment covered by the organization. Any fees not covered by the organization are due by the noted due date(s) on the student's account. All balances not paid by the due dates will incur finance charges.

The student is ultimately responsible for paying all charges on the student account. Therefore, if an organization does not send payment the student will be responsible to cover the charge. Charges for each term must be paid in full in order to register for a future term.

Company Reimbursement Payment Option

For students reimbursed for tuition by their employers, the University will allow a deferral of payment after deduction of any financial assistance. All financial aid funds are applied to tuition charges and fees first. Deferment of tuition charges and fees due to company reimbursement does not create excess funds. Funds cannot be released until all institutional charges are paid. If financial aid funds do not cover full tuition, the remaining balance may 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 Caruso School of Law Office of Student Accounts on or before the due date to avoid a \$50 late payment fee and finance charges of .027% per day on any delinquent balance.

Missing a deadline may revoke the privilege of using the Company Reimbursement Payment Option at future registrations. To qualify for this payment option, the student must fill out and return the Company Reimbursement Agreement form to the Caruso School of Law Office of Student Accounts by the first day of the term. The Company Reimbursement Agreement form may be obtained by contacting the Caruso School of Law Office of Student Accounts.

If the Company Reimbursement Payment Option has been used in the past and the form is on file and still valid, this form may remain active through the completion of the degree unless the student changes places 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, or their student account has previously been in default.

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 received by the Student Accounts Office by the assigned due dates. Accordingly, the student should make arrangements each semester that assure ultimate payment of all charges.

Company Reimbursement Payment Option Payment Due Dates

Fall	Spring	Summer	Winter Intensive
January 15	May 15	September 15	March 15

How to Pay - Forms of Payment

The University will accept the following forms of payment in addition to financial aid and loans toward a student account balance: cash, checks (must be drawn on a US bank in US dollars), and wire payments (see below for further instructions).

Electronic check payments may be made online through WaveNet, under the Finance section and the Make a Payment link.

Paper checks should be made payable to Pepperdine University and must include the student's name and University issued ID number. These checks may be dropped off at the Student Accounts Office (located at the Caruso School of Law on the Malibu campus) or mailed directly to the University:

Pepperdine University
Office of Student Accounts
24255 Pacific Coast Highway
Malibu, CA 90263-7999

To make an international wire payment, the student may initiate the payment and receive the instructions by going to their WaveNet account, the Finances section and the Make a Payment link. Once there, the amount the student wants to pay will need to be entered, then choose the International Payment-Flywire option. It will then ask from what country the payment will be sent and based on this information, options will then be listed as to how to pay. Choose the option and follow the instructions to complete the payment.

If the currency and/or country you wish to use are not listed on this option or you are making a domestic wire transfer, please contact the Student Accounts Office for information regarding where to send a payment.

Books and supplies are purchased at the University or law school bookstore and, accordingly, require separate checks. Any personal spending money should be given directly to the student or deposited directly into the student's bank account and not sent to Pepperdine or deposited to the student account.

A fee will be assessed for each returned check. Repeated occurrences of returned checks will necessitate that future payments be made in cash or by cashier's check.

Payments in excess of the amounts due the University may be rejected and returned to the payor. Students are responsible for accurate and timely payments. Any overpayment amounts accepted by the University may be refunded at the end of the term with the student's written request. A \$50 processing fee will be deducted from the amount of the refund.

Payment for Summer School

All summer school payments are due by the first day of the session.

Penalties on Delinquent Balances

Paper bills are not provided. The amount due for each term will be available by viewing the student account online and will reflect the charges, credits, amounts due and specific due dates for each. Students are responsible to view their student account online for their account balance due and to make the appropriate arrangements for payment to be received by the due date. Finance charges will accrue daily on any past due balances.

Advance Registration

Any student whose account is current may participate in advance registration without additional payment until the appropriate due date. Advance registration will not be permitted if a student's account is delinquent. The University reserves the right to cancel the course registration for any student who advance registers for a subsequent semester but fails to clear the student account balance of any outstanding charges by the end of the preceding semester.

Class changes and changes in amounts due

In the event the student incurs additional charges with the adding of classes or through other adjustments, the resulting additional balances due must be paid immediately, or in accordance with the deferred payment option chosen by the student at the beginning of the term.

Students who withdraw from all classes or take a leave of absence after the initial registration and up until the last day of add/drop for the term will be charged a \$150 withdrawal fee.

Financial Aid

In order to assure the availability of financial aid funding, the student should contact the Financial Assistance Office early in the admissions process and well in advance of registration. Additional information concerning financial aid may be found in the appropriate section of this catalog or on the financial aid website.

Refund Policies

University operating expenses and student charges are planned on an annual basis. The refund policies have 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 the use of University services. The policies for dismissal and suspension are the same as for voluntary withdrawal. Students are not entitled to a refund of tuition or fees if Pepperdine University changes or alters course offerings, including mode of instruction (e.g., remote or online education).

Tuition

Consideration for refund of tuition requires written notice from the student to the Records Office of the student's intention to drop a course or withdraw

from the University. The date this notice is received by the Records 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. Students withdrawing from courses after the add/drop period are subject to the partial refund policies listed below for the fall and spring semesters.

Through the add/drop period (first two weeks).....	100% less \$150
During the third week.....	75%
During the fourth week.....	50%
During the fifth week.....	25%
After the fifth week.....	0

See each term course calendar for dates of percentages.

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 any time after the add/drop period. Tuition for classes not meeting on a regular semester schedule will be refunded in the same proportion as the above class time is to the total class time for a regular semester.

Students registered for fewer than ten units who subsequently add courses bringing their total units to ten or more must pay the normal flat-rate tuition amount. Continuing students whose tuition is less than the flat-rate amount because of dropping one or more courses are entitled to a partial refund on the same basis as in the above schedule.

Please review the withdrawal policy regarding the ramifications of withdrawal under the Direct Loan Program (DL) in the Financial Assistance section of this catalog.

Room and Board

On-campus housing is optional and has limited spaces for law students. Students who apply for housing are responsible for housing fees for the academic year for single students and for 12 months for students with families. Summer housing for single students is available for an additional fee, and students do not need to move out during the Christmas break. Withdrawing from the University before classes start is the only reason a contract can be cancelled and refunded minus the \$500 application and intent fee. Residents who withdraw, move out early, or are dismissed due to policy violations will be charged for the full year. Withdrawal for medical or other emergencies mid-semester will be considered on a case by case basis.

Room and Other Charges

Room fees, once incurred, are not refundable. All other fees and charges are non-refundable unless specifically stated in the catalog.

Refunds–Account Credit Balances

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

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

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

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

Payments in excess of the amounts due the University may be rejected and returned to the payor. Students are responsible for accurate and timely payments. Any overpayment amounts accepted by the University may be refunded at the end of the term with the student's written request. A \$50 processing fee will be deducted from the amount of the refund.

Security Interest in Student Records

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

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

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

Transcripts of Academic Records

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

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

Additionally, degrees and/or certificates will not be conferred nor posted on the student's transcript until all University obligations (academic, financial, and otherwise) are fulfilled. Every student with a loan must complete an exit interview with the Office of Financial Assistance before their student records will be released.

Financial Assistance

Pepperdine University Caruso School of Law offers financial aid to eligible students through university funded grants, scholarships and federal or private loan programs. Over 93% of the student body receives some type of financial aid. The Caruso School of Law offers a program of scholarship assistance made available through endowed funds, gifts from alumni, and the general appropriation of university funds. Students can expect to receive a financial aid award that consists primarily of federal and private loans. Students are encouraged to apply for financial aid prior to receiving an admission decision. Students will receive a Financial Aid Award Notification once they are admitted and their financial aid file is complete. All financial aid provided to Caruso School of Law students is administered through the Office of Financial Assistance. The Office of Financial Assistance communicates important information by means of Pepperdine WaveNet, so we encourage you to log in on a regular basis.

Application Procedure

Applicants to Pepperdine University Caruso School of Law are eligible for financial aid to assist with educational expenses. In order to ensure that their financial aid proceeds are available at the start of school, students are encouraged to begin the financial aid application process prior to receiving

an admission decision. To apply for financial aid student must complete the following:

Free Application for Federal Student Aid (FAFSA)

Complete the FAFSA online at studentaid.gov. The Office of Financial Assistance recommends that students complete the online FAFSA rather than the paper application. Students are encouraged to complete the FAFSA form as early as possible, but no sooner than January 1. The Title IV institutional code for Pepperdine University Caruso School of Law is 001264. In order to sign the FAFSA form electronically, you must register for a FSA I.D. at studentaid.gov/fsa-id/sign-in/landing. Once your FAFSA has been processed, a Student Aid Report (SAR) will be sent to you either through the mail or email. The SAR outlines the information that you report on the FAFSA, and provides you with an Expected Family Contribution (EFC) amount. It is important to review your SAR for accuracy. If corrections must be made to your SAR, please do so and return to the federal processor immediately.

The recommended deadline to submit the FAFSA is **April 1**. It takes approximately three-four weeks to process during peak periods. To check the status of your FAFSA, call (800) 433-3243, or you may check the application status online using your FSA I.D.

Non-United States Citizens

If you are an eligible non-United States citizen with a Permanent Resident Visa card (Green card), you must submit a clear photocopy of both sides of your registration card in order to be considered for financial aid.

Additional Application Requirements

Verification

When students apply for federal financial aid, the United States Department of Education verifies information with the following federal agencies.

- Social Security Administration—for verification of social security number and United States citizenship status
- Selection Service System—for verification of Selective Service Registration status
- Immigration and Naturalization Service—for verification of the eligible non-citizenship status
- Department of Justice—for verification that an applicant has not been denied federal student aid by the courts as the result of a drug-related conviction
- Department of Veteran Affairs—for verification of veteran status

Students who apply for need-based financial aid may be asked by our office to supply additional documentation to verify the information that

was reported on the FAFSA. Students will be awarded financial aid once all documentation has been received and evaluated.

Non-United States citizens are not eligible for federal financial aid. They are, however, eligible to apply for Private loans. In order to do so they must have a co-signer that is a credit worthy United States citizen.

Financial aid Notification

Once the Office of Financial Assistance receives the electronically transmitted FAFSA information from the federal processor each student who has been admitted to the Caruso School of Law is reviewed for federal financial aid. The Office of Financial Assistance offers financial aid packages that include scholarships and/or loans. All financial aid packages total the full cost of attendance. The Financial Aid Notification lists all of the financial aid that is being offered to the student. Award Notifications are sent to new and transfer students on a rolling basis from March through June. Returning students should receive their Financial Aid Notification by June. Students will receive an email instructing them how to access their Financial Aid package on-line.

Returning Student Awards

Returning students must reapply for financial aid each year. The Office of Financial Assistance attempts to award a comparable package each academic year. Factors such as budget and academic standing play an important role in determining financial aid availability; however, we do attempt to provide the same level of funding for all three years. Students must meet the requirements for scholarships and federal loans in order to receive them in subsequent years.

Scholarships Available for the Juris Doctor Degree

Scholarships

Pepperdine University awards a considerable number of scholarships. Many of these awards are made available by the allocation of University general funds, as well as the generosity of donors by means of endowed funds and alumni contributions. Financial aid, in the form of scholarships, is based on full-time enrollment, financial need, academic merit and personal achievement. Scholarships are considered a component of the student's financial aid package and cannot exceed the cost of attendance. If a student is awarded a scholarship, which exceeds the cost of attendance, the financial aid package will be adjusted accordingly.

Faculty Scholars

All applicants for admission to the full-time Juris Doctor program at Pepperdine University Caruso School of Law are eligible to apply for the prestigious Faculty Scholars Award. This award is granted to applicants who

demonstrate academic excellence, personal achievement, and a commitment to leadership in a Christian community without regard to financial need. It is recommended that applicants have a minimum undergraduate GPA of 3.75 and a minimum LSAT score of 165. Full tuition plus a seven thousand dollar stipend is awarded each year of law school.

The Faculty Scholars Award application must accompany a letter responding to the following:

- Pepperdine is deeply committed to its Christian mission and welcoming to students from all faiths as it prepares students for lives of purpose, service, and leadership. Caruso Law's mission encourages adherence to the highest moral and ethical standards. Please share how you would contribute to this unique community.

In addition, please highlight the following:

- Describe your two most significant extracurricular activities or honors received in college.
- Describe your most significant leadership experience.
- Describe your most significant employment experience.
- Describe your interest in law as a profession.

The Office of Admissions must receive a complete JD application and Faculty Scholars Award application no later than **Monday, January 8, 2024**.

Dean's Merit Scholarship

All applicants for admission to the full-time Juris Doctor program at Pepperdine University Caruso School of Law with an undergraduate GPA of 3.3 or higher and an LSAT score in the 89th percentile are considered for the Dean's Merit Scholarship. No formal application is required. The scholarship amount varies dependent upon funding and the number of qualified applicants, typically ranging from one-fourth to full tuition. Dean's Merit Scholarships are awarded annually and are renewable contingent upon maintaining a cumulative GPA of 2.8 at the end of each academic year. If the scholarship is not renewed because the 2.8 GPA was not maintained, it can not be reinstated in future years.

Dean's Excellence Scholarship and Caruso Scholars Award

The Caruso School of Law maintains a strong commitment to enrolling students who demonstrate outstanding academic and professional promise, a commitment to our Christian mission, and whose background, life experience, and perspective have shaped their character and ability to contribute uniquely to the culture of belonging and to enrich the educational environment at Pepperdine Caruso Law.

The Caruso Scholars Award and the Dean's Excellence Scholarship are awarded based on a student's likelihood of making unique contributions toward our Christian mission, enrichment of our educational environment,

and the culture of belonging at Pepperdine Caruso Law due to character-shaping life experiences, backgrounds, or perspectives. No formal application is required. All applicants are automatically considered based on information provided in their application for admission, including any responses to the Optional Statements. Although the Optional Statements are not required to be considered for admission, completing one or both provide the admission committee with a fuller understanding of the unique contributions applicants can make to the Pepperdine Caruso Law community.

Both scholarships are awarded annually and are renewable each year, contingent upon being enrolled full-time. If a student drops below full-time enrollment during any given semester, the scholarship will be prorated based on the percentage of the scholarship awarded.

Caruso Excellence Scholars

Students from underrepresented communities, who have graduated from any of the 106 Historically Black Colleges and Universities (HBCU), who are admitted are guaranteed a 50 percent scholarship. Each year, up to five admitted students will be selected to receive a full tuition scholarship. No formal application is required.

President's Scholarship

The President's Scholarship is awarded to students who are active members of the Church of Christ. A letter, verifying active membership, must be submitted from an elder of the student's church. The student must submit a verification letter each year from a local congregation, prior to the start of classes, in order to renew his or her President's Scholarship eligibility.

**Please note that all of the above mentioned scholarships are applicable to students enrolled in the Juris Doctor program during the fall and spring semesters only.*

Restricted and Endowed Scholarships

The generosity of our donors enables the Caruso School of Law to award annual restricted and endowed scholarships. Each year, a number of currently enrolled Caruso School of Law students are selected for these scholarships based on financial need, academic merit, and personal achievement. Additional information is available on our website:

law.pepperdine.edu/admissions/financial-aid/domestic-applicants/scholarships/restricted-endowed.htm

- S. V. Agarella Endowed Scholarship
- David J. and Katherine M. Barrett Endowed Scholarship
- Beck-Pfann Memorial Scholarship
- Tom and Karen Bellig Endowed Scholarship
- David and Camille Boatwright Endowed Scholarship
- James G. Bohm Endowed Scholarship
- Thomas G. and Sheila K. Bost Endowed Scholarship
- James B. Bristol Endowed Scholarship
- Margaret Martin Brock Scholarship in Law

- Kae and Kay Brockermeyer Endowed Scholarship Fund
- Shirley J. Brooke Endowed Scholarship
- Lauren Bemis Browne Endowed Scholarship
- Thomas and Debra Cantanese Endowed Scholarship
- Ching and Theresa Chang Endowed Scholarship
- Grace V. Chang Endowed Scholarship
- Athalie Clarke Endowed Scholarship
- Brian Dane Cleary Memorial Scholarship
- Roy C. Coffee III Endowed Scholarship
- Cramer Endowed Scholarship
- Hugh and Hazel Darling Dean's Scholarship
- Darling Foundation Endowed Caruso School of Law Scholarship
- Ashley M. DeLorenz Memorial Scholarship
- Edward D. Di Loreto-Odell S. McConnell Scholarship
- Kimberly Dawn Ellis Scholarship Fund
- R. Wayne Estes Endowed Scholarship Fund
- Judge McIntyre Faries Scholarship
- Chad Fischer Endowed Scholarship
- Froberg-Suess JD/MBA Scholarship
- Linda M. Gage AWP Endowed Scholarship
- Gerald Garner Memorial Scholarship
- Joan G. Garner Endowed Scholarship
- Terry M. Giles Honor Scholar Program
- T. and C. Grussing Endowed Scholarship
- Granville Homes Endowed Scholarship
- Guy P. Greenwald Jr. Endowed Scholarship Fund
- Jeannine Gregory Endowed Scholarship Fund
- Warren and Rosalie Gummow Endowed Scholarship
- Greg K. Hafif Endowed Scholarship
- Ronald R. Helm Endowed Scholarship
- Elizabeth and Keith Hinkle Endowed Scholarship
- Juanita C. Hoffman Endowed Scholarship
- Mark and Michelle Hiepler Endowed Scholarship Fund
- Edith Olive Kenney Assistance Scholarship
- JD/MBA Endowed Scholarship
- JSR Foundation Endowed Caruso School of Law Scholarship
- Woodrow Judkins Endowed Scholarship
- Janet E. Kerr Endowed Scholarship
- Kerrigan Scholarship Foundation
- Krist-Reavley Minority Scholarship
- Martha Delman and Milton Arthur Krug Endowed Law Scholarship
- Julia Kwan Endowed Scholarship
- Dr. Clara Lincoln Endowed Scholarship
- M. and B. Maryott Endowed Scholarship
- The Mager Scholarship in Law
- Greg Matthews Memorial Scholarship
- Odell S. McConnell Scholarship

- Gary and Beverly McDonald Endowed Scholarship
- James McGinley Endowed Scholarship
- John Merrick Law Scholarship
- Charles I. Nelson Endowed Scholarship Fund
- Gunnar Nicholson Endowed Scholarship
- Olsen Family Endowed Scholarship
- The Honorable Beverly Reid O'Connell Endowed Scholarship
- Patti Paniccia Law Scholarship
- Phi Delta Phi Scholarship
- Jamie Phillips Endowed Scholarship Fund
- Ronald Phillips Endowed Scholarship
- Pillsbury Scholarship
- Price Family Foundation Endowed Scholarship
- John Purfield Endowed Scholarship
- Scott H. Racine Award for Excellence in the Study of Taxation Endowed Fund
- Warren and Bette Rainer Endowed Scholarship
- Robert and Elizabeth Reeves Endowed Scholarship
- Linda and Tony Rubin Endowed Scholarship
- Stephen Sax Justice Endowed Scholarship
- Barbara A. Shacochis Scholarship
- The Benjamin G. Shatz Scholarship
- Stuart Silverman Scholarship
- Special Law School Scholarship
- Kevin and Jill Smith Endowed Scholarship
- Dean Tacha Endowed Scholarship
- The Honorable Raymond Thompson Endowed Scholarship
- Jaspreet Singh Tiwana Endowed Scholarship
- Thomas and Glenna Trimble Endowed Scholarship
- Philip Vincent Memorial Award
- Ken Waters Family Endowed Scholarship
- Howard A. White Endowed Scholarship
- J. McDonald and Judy Williams Caruso School of Law Scholarship
- Winnick Family Endowed Scholarship
- K. S. Zemplyny II Endowed Scholarship

50 For 50 Partners

In commemoration of our 50th anniversary, the \$50 million naming gift from Rick and Tina Caruso, and our rise into the ranks of the Top 50 law schools in America, the Caruso School of Law established the 50 For 50 Partners. Each Partner provides \$50,000 in scholarship support for our students to help reduce their debt load.

50 for 50 Founding Partners

- Anonymous Donor
- Anonymous Donor
- Anonymous Donor in Honor of Thomas Fessler
- Darius Baghai

- David and Kathy Barrett
- Michael and Jeanette Bidart
- Fred Bennett and Hon. Tricia Bigelow
- Jim Bohm
- Tom and Sheila Bost
- Ray Boucher
- James Bristol
- Paul and Courtney Caron
- Scott Chaplan
- Mark and Tracy Cramer
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- Michael Eisner of Eisner Law
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- Mark and Michelle Hiepler
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- Janet Kerr
- Robert Langholz
- Mike and Sharon Leach
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- Lewis and Sarah Lee
- Celeste and Sam Liversidge
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- Audrey Maness & Patrick O'Hara
- Chad and Jessica Mestler
- Steve and Inna Mikhov of Knight Law Group
- Yuri Mikulka and Matt Brainard
- Bill and Melissa Minick
- Tiffany Scalzitti Monroe
- Monty Moran
- Michael Palmer
- Ronald Phillips
- Michael Quigley
- Tony Richelieu
- Jill and Jeffrey Rosenfeld
- Caelan Rottman
- Tony Rubin
- Bobby Saadian of Wilshire Law Firm
- John Servidio
- Cicely Simpson
- Jen Spaziano
- Ken and Alice Starr
- Barton and Heidi Stern
- Danny Weinstein
- Michelle Marie West

- Julie Whalen
- Michael and Christa (Zofcin) Workman
- Katie and Tyler Zacharia

Scholarships from Private Sources

From time to time during the academic year, private groups outside the University offer scholarships of varying amounts. Such scholarships are announced on Pepperdine WaveNet by the Office of Financial Assistance.

FEDERAL LOANS

Federal loans are available to students who complete the financial aid application process and meet the posted deadlines. In order for students to be considered for a federal loan they must complete the Free Application for Federal Student Aid (FAFSA). Federal loan amounts and types will appear on the student's Financial Aid package.

Federal Unsubsidized Stafford Loan

Unsubsidized Stafford loans are not awarded based on a student's financial need. Through this program, a student may borrow up to \$20,500 annually. The interest rate is 7.05% and interest begins to accrue immediately upon disbursement. The student has the option of paying the interest quarterly or allowing it to accrue while in school. Repayment begins six (6) months after the borrower graduates or is no longer enrolled at least half-time. Federal law requires both entrance and exit counseling for this loan.

Federal Graduate Plus Loan

The Grad PLUS loan is a federal loan designed to assist graduate and professional students who are United States citizens or eligible non-citizens. Students may borrow the amount equal to the Cost of Attendance less all other financial aid. The Grad PLUS loan has a fixed interest rate of 8.05%, with repayment beginning 60 days after the loan is fully disbursed. Once in repayment, students who are enrolled at least half-time are eligible for an in-school deferment on the principal balance of the loan. The Grad PLUS loan is credit based, but the government does not factor debt-to-income ratio, therefore, more students may be approved for the Grad PLUS loan as opposed to private loans. The Grad PLUS loan has the same repayment, deferment, forbearance and cancellation provisions as the Federal Stafford loan program. The Grad PLUS loan may be consolidated with other federal loans.

Private Loans

Students in need of additional financial aid resources may apply for a private loan. Students may borrow an amount equal to the Cost of Attendance minus all other financial aid. Private loans are credit based, therefore it is required that applicants be credit worthy or have a credit worthy co-signer. A private loan is the only form of financial aid available to Non-US citizens. Non-US citizens must have a co-signer that is a credit worthy US citizen in order to apply for a private loan. It is the student's

responsibility to compare the loan terms of each lender. Information regarding interest rates, payments, fees, and repayment options can be obtained by contacting participating lenders (refer to the lender directory). The Caruso School of Law will not be held responsible for students who are denied private loans due to adverse credit.

Bar Loans

The Bar Examination loan is a private loan program that is available to graduating law students to finance expenses incurred during the Bar Examination process. Expenses include exam fees, review courses, and living costs for the period prior to being notified of Bar Examination results.

Institutional Loans

Pepperdine University Caruso School of Law Loan

The Pepperdine University Caruso School of Law provides minimal loans to students with exceptional need only in extreme cases. The loan bears an interest rate of 8%. Repayment begins six months after graduation with a minimum monthly payment of \$50. This loan is subject to the availability of funding.

Return of Federal Funds

A student who withdraws from all classes may lose eligibility to keep the full amount of disbursed federal funds. The withdrawal date will determine the amount of unearned aid. The University is required to return unearned federal Title IV funds (Federal Direct Loan Program, Federal Pell Grant, and Federal Supplemental Educational Opportunity Grant Program) as stated in Federal Regulations, 34 CFR parts 668, 682, and 685, Return of Title IV Aid. The amount of federal funding returned is determined by Return of Title IV Funds Program calculations. Funds are returned in the following order: Federal Direct Unsubsidized Loan, Federal Direct Subsidized Loan, Federal Direct PLUS Loan, Federal Pell Grant, and Federal SEOG. Additional information regarding return of federal funds may be obtained from the Office of Financial Assistance.

The return of federal funds may result in an outstanding balance on the student's account. If a student's account is not paid in full by the due date, it will accrue finance charges and late fees.

Loan Application Process

If you are a first-time Federal Stafford loan borrower at Pepperdine University Caruso School of Law, federal regulations require you to complete the following prior to loan certification:

Master Promissory Note (MPN)

The Master Promissory Note (MPN) is a legally binding contract between the borrower and the lender of the Federal Stafford loan. By signing the

MPN, the borrower agrees to all terms and conditions, including the responsibility of repaying all borrowed funds, plus interest and fees (if applicable). The MPN, which is valid for up to ten (10) years, allows a student to borrow subsequent/multiple Federal Stafford loans using the one promissory note.

Mandatory Entrance Counseling

Federal regulations require students to complete the mandatory entrance counseling session if they are a Federal Stafford loan borrower. Federal loans will not be disbursed until the entrance counseling is complete. The purpose of the entrance counseling is to advise students of their rights and responsibilities as an educational loan borrower. The entrance counseling session provides information on loan terms, repayment, and modest budgeting. Online Entrance Counseling is available on the federal site studentaid.gov (choose Pepperdine University when prompted for an institution)

It is recommended that students complete the loan application process no later than the **July 15** deadline, to ensure that loan funds are available at the start of the fall semester.

Loan Disbursement

Once all loan application requirements are complete, funds are sent to Pepperdine electronically in two disbursements (one per semester for both fall and spring) and applied to your student account. Loan fees, if applicable, are deducted from each loan disbursement.

Federal Work Study

The Caruso School of Law participates in the Federal Work Study program in order to support students who require employment earnings to finance their law school career. Work-study earnings are considered a component of the student's financial aid award. All positions, whether on or off campus, must be legal in nature and require approval by the Dean of Students. Students in their first year of law school are discouraged from participating in any form of employment. Types of eligible employment include:

Legal Clerk

Students who have been offered a legal clerk position with an outside law firm must submit a letter of intent from the firm, detailing the student's anticipated hire date, hours per week, salary rate, and job description. A contract agreement between Pepperdine University and the hiring firm will be drawn, stating the terms of the student's employment.

All positions require that a student complete an I-9 (Employment Eligibility Verification), W-4 (Employee's Withholding Allowance Certificate), wage notice, and a confidentiality agreement.

Joint Degree and Other Programs

Joint Degrees

Students enrolled in the JD/MBA, JD/MDiv, and JD/MPP programs are awarded by the school in which they are first enrolled upon acceptance to the Caruso School of Law. Each semester, students will be awarded based on the cost of attendance of the school in which they will be taking their units. When enrolled in Juris Doctor courses, students are eligible for all financial aid resources applicable to a JD student. When enrolled in MBA, MDiv, or MPP courses, students are only eligible for the financial aid resources available to these schools.

Summer Session

Financial aid is available to students enrolled in summer session. There is a separate financial aid application for each program offered in the summer. Most students maximize their federal loan eligibility during the nine-month academic year; however, loans are a source of funding for the summer term. Scholarships and grants are generally not available for the summer term. Students can apply on-line for a summer private loan, but funds will not be disbursed until the student is registered for classes. To ensure that loan funds are available at the start of summer term students must complete the summer loan application process no later than **April 1**.

London Program

Second- and third-year students planning to enroll in the London program during the summer or fall semester must notify the Office of Financial Assistance. The Office of Financial Assistance has a separate budget for London students, taking into account the increased costs of room, board, transportation and personal expenses while studying abroad. Students planning to attend a London summer program will need to complete the separate financial aid application located on our website.

Visiting Student Program

If you plan to visit another school and are in need of financial aid, you must notify the Office of Financial Assistance in writing. If, on the other hand, you are visiting Pepperdine from another school, you must contact your home school so that they may process your financial aid. A Consortium Agreement is required for all visiting students requesting financial aid.

Postgraduate Information

Mandatory Exit Counseling

Federal regulations require Federal Stafford and Perkins Loan borrowers to complete online exit counseling. The purpose of exit counseling is to answer any questions you may have regarding your rights and responsibilities as

an education loan borrower. The exit counseling session provides graduates with an aggregate summary of the loans borrowed while enrolled at the Caruso School of Law and offers information on repayment, deferment, financial planning, loan consolidation, and tax options.

Stafford Loan Exit Counseling

Federal Stafford Loan borrowers who graduate, drop below half-time, or are no longer enrolled in school are required to complete exit counseling. Students must complete exit counseling online.

Loan History

Graduates can locate prior and current federal loans by accessing studentaid.gov. This website will give you information about your student loan lender and provide information on loan amounts, outstanding loan balances, loan statuses, and disbursements. In order to access your records you will need your FSA ID.

Federal Loan Consolidation

Federal Loan Consolidation is available under the Federal Family Education Loan (FFEL) program as authorized by the federal government. Federal Loan Consolidation is designed to help individuals who have high monthly student loan payments. With Federal Loan Consolidation, you can consolidate all or some of your outstanding education loans, even if your loans are currently held by more than one lender and are of different loan types. Federal Loan Consolidation creates a single, new loan with one monthly payment.

The Caruso Loan Forgiveness Fund

The Caruso Family Loan Forgiveness Fund was established as an assistance program which partly repays the law school debt of Caruso School of Law Juris Doctor graduates who are launching careers in the fundamental, yet lower paying area of public interest law. Applications for this program can be obtained in the Office of Financial Assistance or by accessing the website at law.pepperdine.edu/admissions/financial-aid.

The Harry T. Shafer Loan Repayment Assistance Fund

The late Harry T. Shafer, along with his wife, Ruth, established a loan repayment assistance fund for Caruso School of Law graduates who have chosen careers in public service. Applications for this program can be obtained in the Office of Financial Assistance or by accessing the website at law.pepperdine.edu/admissions/financial-aid.

Tax Benefits

Government tax credit programs are designed to make college education more affordable to students and their families. Programs such as the following may be beneficial to graduates who are in repayment and are searching for ways in which to support their educational costs. Complete

details on educational tax programs can be found on the IRS website at irs.gov. Tax Benefits for Higher Education is located in Publication 970, and can be ordered by call (800) 283-3676.

Education Loan Interest Deduction

Taxpayers may deduct the interest paid on qualified education loans. Loans that qualify for the student loan interest deduction include Federal Stafford, PLUS, Perkins, and Federal Direct Consolidation loans. To claim the deduction, the taxpayer must be the individual responsible for repaying the loan. The interest deduction is based on the tax payer's adjusted gross income and currently has an annual maximum of \$2,500.

Lifetime Learning Education Tax Credit

The Lifetime Learning Credit authorizes a tax credit for expenses incurred for an postsecondary education. An individual may claim an income tax credit for 20% of qualified tuition and fees with a maximum yearly credit of \$2,000. This credit must be taken in the year that the educational expenses are incurred.

Tuition and Fees Deduction

The tuition and fees deduction allows qualified higher education expenses to be deductible as an income adjustment. This deduction is based on the taxpayer's adjusted gross income and has an annual maximum of \$4,000.

Delinquency and Default Prevention

When preparing for post graduation expenses, students should keep in mind that the repayment of their student loans is a high priority. Not meeting your loan repayment commitment could lead to negative credit reporting and default. There are a number of preventive measures that a borrower can take to be sure that he or she is not faced with the challenge of delinquent payments and/or defaulted loans. Lenders offer several repayment plans to suit the needs of borrowers. Students should consult with their lender regarding the repayment options available to them.

Law Financial Aid Satisfactory Academic Progress

Federal regulations (Sections 668.16(e).668.32(f) and 668.34) and Law School policies require financial aid recipients to maintain satisfactory academic progress (SAP). Students must proceed toward successful and timely completion of applicable degree requirements to be eligible to receive federal and state aid. Students receiving merit based scholarships or grants must comply with the specific academic requirements associated with these awards.

To obtain financial aid funding and to retain financial aid eligibility, students must maintain SAP as defined by their program of study SAP Requirements: Students meet SAP requirements by satisfying the following conditions:

- a. meet the minimum grade point average of 2.3 required by the program
- b. complete all degree requirements within 150% of the maximum time frame described in the Academic Catalog and measured in attempted credit
- c. successfully complete at least 67% of attempted units on a cumulative basis

Repeated Courses: Students must repeat courses for which they fail to earn a passing grade. Students who wish to repeat a course(s) completed with a passing grade can use federal aid for only one repeat of each course. All repeated courses are included in the calculation of attempted units.

Withdrawal from Courses: Grades of W are counted toward the maximum time frame (“W”—withdrawal in good standing, “WM”—withdrawal military in good standing. All “W”s will be calculated as attempted units and could affect the quantitative area of SAP.

Audited Courses: Students do not earn any academic credits for audited courses. These courses are not included in the calculation of attempted units.

Pass/Fail Courses: These hours will be included in the total of attempted and earned hours.

Information or changes in the registration of any student receiving veterans’ benefits will be forwarded to the Veterans Administration whenever such changes occur.

SAP Evaluation Timeline: Academic progress is evaluated at the end of each academic term.

SAP Warning: Failure to meet any of the SAP requirements results in placement on SAP Warning for the following term. Students who do not meet all SAP standards in the end of the Academic Warning period lose their eligibility to receive financial aid for the future semesters.

SAP Appeal and Probation: To regain financial aid eligibility after the SAP Warning period, students must appeal, in writing, to the Vice Dean for Academics of the Caruso School of Law. The appeal must explain the reason(s) that led to the SAP failure and the changes that will allow the student to successfully meet the academic plan conditions in the future. Students are required to provide copies of supporting documentation.

If the appeal is granted, students are placed on SAP Probation and have one semester to meet all SAP standards or to satisfy specific academic plan requirements set for the probation period.

Termination of Financial Aid: Financial aid is terminated for students who fail to satisfy the SAP probation requirements.

Regaining Financial Aid Eligibility: Students who lost their eligibility to receive financial aid may have it reinstated by meeting the academic and financial aid SAP standards. The financial aid will be reinstated for future terms only.

WITHDRAWAL POLICY

Fall and Spring Semesters

Consideration for withdrawal requires written notice from the student to the records office of the student's intention to withdraw from the university. The date this notice is received by the records office is the effective date for determining the refund amount according to the schedule below.

Through the add/drop period (first two weeks).....	100% less \$150
During the third week.....	75%
During the fourth week.....	50%
During the fifth week.....	25%
After the fifth week.....	0

Note: A week is five working days within a semester's schedule.

Intensive Sessions

Consideration for withdrawal requires written notice from the student to the records office of the student's intention to withdraw from the university. The date this notice is received by the records office is the effective date for determining the refund amount according to the schedule below.

One-Week Session

First day.....	100%, less \$150
After first day.....	0%

Two-Week Session

First day.....	100%, less \$150
After first day.....	0%

Six-Week Session

First Week.....	100%, less \$150
Second Week.....	50%
After Third Week.....	0%

Seven-Week Session

First Week.....	100%, less \$150
Second Week.....	50%
After Third Week.....	0%

Eight-Week Session

First Week.....	100%, less \$150
Second Week.....	50%
After Third Week.....	0%

Online Session

During first week of classes.....	100%
Second week of classes.....	50%
After third week.....	0%

Withdrawal and the Direct Loan Program (DL)

- The school is required to return any unearned portions of federal monies up to the net amount disbursed. This applies whether tuition is refunded at 100% or not. If a student received a refund check and federal monies have to be returned, the student should expect to repay most, if not all, of the refund check received.
- The student is required to return unearned aid for which the student is responsible up to the net amount disbursed after subtracting the amount the school will return. A student will be notified of this amount, if any.
- Loans are to be paid in accordance with the terms of the promissory note.
- An approved leave of absence will not exceed 180 days in any twelve-month period. If a student does not return from an approved leave, grace period is retroactive to date when the leave began.
- Lenders will be notified of a student's separation date.
- Any outstanding balances to a student's account must be paid. If an account is not paid in full, it will accrue finance charges, late fees, and be placed on hold.
- Any private loan funds received in excess of a student's account balance are reimbursed to the lender. Repayment is in accordance with an individual student's promissory note.

Student Exchange Program (WICHE)

The Caruso School of Law participates in the Student Exchange Program, administered by the Western Interstate Commission for Higher Education, under which legal residents of western states without a law school are entitled to a reduction of tuition at Pepperdine. To be certified as eligible for this program, juris doctor students must write to the WICHE certifying officer in their home state for application forms. State eligibility requirements vary, and the number of students funded by each state depends upon the level of appropriation by the state legislature. For addresses of certifying officers, write to the Director, Student Exchange Programs, Western Interstate Commission for Higher Education, 3035 Center Green Drive, Boulder, CO 80301-2204, or call (303) 541-0200.

Veterans Information

The VA accepts applications online. For more information, go to gibill.va.gov.

For efficient handling of students' VA records, inquiries and other VA related problems, please contact the VA Benefits Coordinator, Office of Student Information and Services, Malibu, CA 90263-7999 or call (310) 506-4381.

For further information and assistance, the Department of Veterans Affairs is available 24 hours a day/ 7 days a week. Call their toll-free number at 1 (888)-GI BILL 1 (1-888-442-4551) or visit them at gibill.va.gov.

General Information

For additional information regarding the financial aid process please visit our website at law.pepperdine.edu/admissions/financial-aid or contact the Office of Financial Assistance at (310) 506-4633.

Student Life

Student Bar Association

All juris doctor students are automatically members of the Student Bar Association. The officers of the Student Bar are elected by the student body. The Student Bar serves the student body by sponsoring social and educational functions during the year and by representing the students in matters involving the school administration. The Student Bar also establishes and maintains relations with the local bar associations in order to foster extracurricular activities that will help the individual student develop socially and professionally in the community.

Law Review

The *Pepperdine University Law Review* is a legal journal edited and published by Caruso School of Law students selected on the basis of scholarship and/or the ability to do creative research and writing. The students write comments and notes on legal developments and significant cases, as well as edit the lead articles and book reviews written by teachers, lawyers, judges, legislators, and other scholars. Membership on the *Law Review* staff is recognized as both an honor and a unique educational experience. Invitations for law review participation are extended to second-year students who ranked academically in the top ten percent of their first-year class. Additional students are admitted by a “write-on” competition, open to second-year students who ranked academically in the top fifty percent of their first-year class.

Dispute Resolution Law Journal

The *Dispute Resolution Law Journal* is published semi-annually, and provides practitioners and academics with insightful perspective on the rapidly developing dispute resolution field. The journal features scholastic contributions similar to those found in traditional law reviews, as well as material written from the dispute resolution practitioner’s perspective. Law students are selected on the basis of scholarship and/or the ability to do creative research and writing in the field of dispute resolution.

Journal of Business, Entrepreneurship, and the Law

The *Pepperdine Journal of Business, Entrepreneurship, and the Law* (JBEL) is sponsored by the Geoffrey H. Palmer Center for Entrepreneurship and the Law. The primary objective of the journal is to contribute to the body of legal knowledge in the fields of entrepreneurship and business through publication of a high quality and professional periodical. The journal achieves this goal

through a unique approach, combining the traditional legal print journal with a dynamic online forum fostering a sophisticated interdisciplinary exploration of legal issues pertaining to business and entrepreneurship. The journal publishes two issues per year containing articles from judges, lawyers, law professors and other academics as well as student-authored notes and comments.

Journal of the National Association of Administrative Law Judiciary

In collaboration with the National Association of Administrative Law Judges, the law school semi-annually publishes the *Journal of the National Association of Administrative Law Judiciary*. This journal is recognized as the finest and most scholarly publication focusing exclusively on developments affecting the administrative judiciary. A student staff works with a faculty editor in publishing the journal. Students are selected on the basis of scholarship and/or the ability to do creative research and writing in the field of administrative law.

Advocacy Program

Pepperdine has achieved a national reputation for excellence in training students to be advocates. During the first year, students participate in an appellate advocacy experience requiring the writing of a brief and presentation of oral argument. Upper division students compete for positions on teams that Pepperdine fields for interschool appellate and trial advocacy competitions. These competitions include Chicago Bar Association Competition, the FDI Arbitration Competition, the AAJ Trial Competition, the TYLA National Trial Competition, and the ABA Labor and Employment Trial Competition.

The Vincent S. Dalsimer Moot Court Competition has been the school's intramural competition for 43 years. Each year prominent legal figures preside as judges over the final round.

Each year the Moot Court Board hosts the National Entertainment Law Moot Court Competition. Teams from law schools across the nation compete in this national competition.

The advocacy program is administered by the both Moot Court Board and the Trial Advocacy Board, composed of second- and third-year students. Board membership is an honor and a demanding responsibility.

Honor Board

The Honor Board, comprised of law students, has the responsibility of enforcing the Caruso School of Law Academic Honor Code. Only those students demonstrating the highest integrity and ethical concerns are considered for placement on the board. With faculty and administrative approval, new Honor Board members are selected by current Honor Board members.

National Student Organizations

Several national legal fraternities and other student organizations have local chapters on the campus.

Student Membership in Local Bar Associations

Law students are eligible to become student members in local bar associations. There is no restriction on the class year and we encourage all students to join them. This enables the student to make valuable contacts with practicing members of the profession and benefit from the associations' activities.

Law Student Division-American Bar Association

Students are encouraged to apply for membership in the Law Student Division of the American Bar Association by contacting their student representative.

Student Organizations and Activities

Student organizations form to meet the interests of currently enrolled students and may vary from year to year. law.pepperdine.edu/student-life/organizations.

Career Development Office

The Career Development Office (CDO) assists JD students as they navigate their transition from student to professional. All of our counselors have earned their JD degree and the staff includes experienced attorneys and skilled professionals. The counselors are available for individual appointments to discuss job search strategies, resume writing and interviewing skills, networking opportunities, and other aspects of launching a career. Throughout the academic year, the CDO offers workshops and programs designed to illuminate the job search process, and works continuously to connect students and alumni to employers and job opportunities. Each fall and spring, the CDO organizes recruiting programs for employers to interview students for summer, academic year, and permanent positions. All second- and third-year students participate in these recruiting programs; first-year students may participate in the spring program. Additionally, the CDO maintains an active, online job-posting service through which employers across the country solicit student applicants during the entire year.

Bookstore

A bookstore, operated by Follett Higher Education Group and maintained on campus, sells books and other materials related to the study of law.

Cafeteria

Food and beverages are provided for sale through Bon Appetit Food Services in the Edward and Jill Di Loreto Dining Room and from vending machines.

Housing

A limited number of students can be housed in the George Page residential complex. Information on securing a room assignment and a list of rules and regulations for student housing can be obtained by contacting the Residential Life Office, Pepperdine University, Malibu, CA 90263 (310) 506-4104.

Student Health Center

The Student Health Center (SHC) serves all enrolled students regardless of insurance type and is conveniently located on the Malibu campus in the recently renovated Student Assistance Center (SAC) giving students easy access to excellent health care.

The medical staff, consisting of board-certified medical doctors, a physician assistant, nursing staff, and a registered dietician, is dedicated to the health and wellness of our diverse student population. They are skilled in working with graduate-age patients and provide a professional and inviting atmosphere for students who seek care. The health center emphasizes preventative care and health education during patient visits and outreach programming. These health services are efficient, timely, and cost-effective. Most are now covered by the Student Wellness Fee. Front office staff provides paperwork at the conclusion of appointments for students to seek reimbursement from their insurance carriers for any charges not covered by the wellness fee.

Student Health Insurance

In order to limit financial and academic stress related to illnesses or injury during the academic year, Pepperdine University requires all students both domestic and international, including those studying abroad, carry a US-based health insurance plan. To meet this requirement the university offers the Student Health Insurance Plan (SHIP) as an option for CSOL students and full time Straus Dispute Resolution students registered on the Malibu campus*. Each academic year Malibu registered students must utilize the **AHP Insurance Dashboard** to either

1. Provide proof of a U.S. based health insurance plan during posted submission dates by clicking the WAIVE button OR
2. Enroll in the Student Health Insurance Plan (SHIP) by clicking the ENROLL button

For questions regarding SHIP, the online waiver, requirement dates and deadlines, or any alterations to the requirement due to COVID-19 response you can visit the health insurance website.

***Part-time Straus students (less than 8 units)** are required to carry health insurance but are not required to provide proof and are not eligible for SHIP. Visit the State Exchange Plans website for plans offered in your area.

Wellness Fee

All students pay a mandatory Wellness Fee to support the University's extensive medical, mental health, and fitness offerings. A full description of benefits (community.pepperdine.edu/student-affairs/wellness) and fees (community.pepperdine.edu/student-affairs/wellness/fees.htm) can be found on the Student Wellness Website.

JURIS DOCTOR POLICIES



Juris Doctor Requirements

The juris doctor will be conferred after completion of the following requirements:

- timely filing with the Caruso School of Law Office of Student Information and Services of formal application to graduate;
- satisfactory completion of required and elective courses comprising eighty-eight units;
- satisfactory completion of the upper division writing requirement (see Academic Policy Statement, section 14.12);
- satisfactory completion of the experiential coursework;
- satisfactory completion of the ABA Standard 303(c) requirements;
- satisfactory completion of the requirements of the American Bar Association (ABA) and the State Bar of California (see Academic Policies below); and
- recommendation of the faculty.

The top 2% of the graduating class will graduate *summa cum laude*, the next 5% will graduate *magna cum laude*, and the next 18% will graduate *cum laude*.

The top 10% of the graduating class will be eligible for election into Order of the Coif membership provided they have completed at least 75% of their law studies in graded courses.

Academic Policies

Academic Standards Policy

A more complete statement of academic policy is found in the Caruso School of Law's Academic Policy Statement, which is included in the *Caruso School of Law Student Handbook* located at: community.pepperdine.edu/law/student-life/student-policies. The University Online and Recorded a Classroom Policy is available here: pepperdine.edu/about/administration/provost/content/policies/online-and-recorded-classroom-policy.pdf. All students are expected to familiarize themselves with the full policy statement. The following is a summary of some of the more significant provisions.

Academic Enrollment

Three calendar years is the maximum time students may take to earn their degrees unless they are in the Extended Option or have been granted written permission from the academic dean, although the three years need not be consecutive. All non-extended option students are required to carry at least twenty-six units during any twelve-month period. Students must complete at least twelve semester hours of credit per semester except during the second

semester of the third year if a lesser number will qualify them for graduation. Pepperdine JD and JD/MDR students may take no more than 17 units from the law school per semester or summer session. With the exception of the JD/MDR students, dual degree students are limited pursuant to American Bar Association rules to no more than 16 units from the law school per semester.

Early Graduation

A student may graduate in fewer than three years if ABA and Pepperdine requirements are met. Any student planning to graduate early should consult with the academic dean prior to the end of the first year.

Accelerated Option

Students accepted into the Accelerated Option are eligible to graduate in 24 months.

Extended Option

Students accepted into the Extended Option must graduate within seven years. law.pepperdine.edu/degrees-programs/content/extended-option.pdf.

Study Abroad Programs

A student may participate in all of the study abroad programs (fall London Program, the Straus Institute Programs in London/Paris/ Geneva and Hong Kong/Beijing, and the exchange program with the University of Augsburg) as long as the student does not exceed twenty-nine units in study abroad programs. Units which are taken in summer study abroad programs at other law schools also count toward the twenty-nine unit maximum.

Visiting At Another Law School

Upon written request, permission may be granted to attend summer session at another ABA-approved school. Pepperdine will not grant permission for its students to take their second or third year at another law school and receive a degree from Pepperdine.

Withdrawal from Classes

Students may add or drop a course up to the end of the second week of classes without approval. Changes after that time require the approval of the academic dean and may result in a notation of “W” on the student’s transcript. Students who withdraw from a class without notifying the records office and without completing the required documents may receive the grade of “fail” for the course.

Withdrawal from the Caruso School of Law

Any student wishing to withdraw or request a leave of absence from the Caruso School of Law must complete the appropriate withdrawal forms provided by the records office, and must arrange for a conference with the vice dean, to discuss the withdrawal or obtain approval for a leave of absence.

Exams

As is customary in law schools, grading is based largely on the final examination in each course, except for skills training courses and courses which require substantial research and writing. Final exams are graded anonymously, with students using examination numbers instead of names on their exams. Midterm exams may be given in any course. Professors have discretion to make a small adjustment to the final grade based on factors which include, but are not limited to, quality of preparation and recitation, attendance, and willingness to participate in discussion.

The law school permits students to take the essay portions of final exams on student laptop computers. The software program for the taking of such exams is provided by the school. With the exception of take-home exams, students may not take exams on laptop computers using any program other than the proprietary program approved by the school.

Grading At the Professional School Level

Letter grades will be awarded and the following numerical weights are assigned to letter grades:

Grade	Weight
A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Class Attendance, Academic Probation, and Dismissal

Regular attendance is required in all courses. Students will be dismissed from courses for excessive absences. A student dropped from more than one course in the same semester for non-attendance will be dismissed from the Caruso School of Law.

A student with a cumulative average below 2.30 after the spring semester will be academically dismissed unless the faculty grants a petition to be permitted to continue on probation. A student must maintain a yearly average of 2.30 or above, and a cumulative academic average of 2.30 or above at the end of each academic year in order to remain in good academic standing. Dismissals will occur when a student's grade point average in any

academic year is less than a 2.30 unless the faculty grants a petition to be permitted to continue on probation.

Information for Veterans

Veterans and Standards of Progress Information

Veterans, service people, and qualified dependents intending to use VA benefits should contact the VA coordinator and be aware of the following policies:

- It is the student's responsibility to notify the VA coordinator immediately when increasing or decreasing unit load, withdrawing, or taking a leave of absence
- Appropriate credit for previous education will be granted.
- All students using VA benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veterans' benefits will result should a student fail to maintain a yearly cumulative grade point average of 2.30. In addition, the VA will only reimburse students for classes required to earn their degree. Students who withdraw from the University may have their benefits terminated as of the date of withdrawal. Students who fail to complete all courses attempted in a semester will have their benefits adjusted.
- Students who withdraw from a course (or courses) in the middle of the semester will have their benefits adjusted based on the date of withdrawal.

How to Apply

The VA accepts applications online. For more information, go to gibill.va.gov.

For efficient handling of students' VA records, inquiries and other VA related problems, please contact the VA Benefits Coordinator, Office of Student Information and Services, Malibu, CA 90263-7999 or call (310) 506-4381.

For further information and assistance, the Department of Veterans Affairs is available 24 hours a day/ 7 days a week. Call their toll-free number at 1(888)-GI BILL 1 (1-888-442-4551) or visit them at gibill.va.gov.

Additional Rules

A student who takes any state bar examination before graduation from the Caruso School of Law without first obtaining written permission from the dean will be subject to expulsion.

Students are not permitted to attend classes for which they are not officially enrolled.

Students enrolled in the Caruso School of Law may audit an elective course.

All academic matters requiring the decision or approval of the dean may in the alternative be decided or approved by the Academic Dean.

Academic Awards and Honors for Juris Doctor Students

Center for Computer-Assisted Legal Instructions (CALI) Award

The Center for Computer-Assisted Legal Instruction (CALI) will award a certificate to the student achieving the highest grade in each law class.

Dean's Honor List

Students whose semester grade point average places them in the upper fifteen percent of their class will be placed on the Dean's Honor List. Students must be enrolled for a minimum of nine graded units in a semester in order to qualify for the Dean's Honor List.

The Order of the Barristers

The Order of the Barristers is a national honorary society that recognizes up to ten graduating law students who have excelled in moot court, mock trial, and other advocacy programs. The Caruso School of Law administration nominates qualified students for membership.

The Order of The Coif

The Order of the Coif is an honorary scholastic society the purpose of which is to encourage excellence in legal education by fostering a spirit of careful study, recognizing those who as law students attain a high grade of scholarship. The top 10% of the graduating class will be eligible for election into Order of the Coif membership provided they have completed at least 75% of their law studies in graded courses and are deemed worthy of the honor by the voting members of the Chapter. For additional information, see orderofthecoif.org.

LEGAL NOTICES AND REGULATIONS

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



Reporting Obligations

All students of the Caruso School of Law owe a continuing duty to report in writing to the dean of the Caruso School of Law any conviction, guilty plea, or plea of *nolo contendere* (no contest to the charge), except regarding minor traffic offenses. The report must be made within fourteen days of the conviction or plea. The university reserves the right to dismiss a student, after reasonable notice and an opportunity to be heard, who has been convicted or pled guilty or *nolo contendere* to an offense other than a minor traffic violation, or who fails to notify the Caruso School of Law of a conviction or plea as described above.

Provisions Subject to Change

It is the intention of the university to adhere to the rules, regulations, policies, notices, financial charges, and other statements announced in this catalog, or in other publications. Nevertheless, the university reserves the right to modify the requirements for admission or graduation, to change the curriculum, to make and alter rules and regulations concerning the student body, to vary the tuition, fees, and manner of payment, or to make other desirable or necessary changes. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, or other factors.

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

Applicability of Catalog Provisions

The academic offerings and policies in this catalog are applicable only to students who enroll prior to the 2023 fall semester and who attend Pepperdine University after August 1, 2022.

Revocation of Admission and Rescindment of Degree

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

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

Discovery of either of the above circumstances is grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture

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

Campus Security and Fire Safety Report

A copy of Pepperdine University's annual campus security and fire safety report is available at the Pepperdine University Department of Public Safety website: pepperdine.edu/publicsafety/department/safety. A hard copy of this report is available upon request by contacting the Department of Public Safety at (310) 506-4700.

Student Code of Conduct

Each student is responsible for knowing and adhering to the University's Student Code of Conduct. This Code will help clarify the expectations and standards we have for life in our community. You will also find information regarding related student policies (e.g., Alcohol and Other Drugs, Good Samaritan, Sexual Misconduct), reporting misconduct, and disciplinary procedures. While the Code and related policies provide students an effective set of guidelines for personal conduct, the University retains the right to institute additional policies and regulations or to modify existing ones as needs may dictate. The most updated Student Code of Conduct and related policies and regulations can be found online at pepperdine.edu/studentcodeofconduct.

Academic Honor Code

The Caruso School of Law has adopted an Academic Honor Code and enforcement procedures. While the ultimate decision in any disciplinary matter is reserved for the Caruso School of Law administration, great weight is given to findings and recommendations of the Student Honor Board in its disposition of alleged Academic Honor Code violations. The Academic Honor Code may be found in the *Caruso School of Law Student Handbook* at community.pepperdine.edu/law/student-life/student-policies/honor-code.htm.

Use of the Name of Pepperdine University Caruso School of Law

Students in the Caruso School of Law, either individually or collectively, shall not, without the written consent of the proper authorities, use the name of Pepperdine University or the Caruso School of Law in connection with any activity of any kind outside of the regular work of the school. Violation of this rule may result in disciplinary sanctions.

Nondiscrimination Statement

As a Christian University affiliated with the Churches of Christ, Pepperdine treats everyone with the respect and kindness that we have been called to show one another. The University community is a space where lives intersect and knowledge is discovered, which fortifies the strength

found in our differences and uncovers the virtues revealed in diversity, unity, and restoration. To that end, Pepperdine is committed to fostering an environment free from discrimination as described in California Education Code section 66270 and reserves its right to remain a Christian university by favoring co-religionists in its admission decisions.

Security Of Student Belongings

The University is not responsible for loss of, theft of, or damage to students' personal possessions. Theft and security concerns should be reported immediately to the Department of Public Safety. Students are responsible for their possessions while on University property and are encouraged to lock their rooms when they leave and to utilize laptop locks and other devices to safeguard their property while using University facilities. Residence hall lobby and suite doors must remain closed and locked at all times. Additionally, students are encouraged not to leave valuables unattended and unsecured. The University encourages students to obtain their own theft and casualty insurance. Such coverage may exist as part of parents' homeowner insurance policies or may be added for an additional fee. It is also recommended that students record the serial numbers of electronic devices such as laptop computers and digital cameras. Residents are encouraged to take valuables home with them during University breaks.

Email

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

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, provides, generally, that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without consent of the student. "Students" as used in this notice includes 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 forty-five working days after written request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records.

Students may waive their right of access to recommendations and evaluations in the cases of admissions, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release personally identifiable information from the educational records of 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 after submission to the university of an affidavit 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 consent of the student: student's name, address, telephone number, electronic mail address, photograph, classification (Graduate), enrollment status (full-time, part-time), major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

Students may request that certain categories of directory information not be released to the public without their written consent. Such requests shall be submitted in accordance with the student records policy of the University.

Student Theses, Dissertations, and Group Projects

Certain student academic works, including student theses, dissertations, and group projects, may be made accessible to the public in hard or electronic copy. Such works may be available in the University's libraries, in public online databases and repositories maintained by the University, and by professors in their classes and off-campus presentations.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. The student records coordinating office maintains

copies of the official Pepperdine University Student Records Policy, which contains detailed information and procedures regarding these rights. Students may obtain a copy of that written policy upon request at the office:

Pepperdine University Caruso School of Law
Office of Student Information and Services
Malibu, California 90263

Or online at pepperdine.edu/registrar/policies.

Right to File a Complaint

Any student alleging failure of the University to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 330 Independence Avenue, SW, Washington, DC 20231. Students are encouraged to use the internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Students with Disabilities

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability, or those regarded as having a disability, shall unlawfully be denied access to or participation in any services, programs, or activities of Pepperdine University.

In carrying out this policy, the University recognizes that disabilities include mobility, sensory, health, psychological, and learning disabilities. It is the University's intent to provide reasonable accommodations to qualified individuals with disabilities. The University is unable, however, to make accommodations that are unduly burdensome or that fundamentally alter the nature of the service, program, or activity. Please see pepperdine.edu/student-accessibility/ada-compliance for more information.

Complaint Process

Pepperdine University takes very seriously complaints and concerns regarding the institution. If a student has a complaint regarding Pepperdine University, the student may present a complaint or grievance according to the applicable policies and procedures found in this catalog. If the student believes that complaint or grievance warrants further attention after exhausting the procedures set forth in this catalog, they may contact the WSCUC Senior College and University Commission at wscuc.org/comments if the complaint is about the institution's compliance with academic program quality and accrediting standards. WSCUC is the academic accrediting body for Pepperdine University.

If the student believes that a complaint or grievance continues to warrant further consideration after exhausting the processes of either WSCUC or

Pepperdine, the student may submit a complaint to the attorney general of the State of California by filing a complaint form with the Public Inquiry Unit of the California State Department of Justice: (800) 952-5225 (phone) or (916) 323-5341 (fax) or online at oag.ca.gov/contact/general-comment-question-or-complaint-form.

The Attorney General's Office will review the process through which Pepperdine attempted to resolve the complaint. If the process complies with the University's written policies and procedures, the Attorney General's Office will, for the purposes of state oversight, consider the matter closed. If the attorney general determines that the process through which the University attempted to resolve the complaint did not comply with the University's written policies and procedures, the attorney general may request reconsideration by Pepperdine University. An individual may also contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at Bureau for Private Postsecondary Education.

P.O. Box 980818, West Sacramento, CA 95798-0818, bppe.ca.gov/about_us/contact.shtml, Phone: (888) 370-7589 and Fax: (916) 263-1897.

Nothing in this disclosure limits any right that the student may have to seek civil or criminal legal action to resolve their complaints.

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

Reporting a Threat/Campus Safety App

People who believe an individual poses an imminent threat to a member or members of the University community should contact the Department of Public Safety immediately. If they are located at a graduate campus and believe imminent danger is likely, they should contact 911 immediately and then contact the Department of Public Safety. If they do not believe that harm is imminent, but an individual's behavior seems threatening or seems likely it could lead to harm to the individual or to the community, they should report the concern. Students or faculty members should contact Public Safety or their dean's office. Staff members or other members of the community should contact Public Safety or the Center for Human Resources. In the event someone would like to submit a report during non-business hours, the Department of Public Safety is open every day, 24 hours a day. It is better to err on the side of notifying the appropriate individuals than to remain silent; the institution has resources with which to assess these situations and the individual of concern. For any questions, please contact the Department of Public Safety.

LiveSafe is a campus safety smartphone application that connects the Pepperdine community with the Department of Public Safety. The app is designed to improve communication and allow for faster emergency response in distress situations. Through LiveSafe, users can submit information

and chat with the Department of Public Safety in both emergency and non-emergency situations by submitting a tip, attaching a photo, video clip, or audio clip, with the option to report anonymously. If users are in an unfamiliar location, SafeMap will provide location assistance and list nearby resources. Users desiring a medical or security escort on the Malibu campus or a ride back to campus from any Los Angeles metro area location may use the SafeRide feature. The SafeWalk feature allows users to provide a virtual security escort for friends and loved ones to make sure they reach their destination safely. Users also can immediately access critical information resources and emergency procedures anytime, anywhere—even internationally. The app is free and available to all members of the Pepperdine community: students, faculty, staff, parents, visitors, family members, and friends. For more information and details regarding how to sign up, please visit emergency.pepperdine.edu/livesafe.

For convenience, contact information appears below:

Center for Human Resources	(310) 506-4397
Department of Public Safety	(310) 506-4700
Graduate School of Education and Psychology Dean's Office	(310) 568-5615
Graziadio Business School Dean's Office	(310) 568-5689
Rick J. Caruso School of Law Dean's Office	(310) 506-4621
School of Public Policy Dean's Office	(310) 506-7490
Seaver College Dean of Students Office	(310) 506-4472

Medical and Mental Health Emergencies and Withdrawals

For information about the Medical and Mental Health Emergencies and Withdrawals Policy, please visit the Housing and Residential Life Student Policies website at community.pepperdine.edu/housing/policies-procedures/housing-policies/housing-policies-emergencies-and-withdrawals.htm.

Non-Academic Student Grievance Policy

The purpose of the Non-Academic Student Grievance Procedure is to provide for the resolution of student grievances, including allegations of discrimination and harassment, filed by a student against faculty, staff, or any nonstudent third party. Details of the process are explained at community.pepperdine.edu/law/student-life/student-policies/grievance.htm.

University Code of Ethics

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

DESCRIPTION OF COURSES



The nature, content, and number of units awarded for courses are subject to change without notice. The courses listed are those which the School presently offers or reasonably expects to offer. All listed courses are not offered each year. Some upper division courses are offered only in the Caruso School of Law's London program.

Required Courses for the Juris Doctor

First Year	Units
Civil Procedure	5
Constitutional Structure	3
Contracts	5
Criminal Law	3
Legal Research and Writing I	2
Legal Research and Writing II	2
Parris Institute: Introduction to Professional Formation	0
Launch Week	
Parris Institute 1L Series	
Academic Mastery Program Workshop	
Property	5
Torts	5
	TOTAL 30
Upper Division	Units
Constitutional Law-Individual Rights and Liberties	3
Corporations	3
Criminal Procedure	3
Ethical Lawyering	2-3
Evidence	3-4
Remedies	3
Wills and Trusts	3-4
	TOTAL 20-23

There is a presumption that students who plan to practice law, or who, even if they do not plan to practice law, nevertheless plan to take a bar examination, should take all seven of the upper division required courses, including Ethical Lawyering, which is required by the California bar examiners. However, the academic dean, in his/her discretion, may grant a waiver so that a student may graduate without taking all seven of the upper division required courses. In deciding whether to grant a waiver, and in tailoring any such waiver, the academic dean may take into account any relevant facts or circumstances. In any event, any such waiver shall require that the student take at least five of the seven upper division required courses. Students are also required to meet the ABA 6-unit experiential course requirement, the ABA upper division writing requirement, and an additional 9 units of experiential credits. Students in the upper half of their class when they enter their final year of law study are highly encouraged to take the Bar Exam Workshop, and all other students are required to do so.

First-Year Required Courses for the Juris Doctor

Law 754. Civil Procedure (5)

This course is a study of the various aspects of civil procedure which may include pleading, discovery, pretrial adjudication, trial, appeal, jurisdiction, venue, joinder of claims and parties, and preclusion.

Law 733. Constitutional Structure (3)

The powers of the federal government and the relationships among the legislative, the executive, and the judiciary. The division of power between the federal and state governments.

Law 614. Contracts (5)

This course provides a study of the basic principles involved in contractual relationships, including selected topics from formation of contracts, consideration, illegality, Statute of Frauds, other defenses, parol evidence rule, contract interpretation, conditions, assignments, third-party beneficiaries, and remedies for breach.

Law 622. Criminal Law (3)

An examination of the law of crimes, beginning with the philosophical presuppositions and including the classification and elements of crimes, the policy bases of general principles (such as mens rea, actus, reus, and causation), and other alternative bases for criminal liability, as well as the defenses available to the accused.

Law 644. Introduction to Professional Formation (0)

This course is mandatory for all first-year students. It will consist of three parts: (1) Launch Week, (2) The Parris Institute IL Series, and (3) Academic Mastery Program. The purpose of this course is to help students understand how legal training can be a foundation for professional careers that combine service, purpose and leadership. More specifically, students will receive an introduction to each of the three “apprenticeships” identified by legal professionals and educators as critical to the development of future lawyers. These are (1) the cognitive apprenticeship, which focuses on critical thinking, (2) the skills and practice apprenticeship, which focuses on the functions performed by lawyers, and (3) the professional identity and values apprenticeship, which focuses on the lawyer’s capacity to integrate personal and professional values.

Launch Week begins before the other first-year courses. It will include substantive segments on (1) professional formation, (2) case briefing, (3) legal reasoning and analysis, and (4) ethical dilemmas. Those segments – taught by law school faculty – will provide students with an introduction to first-year courses. Launch week will also educate students about the law school’s mission and history, the role of faith and deeply held moral commitments in the legal profession, the importance of professionalism and integrity, and the needs of underserved communities. The Parris Institute Director and distinguished alumni will lead this part of the program.

The Parris Institute 1L Series meets during the academic year. It is designed to help students develop the core skills that characterize the exceptional professional. This series is designed to help students carefully and thoughtfully consider matters of character, purpose, and self-awareness, and to invite them to develop habits of professional excellence that will serve them throughout their career journeys. To that end, it integrates professional identity formation exercises as well as the Preceptor Program, which will expose students to different legal professionals across practice areas. In addition, the students learn key principles about career development, participate in an interviewing program, attend law school conferences that have received national attention, and participate in Academic Advising Week. The Parris Institute Directors will meet with students individually to help students plan their remaining law school experience.

The Academic Mastery Program helps students develop analytic, writing, and study skills that are key to law school academic success. These workshops help ensure that every entering law student has the opportunity to succeed.

Law 181, 182. Legal Research and Writing I, II (2, 2)

Identification, description, and use of source materials for the solution of legal problems; introduction to the law library and its use. Each student will be required to produce one or more papers dealing with approved legal subjects and to engage in oral argument thereon.

Law 714. Property (5)

This course introduces students to the law of property. It primarily focuses on real property but may include a discussion of personal property interests as well. Topics may include adverse possession; estates in land and future interests; concurrent ownership; landlord tenant; intellectual property; modern methods of creating, acquiring, and transferring interests in land, including real estate contract, the deed, the recording system, and title insurance; and restriction of land use through private arrangement and public regulation.

Law 654. Torts (5)

This course covers problems of interference with one's person, property or intangible interests. Social factors and philosophical considerations are studied in the traditional context of trespass, assault, battery, false imprisonment, negligence, and strict liability, as well as other selected topics.

Upper Division Required Courses for the Juris Doctor

Law 742. Constitutional Law—Individual Rights and Liberties (3)

Limitations on federal and state power, primarily as encapsulated in the bill of rights and the Fourteenth Amendment. Special attention is given to the freedoms of religion, speech, due process, and equal protection.

Law 803. Corporations (3)

A study of the basic principles of the legal concept of the corporate entity, including the theory and practice of corporate structure and distribution of powers and duties among shareholders, directors, and officers.

Law 822. Criminal Procedure (3)

An examination of the major stages of a criminal prosecution. The course will emphasize the vital constitutional issues and rights affecting the accused, including probable cause, search and seizure, wiretapping, pretrial identification, interrogations and confessions, and right to counsel.

Law 634. Ethical Lawyering (2-3)

A survey course exploring the lawyer's ethical responsibilities and the general principles of law governing the legal profession. The course focuses on the ABA Model Rules of Professional Conduct, including the lawyer's duties as an officer of the court, the lawyer's duties to the client, and the lawyer's duties to third parties. The course may be offered with an additional emphasis on (1) the California Rules of Professional Conduct, (2) criminal ethics, (3) corporate ethics, (4) public interest and public service law, or (5) religious ethics.

Law 904. Evidence (3-4)

The admission and exclusion of evidence, and the basis in logic or policy for the rules. The course aids the student in the evaluation of factual situations in order to determine what evidence would be properly receivable in a trial. The allocation of the burdens of persuasion and of producing evidence, and the effect of presumptions are examined.

Law 723. Remedies (3)

The study of principles of civil remedies including topics such as compensatory damages; punitive damages; equitable remedies including injunctions; declaratory remedies; restitutionary remedies including constructive trusts; enforcement of judgment remedies including contempt of court; equitable defenses; and attorneys' fees.

Law 824. Wills and Trusts (3-4)

An examination of the family wealth transmission process including intestate succession; creation, execution, alteration, and revocation of wills and trusts; rules relating to interpretation and construction; examination of uses and functions of charitable, resulting, and constructive trusts, and the Rule Against Perpetuities.

JD Elective Courses

Law 222. Accounting and Finance for Lawyers (2–3)

A study of the basic principles, conventions, and methods of accounting and finance to help students understand the business environment in which they will function. The accounting portion focuses on understanding and analyzing companies' financial statements. The finance portion focuses on understanding valuation, how companies are financed, and how securities markets function. The course is for students without a substantial background in accounting and finance.

Law 872. Administrative Law (3)

The organization, authority, and procedures of administrative agencies in rule-making and adjudication; and judicial review of administrative rulings and decisions.

Law 1662 Admiralty and Law of the Sea (2–3)

This course surveys the substantive and procedural aspects of maritime law in the United States. Topics include admiralty jurisdiction and procedure, choice of law, carriage of goods by sea, charter parties, maritime torts, collision, maritime liens, and salvage. Additional topics include an introduction to international law of the sea and piracy.

Law 2602. Advanced Constitutional Law-Supreme Court Seminar (3)

An examination of the workings of the United States Supreme Court, using cases accepted for argument during the Court's current term as the primary focus of study. The initial weeks of the course are devoted to discussing scholarship about the Court, covering the background of landmark cases as well as the nomination and appointment of Justices, the certiorari or case selection process, how the Court reaches decisions and writes opinions, how interest groups seek to strategically use litigation to advance their goals, and finally, an inquiry into the actual impact of Supreme Court decision making on legal doctrine and public policy.

The balance of the course is devoted to the oral argument and decision of cases on the Court's current docket. Each student will be expected to: (1) assume the identity of one of the current Justices by preparing a written biographical sketch of that Justice; (2) argue one case in class for either petitioner or respondent, preparing a summary of argument for class use on the day of the argument; and (3) prepare a written opinion in the argued case from the viewpoint of the student's selected judicial identity – accurately reflecting the judicial philosophy of that Justice.

All of the students in the class who are not arguing in a given case act as justices, questioning counsel during argument, and voting in conference following the argument – again, accurately reflecting their respective assumed judicial identities.

The seminar is limited to no more than 24 students and has been of special interest to students who anticipate a judicial clerkship or federal appellate work.

Law 2012. Advanced Legal Research (2)

This course provides advanced legal research skills training as a supplement to the first-year Legal Research and Writing course. Students will develop their skills in use of primary and secondary sources; performance of complex case law and statutory research; research of and use of legislative history; administrative law research; and research of foreign and international law. Advanced training in Lexis and Westlaw will be provided. Emphasis will be placed on appropriate and effective research strategies and evaluation of sources, both print and electronic.

Law 2432. Advanced Legal Writing (2)

This course exposes students to various forms of legal writing that attorneys use in daily practice, including adversarial writing, non-adversarial factual writing, and adjudicatory writing. This course supplements the first-year Legal Research and Writing course through a broader range of drafting assignments, including, for example, writing and editing formal and informal memoranda, letters, contracts, statutes, motions, pleadings, and decisions. Students work on producing grammatically correct, logically cohesive, and analytically sound legal analysis. This course satisfies the upper-division writing requirement.

Law 2882. Advanced Litigation Writing (2)

This course gives students experience in drafting a wide variety of documents required in civil litigation. For example, students may draft demand letters to opposing counsel, pleadings, discovery documents, declarations, separate statements in support of summary judgment motions, argument sections for procedural motions, and motions in limine. The class supplements the first-year Legal Research and Writing course by exposing students to a broader array of drafting assignments.

Law 1522. Advanced Mediation Seminar (2)

This advanced course builds upon and augments the basics of mediation theory and practice through an in-depth examination of selected aspects of the process. Students expand and refine their skills as mediators by addressing topics such as dealing with difficult parties, overcoming impasse, mediating with large numbers of participants, responding to media in a mediation, using a decision-tree analysis, and employing counterintuitive and “mindful” mediation strategies. Controversial ethical issues and public policy concerns, such as the limits of confidentiality and expectations of procedural fairness, are also explored through complex scenarios. The personal qualities of a mediator and central components integral to a professional mediation practice are examined, together with suggestions for marketing, managing and building a successful practice. Prerequisites: Law 1492 Negotiation Theory and Practice and Law 1422 Mediation Theory and Practice, and suggested: Law 380 Mediation Clinic.

Law 2192. Advanced Torts Seminar (2)

This course will cover the moral and ethical foundation of tort law and its proper role in America today. The course will explore some current tort

issues such as wrongful life, wrongful birth, duties to the unborn, duty to rescue, tort liability for sexual misconduct, child abuse and harassment, professional liability, police torts, government liability, privacy protection, and automobile accident compensation.

Law 404. Advanced Trial Practice (2)

An advanced study of the trial skills used by counsel at trial, including the direct and cross examination of lay and expert witnesses, voir dire, opening statement, closing argument, the use of exhibits, and ethical considerations. The class will emphasize “learning by doing”—students will actively participate in classroom exercises and will be critiqued. The class will build on those skills learned in Trial Practice. All students will be required to complete a full trial. Prerequisite: Law 402 Trial Practice.

Law 2752. Advanced Wills and Trusts (2–3)

A study of the substantive provisions of wills and trusts instruments, with attention being given to recurring construction problems and pitfalls in estate planning. Topics will include construction of wills, construction of trusts, powers of appointment, trust administration, charitable trusts, and the impact of rules restricting the disposition of property such as the Rule against Perpetuities. Prerequisite: Law 824 Wills and Trusts.

Law 122. American Legal History (2)

This course is an introduction to the study of the history of law, including the sources of the Anglo-American tradition and the changing role and reputation of the legal profession. Topics may include biblical law, Jewish law, Roman law, canon law, contract law, constitutional law, and American statutory and common law. The social, economic, religious, philosophical, and political origins of law will be discussed, and students will be challenged to examine their own role in shaping future legal history. Readings consist of both primary and secondary works by legal historians.

Law 2555. Anti-Human Trafficking Legislation Lab I (1–2)

The Anti-Trafficking Legislation Lab I equips students to be effective advocates for legislative change. Students work in teams to research and develop, with the assistance of community-wide organizations, new and effective solutions to the human trafficking epidemic in California. The Lab is a two-course sequence. This course is a prerequisite to the second course (“Lab II”). Students who take this course are encouraged (but not required) to take the Lab II course. Both courses feature lectures by top experts who are engaged in fighting trafficking and in drafting policy. Through written projects in each course, students develop approaches to the tragedy of human trafficking.

Students in this course focus on understanding the intricacies of human trafficking from all angles. This course culminates with the writing of an opinion piece presented as the student’s independent view, designed to increase public awareness of the issue and to suggest effective legislative initiatives.

Law 2556. Anti-Human Trafficking Legislation Lab II (1–2)

The Anti-Trafficking Legislation Lab II equips students to be effective advocates for legislative change. The Lab is a two-course sequence. “Lab I” is a prerequisite to this course. In this course, students apply what they have learned in the Lab I course, engage in written projects, and learn the skill of legislative drafting. Students work in teams to research and develop, with the assistance of community-wide organizations, new and effective solutions to the human trafficking epidemic in California. This course culminates with the drafting of legislation that could be proposed independently (with appropriate disclaimers, and not on behalf of the University or any part of the University) by students or others for adoption.

Law 232. Antitrust (2–3)

A survey of federal antitrust law’s broadly-phrased statutory provisions, including their judicial interpretation and the economic and political contexts that have shaped antitrust law. Implications for litigation practice and transactional practices are considered.

Law 410. Appellate Advocacy (2)

This course provides instruction in persuasive appellate brief writing and effective oral appellate advocacy. Students will draft appellate briefs and present oral arguments. Students will learn how appellate review is affected by the choices made by counsel at the trial court level, how to identify issues that can be addressed effectively on appeal, and how to deal with standards of review. Students will consider how courts decide whether to grant discretionary review and may be asked to monitor and assess appellate court decisions that might qualify for en banc or Supreme Court review. Students may be given the opportunity to attend oral arguments for selected appeals. The course is required for Interscholar Moot Court Competition Team members (unless waived by Moot Court Advisor), but it is also open to other students.

Law 1672. Arbitration Law (2–3)

Business, employment and consumer disputes in the United States are frequently resolved outside the court system in private proceedings under the terms of agreements for binding arbitration. Such agreements are now broadly enforced by federal and state court decisions, and in recent years a substantial body of law has developed around arbitration. This course introduces students to the range of issues now addressed by the Federal Arbitration Act and state arbitration laws. Topics include the preemption of state law by federal law, the enforcement of arbitration agreements and arbitrators’ decisions (awards), legal standards surrounding disclosures of potential conflicts of interest by arbitrators, and fairness issues in arbitration under employment and consumer contracts.

Law 1632. Arbitration Practice and Advocacy (2)

Many business and employment disputes are resolved through out-of-court binding arbitration processes. This intensive, interactive course is designed to provide students with a practical grounding in counseling and advocacy skills required for state-of-the-art arbitration practice through problems and

exercises simulating common arbitration scenarios in which students play the parts of lawyers, arbitrators and parties. Students learn how to draft dispute resolution agreements for arbitration and how to advise clients on many different aspects of arbitration, including the suitability of arbitration as an alternative to negotiation, mediation or litigation. They also experience advocacy roles at all stages of arbitration, including the filing of an arbitration demand, the selection of arbitrators, planning for and conducting hearings, the publication of a final decision (award), and the enforcement or setting aside of an award. The course emphasizes modern commercial and employment arbitration in the US but also includes references to international, consumer, securities and labor arbitration. Prerequisites: Law 1492 Negotiation Theory and Practice and Law 1422 Mediation Theory and Practice.

Law 2682. Asylum and Refugee Law (2)

This course covers the international legal origins of the US asylum statute, including an analysis of the United Nations Convention and Protocol on the Status and Protection of Refugees and the work of the U.N. High Commissioner for Refugees. The course also covers the language of the Refugee Act of 1980 (the modern US law on asylum), its case law, and its implementing federal agency regulations, and examines the major and emerging issues in asylum and refugee law, such as the question of whether police officers credibly fear persecution at the hands of the foreign drug cartels they battled (and the local government officials who colluded with the narco-syndicates) constitute a protected “social group” for purposes of asylum eligibility. Finally, the course details the governmental structures and procedures for the adjudication of asylum claims in the United States, including those within the Departments of State, Homeland Security, and Justice, the US Immigration and Article III courts.

Law 1800. Banking Law (2)

A study of the history of banking, the various types of financial institutions, and the National Banking Act. The course focuses on regulation of national banks, including formation, operations (i.e., lending, deposit taking, branching, governance, and other banking and non-banking activities), and issues involved in bank failure. Major influences on the banking system will also be explored, including the savings and loan crisis, the mortgage crisis, financial institution reform, and the history of large bank failures.

Law 2000. Bar Exam Workshop (1–3)

In this course students will be introduced to all three components of the California Bar Examination—Essays, Multistate Examination and the Performance Test. Specific techniques will be presented for maximizing performance on each phase of the exam through in-class drills and take home writing assignments based on actual, prior Bar Exam questions.

Law 2842. Bioethics Seminar (2–3)

Contemporary problems in medicine, health care and ethics. The rights of patients, the responsibilities of physicians to their patients and others, and the interests of society are examined in the contexts of such topics as medical treatment, refusals to treat, death and dying, and reproductive technologies. We will discuss who makes decisions about health care, who should make those decisions, and whether there are any limits on the choices one should be allowed to make to affect one's health. A paper is required. This class satisfies the upper division writing requirement.

Law 2833. Business Perspectives on Workplace Privacy (2–3)

This seminar will explore issues of workplace privacy from the practical perspective of an attorney advising a business. Topics may include electronic surveillance, drug testing, genetic testing, psychological testing, polygraphs, social media issues, and employer control of off-duty activities. The class will also look at some comparative law issues in workplace privacy that may face employers. Readings will include court cases, applicable legislation and secondary materials. While familiarizing themselves with the various legal frameworks applicable to workplace privacy, students will also develop skills in offering legal advice in areas that are not yet clear under existing law.

Law 1592. Business Reorganizations in Bankruptcy (2–3)

This course is a study of the process of Chapter 11 business reorganizations in bankruptcy from both the legal and business standpoints. The course will consider (1) the causes and prediction of business failures, (2) the decision to seek protection under the bankruptcy laws or to use alternative methods for resolving the financial problems, (3) the permissible purposes for which Chapter 11 reorganizations may be used, (4) the operation of the business during the reorganization, (5) the negotiation and confirmation of the plan of reorganization, (6) the rights of creditors and shareholders in the reorganization, (7) the powers of the debtor in possession, (8) valuation of the business, and (9) related tax and financial reporting issues.

Law 2762. California Civil Procedure (2–3)

This is a 2-3 unit elective course which will survey a broad array of California Civil Procedure topics, including those topics which are tested on the California Bar Exam. Because a study of civil procedure requires extensive reference to the codified procedural rules, students will examine, among other rules (1) statutory provisions in the California Civil Procedure Code, (2) California Rules of Court applicable in courts throughout the state, and (3) local court rules which illustrate the particular rules governing procedure at the individual court level. Students will also analyze how the rules are applied through an analysis of case law. Finally, students will review actual practice documents to observe how the procedural rules apply in litigation practice.

Law 2932. Capstone Mock Arbitration (2)

Through classroom exercises (including the preparation and presentation of submissions for a hypothetical complex international arbitration) and engagement with leading arbitrators and advocates the International Arbitration Capstone brings together all elements of the course of study in international commercial arbitration to provide students with skills and strategic insights that are critical to legal counselors and advocates.

Law 1733. Civil Rights (3)

This course focuses on the modern scope of remedies for constitutional torts. The course traces the history of federal civil rights protection under 42 U.S.C. section 1983 and examines comparatively the context for the development of civil rights under state law. Topics include actions against state officials, Bivens actions, remedies for private acts under “color of law,” affirmative duties, governmental immunity, damages, and attorney’s fees.

Law 360. Clinical Law–International (1–2)

Students in the London program may earn 1 or 2 units of credit for participating in the London Clinical Program. Students attend a series of lectures, visit English courts, submit guided reflective journals, and complete a minimum of sixty hours work in their clinical placement. Placements include American law firms, Barristers chambers, Solicitors firms, human rights organizations, and the Department of Justice at the US Embassy in London.

Law 1893. Commercial Law–Sales (3)

An in-depth study of the law concerning sales of goods. The course will focus on Article 2 of the UCC but will also cover Article 5 (letters of credit, which are often used to pay for goods in international transactions), Article 6 (bulk sales of goods), Article 7 (documents of title, such as bills of lading used in sales transactions), and other related commercial and consumer law. Topics will include formation, interpretation, and enforcement of sales contracts; risk of loss; documentary sales; rejection and revocations of acceptance of goods; breach of warranty in commercial and consumer cases; buyers’ and sellers’ remedies; issues concerning delivery of goods title; and modes of payment.

Law 1903. Commercial Law–Secured Transactions and Commercial Paper (3)

An in-depth study of the law concerning personal property secured transactions and commercial paper (checks, drafts, and promissory notes). The course will focus on Articles 3, 4, and 9 of the UCC but will also cover relevant consumer protection law and the effect of the Bankruptcy Code on the Article 9 secured party. Topics in secured transactions will include creation and perfection of security interests, future advance and after-acquired property issues, fixture security, floating liens, priority questions, rights of secured party and debtor on default, and security interest in bankruptcy. Topics in commercial paper will include negotiability; liability of parties to an instrument; the holder in due course doctrine; accommodation parties; bank collection process; stop orders and set-offs; wrongful dishonor;

issues concerning lost, stolen, forged and altered checks, and checks dishonored for lack of sufficient funds; and electronic funds transfer systems.

Law 1852. Communications Law (2–3)

Survey of legal issues associated with the regulation of the mass media, but with particular emphasis upon the broadcast media. FCC regulatory and licensing issues will be covered extensively. First Amendment issues, especially as related to television and radio, are an important part of the course. To the degree that time allows, defamation and privacy issues will also be considered.

Law 310. Community Justice Clinic (3)

The Community Justice Clinic provides legal services for non-profit, religious or community organizations who are working to promote justice and to develop opportunities and resources for vulnerable, underserved people and communities. Under faculty supervision, students provide corporate counsel and services, including formation, governance and compliance counsel, and students will advocate for clients, including research, writing, advice and direct representation. With intensive classroom instruction and guidance, students will learn and apply substantive law, interview clients and evaluate matters, draft and file legally operative documents, research and analyze law and policy, advise and counsel clients, make oral and written presentations to clients and constituents, and provide direct representation for clients before courts, governmental bodies and regulators and in negotiation and mediation.

Law 802. Community Property (2–3)

The rights of the respective spouses in their property under the California community property system; consideration of community property defined; management and control; liability for debts; termination of the community by either dissolution or death. (This course is not a degree requirement but is highly recommended for all persons taking the California bar examination.)

Law 2352. Comparative Antidiscrimination Law Seminar (2–3)

This course will study how different legal systems conceptualize equality, and the cultural, social, and historical forces that impact discrimination and shape antidiscrimination laws and practices. It provides an overview of federal and state constitutional and statutory antidiscrimination law, in comparison with and in contrast to international laws, covenants, treaties and conventions. Contexts such as employment, affirmative action, marriage and reproductive rights, hate speech, free exercise and establishment of religion will be addressed. The course will focus on discrimination based on race, ethnicity, gender, sexual orientation, and religion, with some attention to other characteristics.

Law 1322 Comparative Law (2)

A comparative study of various legal systems and the influences which those systems have had upon American jurisprudence. This course may include a study of the Roman, French, and German legal systems and/or a contrast between the civil and common law systems. Particular attention may

be given to contract and/or tort law, as well as procedural aspects of civil and criminal trials. The London course includes practitioners from the relevant countries who take part as guest speakers to share specifics on common and civil law practice.

Law 1743. Complex Litigation (2–3)

This course examines the procedures used to resolve complex civil cases. It focuses primarily on advanced issues in the Federal Rules of Civil Procedure and functions largely as an advanced course in Civil Procedure, with discussion of other subjects (including Federal Courts, Conflict of Laws, and Remedies). It examines the theoretical and practical elements of the aggregation of claims, class actions, retrial judicial control, electronic discovery, and case management. This course is highly recommended for students interested in litigation.

Law 1112. Constitutional Law Seminar (1–3)

An in-depth, advanced study of selected constitutional law topics more fully described by the offering faculty member in pre-registration materials. Important constitutional issues of current concern are emphasized. A substantial written product analyzing and attempting to resolve constitutional issues is required.

Law 912. Copyright Law (2–3)

Problems related to the protection of artistic and creative properties, including a study of the methods for securing and maintaining a copyright, the laws that govern the exploitation of the entitlement created by a copyright, and the problems and methods of protecting those rights.

Law 1103. Creditors' Rights and Bankruptcy (3)

A study of the rights of creditors and debtors inside and outside of bankruptcy, including prejudgment and postjudgment creditors' remedies, debtor protections under state and nonbankruptcy federal law, and fundamental aspects of consumer and business bankruptcy.

Law 1902. Cross-Cultural Conflict and Dispute Resolution (2)

This course surveys the impact that cultural differences, stereotypes and attributions have on key dispute resolution processes and on conflict generally. It is designed to build theoretical knowledge, to equip students with an analytical framework useful in determining suitable dispute resolution processes, and to instill practical skills and strategies to enhance effectiveness in cross-cultural contexts. Cultural differences in language, customs, values, legal systems and world-views are examined along various dimensions: orientation towards the individual or the collective community; importance of career success over quality of life; deference to authority; long vs. short term orientation; extent to which expectations for behavior are implicit or express; perceptions of time and personal space; and aversion to risk. Prerequisites: Law 1492 Negotiation Theory and Practice and Law 1422 Mediation Theory and Practice.

Law 2362. Current Issues in International Dispute Resolution (2)

This course will provide an introduction to international dispute resolution in a particular region of the world: Europe, Asia, Latin America, or North America. The course will focus on the laws, practices, and institutional framework of international dispute resolution in the respective region of study. This course may be incorporated in a study-abroad program.

Law 1282. Dispute Resolution and Religion (2)

This course explores conflict in the context of religion, with a focus on how religious beliefs can generate and affect conflict as well as provide guidance on its resolution. It examines special considerations important in managing religious disputes and unique factors to be taken into account when facilitating the resolution of conflicts set within the context of religious organizations, including those that do not involve religious issues per se. Techniques to help parties integrate their own religious beliefs into their approaches to conflict are given special emphasis. The course uses the Judeo-Christian perspective as a starting point for examining other religious heritages, to gain an appreciation for how various religious beliefs can influence an individual's approach to conflict resolution and reconciliation and how religion contributes to regional and international political strife.

Law 42/43. Dispute Resolution Law Journal (variable)

Members of the staff receive credit for their work on the *Dispute Resolution Law Journal*. The amount of credit will vary according to the number of semesters in which a student participates. No credit is awarded until the student has fulfilled the commitment to the journal, at which time a pass/fail grade will be assigned to the credits based on the student's performance. All members are required to write publishable articles and to do editorial and staff work.

Law 1932. Divorce and Family Mediation (2)

This advanced course explores conflicts that arise in the context of families, with emphasis on negotiating and mediating issues surrounding marital separation and divorce. It is designed to equip students with the strategic judgment, skills and sensitivity needed to help parties build consensus on matters such as child custody, visitation, division of property, spousal support, and child education and support. Relevant emotional concerns, such as feelings of betrayal and loss, are examined, along with techniques for addressing them. Special considerations surrounding high conflict families, domestic violence, spousal or child abuse, and "move aways", as well as ethical issues related to power differentials, court-mandated mediation, collaborative law and mediator certification, are also covered. Prerequisites: Law 1492 Negotiation Theory and Practice and Law 1422 Mediation Theory and Practice, and suggested: Law 102 Family Law.

Law 103. Domestic Violence Law Seminar (2-3)

This seminar introduces students to Domestic Violence law and policies, and provides students with an opportunity to conduct in-depth research into cutting edge topics in Domestic Violence Law. This course is designed to

critically examine and expound upon the psychological dynamics underlying domestic violence, the construction of victim's rights and remedies within civil and criminal laws, and the policies and practices that implement these laws. First, each student will select, present, and lead a critical discussion on a scholarly article on a domestic violence topic. Second, each student will choose a topic of interest and write a research paper that satisfies the rigorous Upper Division Writing Requirement. Each student will make a presentation to the group explaining the results of her or his research during the semester.

Law 1552. Education Law (2–3)

A study of the legal aspects of education, including the legal basis for public schools, religion and public schools, school finance, school property, tort liability, personnel administration, student rights, and desegregation.

Law 2052. Election Law (3)

This course examines elections in the United States, and the rules and structure given them by law. It focuses primarily on the implications of federal constitutional and statutory law, and how States go about administering elections subject to federal guidelines. The course will examine constitutional law issues of the right to vote, ballot access, the Voting Rights Act, legislative redistricting, ballot initiatives, the freedom of association for political parties, and advanced First Amendment issues regarding campaign finance. It is not a political science course, but theories of democracy will inevitably play a significant role in the in course. Students interested in litigating election law, managing legal compliance in political campaigns, or administering elections, including on a pro bone or volunteer basis, are encouraged to take this course.

Law 1792. Employment Discrimination Law (2–3)

The law relating to discriminatory practices in the hiring, promotion, compensation, and retention of employees, including discrimination based on race, color, national origin, religion, sex, gender orientation, age, and disability. Course coverage includes substantive and procedural aspects of Title VII, the Americans with Disabilities Act, the Age Discrimination in Employment Act, the Equal Pay Act, the Equal Protection Clause, racial and sexual harassment, and various other relevant laws and policies.

Law 982. Employment Law (2–3)

An integrated examination of issues involved in employment, including the nature of the employment relationship; individual and collective employee rights; trade secrets, unfair competition, non-competition agreements, and employee inventions; selected regulatory topics, including health and safety, and wage and hour issues; direct and vicarious employer duties and liability; an introduction to employment discrimination law and a survey of selected discrimination topics; and termination of employment.

Law 1622. Entertainment Law (3)

An overview of the entertainment industry, covering common law and statutory protection for all forms of creative expression, and a study of

the legal and business relationships that drive the industry. Labor Law and Antitrust are both recommended prior to registration for this class. Prerequisite: Law 912 Copyright Law.

Law 932. Entertainment Law Seminar–Special Problems in the Film Industry (2)

An in-depth study of the film industry contracts and the common law, statutory law, and the business relationships that converge to develop each clause in the various contracts. Prerequisite: Law 1622 Entertainment Law.

Law 942. Entertainment Law Seminar–Special Problems in the Music Industry (2)

An in-depth study of music industry contracts, including an examination of the common law, the statutory law, and the business considerations that govern the relationships between songwriters, artists, managers, producers, engineers, booking agents, record companies, publishing companies, concert promoters, and tour sponsors. Prerequisite: Law 1622 Entertainment Law.

Law 2122. Entertainment Law Seminar–Special Problems in the Television Industry (2)

An in-depth study of television industry contracts and the business relationship of agents, attorneys, and entertainment executives that govern the result in the television programming from development of the “pitch” through actual production of movies or television series. Prerequisite: Law 1622 Entertainment Law.

Law 2403. Entrepreneurship Law Practicum (2)

This course will examine the legal issues associated with starting and operating a new business, such as the choice of entity; management, governance and succession issues in a closely held business; venture capital and debt financing arrangements; protecting a new company’s intellectual property; employment and executive compensation issues; operating contracts; and ethical issues facing attorneys who represent entrepreneurs. The course is taught by local practicing attorneys and entrepreneurs and will focus on real and/or hypothetical case studies. Students will work in groups to conduct research, prepare client correspondence, and draft legal documents related to the case studies. In this High Pass/Pass/Credit/Fail course students will be evaluated based on their written work and class participation. There is no final examination.

Law 1242. Environmental and Public Policy Dispute Resolution (2)

This advanced course examines the consensual processes used to resolve public policy disputes, particularly those concerning environmental and community impact, natural resources management, and land use and regulation. It is designed to equip students to strategically facilitate understandings among large constituencies with divergent interests through, for example, identification of stakeholders, selection of appropriate spokespersons, management of multiple participants, acquisition of approval from public sector entities, and coordination with elected officials. Negotiated rule-making and the 1990 Administration Dispute Resolution Act

are also covered. Prerequisites: Law 1492 Negotiation Theory and Practice and Law 1422 Mediation Theory and Practice, and suggested: Law 1162 Environmental Law.

Law 1162. Environmental Law (3)

A general survey course on domestic environmental law that focuses on major federal environmental statutes and includes the following areas: Clean Air Act, Clean Water Act, Waste Management (CERCLA/Superfund and RCRA), the National Environmental Policy Act (Environmental Impact Statements), the Administrative Procedure Act, the Endangered Species Act, the Toxic Substances Control Act, the Federal Insecticide, Fungicide, and Rodenticide Act, and the study of common law toxic torts.

Law 2922. Ethical Considerations in International Arbitration (2)

This course explores the ethical considerations affecting the work of arbitrators, counsel and experts in international arbitration. Issues will include the arbitrator obligations of independence and impartiality, conflicts of law problems facing counsel in transnational arbitration, practice restrictions governing the work of arbitrators and counsel in international arbitration and texts bearing on the unification of ethical standards. Prerequisite: Law 2902 International Commercial Arbitration Procedure and Practice or Law 2832 International Commercial Arbitration Theory and Doctrine or Law 372 International Commercial Arbitration.

Law 1762. European Union Law (3) (London Program only)

Financial and trading rules of the European Union (EU), within the general context of the different legal systems of its member states. First the course will attempt to distinguish between the two contrasting legal traditions of the common law and civil law within the Common Market. Second, it will consider in detail the reasons for the creation of the European Union and its present institutional structure. The final part of the course will be devoted to a study of the substantive trading and financial laws in force in the EU.

Law 300. Externship (1-10)

Through field placements, students develop their skills in legal analysis, legal reasoning, negotiation, legal research, writing, counseling, interviewing, and oral advocacy. Externships may be judicial chambers, government offices, public interest law offices, and in-house counsel offices (i.e., corporate, entertainment, or real estate). Students earn academic credit by hours worked in approved field placements, documented by time-sheets, journals, and evaluations. To receive credit in their first externships, students must attend workshops in which the teacher guides discussion through hypotheticals, anecdotes, problem solving, readings, and student participation. Students will share observations about insights gleaned from their field placements. Discussions will include ethical and professional challenges, problem solving, career choices, interpersonal skills, persuasive skills, and seeking justice. Workshops do not count for academic credit but do count toward hours worked in the field placements. Field placements

must be approved in advance by the Director of Externships or the Director of Clinical Education.

Law 325. Fair Employment and Housing Mediation Clinic (2)

The Fair Employment and Housing Mediation Clinic is designed to train law students in civil rights class action/group action and discrimination law in the employment and housing context. Students will work at the Department of Fair Employment and Housing (DFEH) in order to gain experience and observe mediations, perform mediation intake, and co-mediate cases. They will have additional exposure to the investigation, prosecution, litigation, settlement, claims processing, and resolution of civil rights class/group and individual complaints.

Law 365. Faith and Family Law Mediation Clinic (3)

This clinic's practice is at the intersection of California family law, interfaith and intercultural work, Jewish law and practice, and alternative dispute resolution and mediation. Clinic faculty and students provide mediation services to families proceeding in civil and religious courts. For divorcing Jewish couples, parties must receive a religious divorce in addition to a civil divorce. The clinic collaborates with the Jewish Divorce Assistance Center of Los Angeles (JDAC), a non-profit organization focused on reaching amicable resolutions to civil and Jewish divorces through mediation and other supportive techniques.

Law 2162. Faith, Leadership, and the Practice of Law (1–2)

This course is designed to challenge and train law students to ignite their faith, understand legal ethics, cultivate their character and integrate faith, ethics and character in the practice of law that will result in professional leaders who pursue justice in the world as the highest of callings. Students will read, reflect on, and discuss books on faith, law practice, justice, and leadership. Guest speakers from the fields of faith and justice will engage with students and reflect on how they integrated their faith with their profession.

Law 2392. Faith-Based Diplomacy and International Peacemaking (2)

This course integrates the dynamics of conflict resolution, religious faith, and intractable identity-based disputes in the international context. The course will address related issues involving international diplomacy, nation-to-nation negotiation, and treaty-making. It will consider whether religion, or shared religious core values, may be a catalyst for peacemaking and reconciliation. It will consider how conflict intervention practices may be combined with international conflict resolutions principles to develop a religious framework for peacemaking that may contribute to the success of official "track one" political negotiations. Field experiences in faith-based diplomacy may be used as case studies. This course is recommended for students interested in identity-based international dispute resolution and/or resolution of religiously-based conflict. Prerequisites: Law 1492 Negotiation Theory and Practice and Law 1422 Mediation Theory and Practice.

Law 102. Family Law (2–3)

An examination of the legal relationships arising from marriage, marriage-like relationships and procreation. Specifically, the course deals with marriage, domestic partnerships, cohabitation, procreative right, parental rights, adoption, divorce, annulment, spousal support, child support, child custody, and tax issues. The course does not cover marital property, which is the subject of the Community Property course.

Law 242. Federal Courts (3)

A study of the jurisdiction of federal courts and their relationship to Congress, the President, and state governments. Major topics include judicial review, the justiciability doctrines, congressional power over federal court jurisdiction, cases arising under federal law, abstention, state sovereign immunity; habeas corpus, and Supreme Court jurisdiction. There are no prerequisites, but Law 733 Constitutional Structure is recommended.

Law 1842. Federal Estate and Gift Taxation (2–3)

A study of the federal system of taxation relating to estates and gifts. Topics include determination and valuation of gross estates and gifts, exclusions and deductions, and computation of estate and gift taxes.

Law 814. Federal Income Taxation (3–4)

A study of individual nonbusiness and business taxation. This course examines the individual nonbusiness taxpayer, characteristics of income, inclusions and exclusions, personal deductions, exemptions and credits, sales and other dispositions of property, capital gains and losses. It also covers the gross income and deductions of the business taxpayer, including expenses and losses incurred in business or profit seeking activities, bad debts and worthless securities, depreciation, amortization, and other business-related items.

Law 2323. Federal Income Taxation of Business Entities (3)

The study of the federal income taxation of C corporations, S corporations, partnerships, and limited liability companies (“LLCs”), and the holders of ownership interests in such entities, including the federal income tax consequences of operations, contributions of capital to the entity, distributions by the entity, and acquisitions, dispositions, and rearrangements of the entity.

Law 2113. First Amendment: Freedom of Speech, Religion, and Related Rights (2–3)

This course will explore major areas of free speech law and related rights, as well as those associated with freedom of religion. General areas of coverage may include lesser-protected forms of speech such as obscene content, fighting words and threats, and commercial advertising, fully-protected forms of speech, symbolic expression, the government regulating speech in special capacities such as the manager of public lands or public schools, the freedom not to speak, the right of expressive association and the right not to associate, restrictions on campaign spending and fundraising, special rights pertaining to the news media, the free exercise of religion, and laws respecting government establishments of religion. Special attention will

be given to the US Supreme Court's treatment of these areas, including the history, doctrines, policies and theories underlying them, and other factors that may influence the Court's interpretation of the Constitution with respect to these topics.

Law 2662. Health Care Organization, Financing, and Ethics (2)

Legal issues relating to the organization, financing, and provision of health care. The course is designed to prepare law students to represent patients, physicians, hospitals, health insurers, public health agencies, employer providers of health care, and other health care providers or consumers. Among the issues covered are licensing of health care providers, patient access to health care, private health insurance and managed care, Medicare and Medicaid, governmental regulation of health care, hospital staff privileges, structure of the health care enterprise, ERISA regulation of employee health coverage, tax-exempt health care organizations, Medicare fraud and abuse, antitrust issues in health care, regulation of organ transplantation, and legal issues in human genetics.

Law 10. Honors Appellate Advocacy (2)

Second- and third-year students study composition, mechanics, and advocacy style for federal appellate court briefs. Organization and presentation of effective oral argument is a component of the class. Enrollment is limited and requires the approval of the professor.

Law 403. Honors Trial Practice (2)

This class is designed to provide additional trial experience for students who excelled in Law 402 Trial Practice. Each student in the class will be required to participate in multiple trials. Interest in participating in interschool trial competitions is one factor considered in granting approval for enrollment. This advanced trial practice class requires the approval of the professor for enrollment. Prerequisite: Law 402 Trial Practice.

Law 1972. Human Rights (2-3)

This course will address certain rights that should be afforded all people in order to assure that they are treated as "humans," both in time of peace and war. Those rights may include human rights such as free speech, the right to worship, and the right to live as and where one wishes; political rights, such as the right to vote and to fair treatment in the courts; economic rights, such as the right to a minimum standard of living, and various other topics, such as torture and capital punishment. The course will also focus on domestic, regional, and international enforcement mechanisms.

Law 842. Immigration Law (2-3)

The course examines the criteria and eligibility for temporary and permanent status of foreign persons attempting to enter the United States. It includes the examination of family-based, employment-based, and refugee-based visas for admission into the United States. In addition, the course includes an extensive analysis of issues relating to inadmissibility, deportation, and removal of aliens from the United States, as well as defenses and waivers on the grounds of inadmissibility and removal.

Law 501. Independent Study (2)

In exceptional circumstances and at the dean's discretion, students may obtain credit for writing an original paper under the direction of a faculty member. The paper must be of substantial merit, which is of publishable quality and in a form suitable for law review publication. Students will not be allowed to do more than one independent study.

Law 2512. Intellectual Property Survey (2-3)

This survey course introduces the four fundamental types of intellectual property protection: patent, trademark, trade secret, and copyright. Additionally, some time will be spent exploring the concepts of unfair competition and the right of publicity. This course is designed to give students a general working knowledge of the types of IP protection available, as well as the strengths and limitations of each type and how they may be used to complement on another. A technical background is not required, even for the patent materials.

Law 272. International Business Transactions (2-3)

The course is a transaction-based approach to the study of international business transactions. The coverage will include the international sale of goods and services, the international transfer of technology, and the foreign investment. The course will address the legal and business issues facing a foreign national investing or doing business in the United States as well as US persons engaged in business or investing abroad.

Law 372. International Commercial Arbitration (2-3)

This course provides a comprehensive overview of international arbitration law and practice. Topics explored include the making and enforcement of arbitration agreements; the selection and appointment of the arbitral tribunal; preliminary proceedings, including procedural orders and interim relief; the arbitration hearing; and the making and enforcement of the arbitral award. Particular attention is paid to the enforcement of arbitration agreements and awards, the role of the New York Convention on the Recognition and Enforcement of Foreign Arbitral Awards and other treaties, and their interplay with national laws as a backdrop for private arbitration agreements. Students who have taken Law 1821 International Commercial Arbitration Theory and Doctrine or Law 2902 International Commercial Arbitration Procedure and Practice are not eligible to enroll in this class, unless they receive prior permission from one of the Straus Institute directors.

Law 2912. International Commercial Arbitration and the National Courts (2)

This course studies the complementary and sometimes antagonistic role of national courts in the international arbitration process in light of treaty mandates, internationally recognized jurisdictional limits, arbitral legislation and case law doctrine. The focus is on comparing court decisions in the United States with decisions from various other jurisdictions. Prerequisite: Law 2902 International Commercial Arbitration Procedure and Practice of Law or 2832 International Commercial Arbitration Theory and Doctrine or Law 372 International Commercial Arbitration.

Law 2902. International Commercial Arbitration Procedure and Practice (2)

This course studies prevailing procedural models common to international commercial arbitration in light of common law and civil law traditions, the role of institutions, party autonomy and emerging best practices. Students consider both pre-dispute planning and post-dispute strategies for ensuring effective proceedings that will lead to enforceable awards. The course stresses the critically important interplay among counsel, the arbitrators, arbitral institutions and the courts. Students also are introduced to the rudiments of successful advocacy. Students who have taken Law 372 International Commercial Arbitration can only enroll in this course with permission from the instructor. Concurrent enrollment in Law 2832 International Commercial Arbitration Theory and Doctrine required.

Law 2832. International Commercial Arbitration Theory and Doctrine (2)

This course is a study of foundational principles, assumptions and debates associated with international commercial arbitration. On a comparative basis, the course examines sources of law and guidance including national legislation, treaties, institutional rules and soft law texts. The course will also explore common precepts of international importance such as party autonomy, the efficacy of international arbitral agreements and awards, the role of the arbitral seat, the severability of the arbitration clause, jurisdictional competence of the arbitral tribunal, and the independence and impartiality of arbitrators. Students who have taken Law 372 International Commercial Arbitration can only enroll in this course with permission from the instructor. Concurrent enrollment in Law 2902 International Commercial Arbitration Procedure and Practice required.

Law 2852. International Criminal Law (1-3)

This course is an introduction to international criminal law. The course exposes students to the prosecution, trial, and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian principles. The seminar will address selected issues in international criminal law, including the origins of individual criminal responsibility under international law, the development of international tribunals, and the creation of the International Criminal Court. The objective and subjective components of international crimes, such as genocide, human trafficking, crimes against humanity, war crimes, aggression, and transnational crimes, will be discussed. The course will also cover the general principles of international criminal law, such as the principle of legality, defenses, procedure, and jurisdiction.

Law 2082. International Environmental Law (2-3)

This course examines the role of international law in the protection of the earth's environment. It views the international organizations that develop environmental laws and policy, and the roles, rights, and obligations of states in enacting and enforcing those laws. Environmental issues covered include marine pollution, hazardous waste, nuclear energy, endangered species, and how international disputes in these areas are settled.

Law 2133. International Investment Disputes (2)

This course addresses the treaty-based systems established to allow foreign direct investors and host states to arbitrate disputes arising from alleged breaches of international law. In addition to examining the major treaties affecting the field, the course will survey the many important doctrines bearing on tribunal jurisdictions, claim admissibility, and the enforcement of awards against a state. Matters of process design will also be considered. Prerequisite: Law 2902 International Commercial Arbitration Procedure and Practice of Law or 2832 International Commercial Arbitration Theory and Doctrine or Law 372 International Commercial Arbitration.

Law 270. International Litigation (2–3)

Designed to be a seminar, the course combines lecture and problem solving in addressing the following topics: basic choice of law and choice of forum analysis; international judicial assistance (service of process and discovery abroad); enforcement of judgments internationally; alternative dispute settlement mechanisms (conciliation and arbitration); enforcement of arbitration awards; prejudgment remedies; and sovereign immunity.

Law 1012. International Tax (3)

A study of federal income tax implications of (1) US nationals doing business abroad, and (2) foreign nationals doing business in the United States; a study of tax treaties currently entered into by the United States; and a review of tax incentives and penalties for US citizens doing business abroad.

Law 2142. Internet Law (2–3)

Regulation of the Internet, including computer crime, fraud, and abuse laws; free speech and anonymity on the Internet; ISP liability; jurisdiction of Internet-related disputes and choice of law issues; intellectual property rights as they relate to on-line activities, including secondary copyright liability and domain name disputes; trade secret laws; spam; and the rules of on-line contracting.

Law 1712. Interviewing, Counseling, and Planning (2)

This course develops the craft of the lawyer in client interviewing and counseling. It examines the theoretical framework and strengths and weaknesses of prevailing models of attorney-client relationships with a focus on planning and decision-making. Authoritative, client-centered, and collaborative approaches are explored and compared. The class also examines principles of moral responsibility underlying this critical aspect of a lawyer's role. Emphasis is on learning competent and ethical interviewing and counseling skills through simulated exercises, case studies and discussions.

Law 2942. Introduction to US Law (2)

A study of distinctive features of the United States legal system designed for graduates of non-US law schools. The course examines US constitutional structure, doctrines delineating the respective roles of the state and federal systems, prominent legal institutions, sources of law and the common law method. Distinctive elements of American legal practice will also be considered.

Law 2200. Jewish Law (2–3)

This course provides a forum for students to explore the history, literature and process of Jewish law. No knowledge of Hebrew or prior study of Jewish law is required for the course. Following introductory classes on the sources and structure of Jewish law, the course will examine the dynamics of the legal system by looking at such areas as: biblical interpretation in civil and ritual law, capital punishment, self-incrimination, the duty of confidentiality, abortion, the interaction of Jewish law with other legal systems, and the application of Jewish law in the Israeli legal system. There will be an emphasis on comparative analysis, and course materials will include discussion of Jewish law in contemporary American legal scholarship. Grades are based upon a research paper, a draft of which each student will present to the class toward the end of the semester.

Law 62/63. Journal of Business, Entrepreneurship, and the Law (variable)

Members of the staff receive credit for their work on the Journal of Business, Entrepreneurship and the Law. The amount of credit for each student will vary according to the number of semesters in which a student participates. No credit is awarded until the student has fulfilled the commitment to JBEL, at which time a pass/fail grade will be assigned to the credits based on the student's performance. All members are required to write publishable articles, and to participate in editorial, staff, and online publication work.

Law 112. Juvenile Rights: Substance and Procedure (2–3)

The goal of the course is to combine the three branches of juvenile law into a workable structure for analyzing judicial decisions and statutory reform. The class sessions will cover the issues of (1) juvenile justice, youth, and crime, (2) the child welfare system, and (3) related reform in children's rights, primarily the emerging unique juvenile law pertaining to the safe schools movement.

Law 1312. Land Use Planning (2–3)

A study of the legal, political, and economic factors involved in the control of land use. Topics covered include the land development process; planning; zoning and zoning changes; subdivision regulations; building codes; aesthetic controls; financing the urban infrastructure; discriminatory land use controls; and constitutional constraints on government action.

Law 2134. Law and Bible Seminar (2–3)

In the Bible, throughout Christian history, and around the world today, Christians (and Hebrews before them) have had every conceivable relationship to law—ruler, judge, administrator, lawyer, citizen, subject, slave, prisoner, and martyr. This course will explore what Scripture teaches about law and its relevance for Christians today. The focus will be on the civil or positive law—the law that orders human societies and is implemented through human government. Every section of the Bible has important teachings about law. We will consider how the Bible addresses the challenging legal issues of our day—the breakdown of the family, the death

penalty, abortion, poverty, climate change, gay marriage, human trafficking, immigration, and the separation of church and state. We will address the big questions. Should Christians participate in the coercion that is an inherent part of law—as citizens, elected officials, lawyers, and judges? What is the place of law and lawyers in God’s world? In what ways does existing law reflect biblical teaching? How might biblical insights prophetically critique law? How should Christians respond to unjust rulers, both in their own and in other countries?

Law 852. Law and Religion Seminar (2–3)

This course considers the multifaceted relationship between law and religion. The course will consider this relationship from a variety of perspectives, such as constitutional, philosophical, theological and/or historical ones.

Law 2/3. Law Review (variable)

Members of the *Law Review* staff receive credit for their work on the *Law Review*. The amount of credit will vary according to the number of semesters in which a student participates. No credit is awarded until the student has fulfilled the commitment to the *Law Review*, at which time a pass/fail grade will be assigned to the credits based on the student’s performance. All members are required to write publishable articles, and to do editorial and staff work.

Law 2692. Lawyering in the Nation’s Capital (2)

This course surveys the role of attorneys in the three branches of government, non-profit and non-governmental organizations, and lobbying firms, with a focus on the role of these attorneys in creating, defining, challenging, and upholding the federal rule of law. Topics may include examining the roles of general counsels and attorney advisors in agencies, how attorneys within the three branches protect their branches’ roles and attempt to guide or control other branches, and lobbying in DC. The course will also examine, from a policy perspective, the propriety of government attorneys’ roles—both in theory and in practice. Guest speakers, student debate, and the examination of the constitutional and statutory authority for these attorney roles will facilitate class discussion.

Law 385. Legal Aid Clinic (3)

The Pepperdine Legal Aid Clinic provides direct legal services to homeless individuals in downtown Los Angeles. In the clinic, housed in the Union Rescue Mission, students receive training and provide legal assistance in a variety of civil matters, including family law, income tax, consumer law, benefit controversies and post-conviction reentry. With intensive classroom instruction and guidance, students perform live client interviewing and counseling, legal research, motion preparation, and client representation in court. In addition, the clinic presents legal education programs to various social service organizations and community groups.

Law 2782. Licensing (2)

This course will consider the substantive law underlying intellectual property licensing as well as the practical aspects of the licensing process. Particular emphasis will be placed on the licensing of entertainment properties such as television, music, books, motion pictures and video games. The class will examine relevant case law as well as actual licensing contracts. Class discussions will focus on the practical applications of case law in connection with licensing agreements one might draft and otherwise encounter in practice. Therefore, the course will include exercises in negotiation of relevant contractual provisions and the subsequent drafting of such provisions.

Law 3024. Low Income Taxpayer Clinic (3)

The Low Income Taxpayer Clinic provides direct legal services and educational programming regarding taxpayer rights and responsibilities for low income taxpayers and taxpayers who speak English as a second language (ESL). Representation may include audits, appeals, collection matters, and federal tax litigation. With intensive supervision, students perform live client interviewing and counseling, legal research, motion preparation, and client representation.

Law 1863. Media and the Law (2-3)

This course examines the impact of the First Amendment's press clause on different forms of media. Topics such as government regulation of speech, prior restraint, defamation and privacy, as well as reporters' access to news, reporter's shields and torts specific to the media and press are discussed. In addition, the course will address evolving areas of law, such as those relating to the Internet and bloggers, and any other issues and cases that arise during the semester.

Law 380. Mediation Clinic (2)

This practicum offers students the opportunity to actually apply mediation theory in context and to enhance their mediation skills by serving as the mediator in numerous small claims court cases and other referred disputes. Students share the specifics of their mediation experiences in class and receive feedback on their strategic and tactical choices, as well as on their tone and demeanor. This critical review is designed to cultivate and refine advanced mediation skills. Students must be available to mediate six hours per week during normal business hours. Units of credit are based on 50 hours of work per credit. Prerequisites: Law 1492 Negotiation Theory and Practice and Law 1422 Mediation Theory and Practice.

Law 1422. Mediation Theory and Practice (2)

This course explores the various theories underlying and practices basic to mediation. The mediation process is organized into a series of stages, and basic mediation skills and techniques appropriate to each stage are identified and cultivated. Simulations and experiential exercises provide students with an opportunity to develop proficiency as mediators and to rigorously analyze appropriate roles and behavior as mediators and advocates taking into

account the legal, ethical and public policy issues surrounding the practice of mediation.

Law 2262. Mergers and Acquisitions (2–3)

An overview of transactional lawyering in the area of corporate mergers and acquisitions. The course is oriented toward equipping law students for law firm practice and covers both theoretical and practical aspects of acquisition work. The course will examine the duties and risks of both sellers and buyers in these transactions as well as selected federal securities laws and state corporate laws. Prerequisite: Law 803 Corporations or consent of instructor.

Law 18. Moot Court Board (1)

Members of the Moot Court Board receive credit for organizing intra-school moot court competitions and for working with the interschool moot court teams.

Law 5. Moot Court–Dalsimer Competition (1)

Students participate as a two-person team in the Vincent S. Dalsimer Moot Court competition on a credit basis. Those who elect to participate and who demonstrate satisfactory proficiency will receive one unit. All participants write an appellate brief and engage in competitive oral argument.

Law 8. Moot Court–International (1) (London Program only)

Students in the London program may earn one unit credit for participating in the London Moot Program. Students attend a series of lectures, visit English courts, take part in an advocacy class given by barristers, participate in an internal “moot-off” competition, review video-taped feedback, and moot against one of the four English Inns of Court or English law schools.

Law 1. Moot Court–Interschool Competition (1)

Students participating in interschool competitions may receive one unit of credit upon recommendation of the moot court advisor and approval of the dean.

Law 52/53. National Association of Administrative Law Judges Journal (variable)

Members of the staff receive credit for their work on the *National Association of Administrative Law Judges Journal*. The amount of credit will vary according to the number of semesters in which a student participates. No credit is awarded until the student has fulfilled the commitment to the journal, at which time a pass/fail grade will be assigned to the credits based on the student's performance. All members are required to write publishable articles, and to do editorial and staff work.

Law 1492. Negotiation Theory and Practice (2)

This course examines the theory and practice of negotiation as a process used to put deals together or to resolve disputes and legal claims. Students learn about competitive positional bargaining and collaborative problem solving and acquire insight into the strategic management of the tension between the two approaches. Through simulated exercises, students develop skills and confidence as negotiators, including an awareness of the

psychological encouragements and barriers to consensus. Special challenges of multi-party negotiations are addressed with an emphasis on the attorney-client relationship, including applicable ethical standards, codes, and law.

Law 350. Ninth Circuit Appellate Advocacy Clinic (2–3)

In the Ninth Circuit Appellate Advocacy Clinic, students represent clients as court-appointed counsel in briefing and arguing appeals before the federal Ninth Circuit Court of Appeals. Students evaluate strategy and legal issues, research intensively, write and submit appellate briefs and present oral arguments before the Ninth Circuit Court of Appeals. Students must commit to the clinic for two consecutive semesters to ensure that they can work on cases to completion.

Law 1832. Patent Law (2–3)

Fundamentals of patent law relating to standards of patentability, patent claims, interpretation, licensing, and enforcement are presented in reference to patent litigation.

Law 2802. Police Practices (2)

Bridges the knowledge gap between today's police professionals and the attorneys who prosecute and defend the accused. The complexities facing law enforcement—from patrol officers to chiefs of police—are historical, constitutional, and political. The course analyzes how these issues affect investigations, criminal trials and the later stages of incarceration and rehabilitation. Students study modern urban policing, with a focus on “real life” criminal law. The course biopsies major police misconduct, and explores options for reform, including civilian oversight, federal intervention and civil litigation.

Law 1794. Privacy Law (2–3)

This course is an introduction to U.S. private sector privacy laws designed to prepare students for practice as privacy professionals. The student will learn the sources of privacy law, including the regulatory authorities, and mechanisms of enforcement of U.S. privacy laws. While information management will be covered from a U.S. perspective, privacy program development will highlight key considerations raised by the General Data Protection Regulation (GDPR) for companies with an international presence. The course will explore limits on private-sector collection and use of data, including Federal Trade Commission (FTC) privacy protections, regulation of medical, financial, education, telecommunications, and marketing data. Workplace privacy concepts will be explored including privacy before, during, and after employment as well as coverage of employee monitoring technologies. The course will also cover the intersection of federal and state authority, marketing laws, state data security laws, and state data breach notification laws.

Law 1292. Products Liability (2–3)

Development of the concept of product liability. Specific problems and a survey of civil actions for harm resulting from defective and dangerous

products with reference to parties and proof of negligence, warranty, misrepresentations, and strict liability in tort.

Law 2952. Psychology of Conflict Communication (2)

Psychology of Conflict Communication is a survey course covering the intersection of psychology, law, conflict, and dispute resolution with application to human communication. This course explores psychological phenomena, the frameworks for analyzing conflict that results from these phenomena, as well as conflict resolution communication skills to address these phenomena. This course is designed to provide insights from areas of cognitive and social psychology, neuro-collaboration, and communication theory and apply those insights to dispute resolution, lawyering, and negotiations. Prerequisites: Law 1492 Negotiation Theory and Practice, Law 1422 Mediation Theory and Practice and one of the following arbitration courses: Law 372, Law 1632, Law 2832 or Law 2902.

Law 2554 Public Interest Practicum (4)

The Public Interest Practicum is a field placement program through which Caruso School of Law students work with Neighborhood Legal Services of Los Angeles County (NLSLA) in its practice representing individuals in its various practice areas, including Housing, Bankruptcy, Family Law (focusing on domestic violence practice), Public Benefits, Immigration, Disaster Relief, Self-Help, and Clean-Slate advocacy. Under supervision of NLSLA attorneys, students' work will include client intake and evaluation, interviews, advice and counsel, advocacy and representation, policy and legal research, and legal writing.

Law 262. Public International Law (3)

A study of the law of nations, including the sources of international law, jurisdiction of states over persons and property, recognition of states and governments, state responsibilities, governmental immunities, treaties, international organizations, legal status of use of force, and the protection of human rights.

Law 312. Real Estate Finance (2–3)

The law of mortgages, deeds of trusts, liens, rights, and duties of parties before and after foreclosure, receivership, priorities, subordination, and suretyship.

Law 1603. Real Estate Transactions (2–3)

An overview of real estate transactions, including brokerage, the purchase and sale process, due diligence (including physical and soil inspections, zoning considerations, environmental, title, surveys, estoppel certificates, and financing), construction, and leasing. Very little emphasis will be devoted to land use issues or to real estate finance.

Law 345. Restoration and Justice Clinic (1–3)

The Restoration and Justice Clinic provides diverse, civil legal services for victims of domestic violence, sexual assault, prostitution and human trafficking. Under faculty supervision, students provide civil legal services to promote clients' empowerment and liberty as they emerge from abuse,

violence and exploitation, and may include matters of civil protection orders, family law, civil rights, consumer protection, taxation, housing, immigration, asylum, benefits and human rights. The practice will intersect with criminal law and procedure as clients participate in criminal prosecutions against their abusers. Students will engage in legal research and writing, civil litigation, advice and counsel, multidisciplinary collaboration, negotiation, case evaluation and multiple forms of advocacy. With intensive classroom instruction and guidance, students will learn and apply substantive law, interview clients and evaluate matters, draft and file legally operative documents, research and analyze law and policy, advise and counsel clients, make oral and written presentations to clients, communities and collaborators, and represent clients in court.

Law 2108. Restorative Justice (2)

This course explores the restorative justice movement, a systematic approach to criminal justice that emphasizes repairing harm caused or revealed by criminal behavior. Restorative justice incorporates aspects of alternative dispute resolution and civil law into criminal matters in furtherance of its overarching goals of healing and reconciliation. The course considers where the movement originated, how it has developed in the past twenty years, the opportunities and challenges it confronts, and specific ways in which it can be woven into and implemented as part of the criminal process.

Law 1802. Role of In-House Counsel (2)

In today's business climate, companies rely more and more on their in-house counsel to manage risk and play the role of a valued business partner, who significantly impacts a company's direction and growth. In-house lawyers have a deep understanding of the businesses they support and are also required to have a firm grasp on many areas of law.

This course is designed to give students a first-hand look into the fun, exciting, and dynamic world of an in-house lawyer, as well as "hands on" experience examining the unique challenges and opportunities they face - from drafting and negotiating commercial transaction agreements, to managing litigation matters.

For students seeking to work in-house, this course will examine many of the day-to-day issues faced by a corporation's General Counsel and legal department. Students aspiring to work at law firms will learn how to better serve their corporate clients. Simulations, and in-class exercises will help students gain unique insight on a range of topics, which will include how in-house lawyers communicate and interact with business executives and teams, corporate compliance, employment and HR issues, selecting and managing outside counsel, protecting and promoting the company's brand, and handling M&A transactions.

Law 1613. Role of Law in Real Estate Investment (2)

The goal of this two (2) unit course is to research the role of law in real estate investments and collectively create publishable work that will be of value to institutional and large-scale real estate investors. Admission into this

course is by application only. If you are accepted, you will be part of a small group of students working collaboratively with two professors to conduct original research and writing in the field of real estate law. Specifically, you will be researching and quantifying criteria that sophisticated real estate professionals throughout the country will find useful in making large-scale investment decisions. The research will then be analyzed and published via an annual multistate real estate survey. This course may be of particular interest to students who are interested in investing in real estate post-graduation or intend to practice real estate or business law. If published, students will receive by-line recognition for their research and writing. This is an excellent platform upon which to build relationships with industry leaders and direct the launch of an influential annual research project with a national reach.

Law 1243. Securities Regulation (3)

Federal and state laws governing offer and distribution of securities to the public by corporate issuers and others; regulation of securities markets, and rights and liabilities of purchasers. Prerequisite: Law 803 Corporations.

Law 2282. Selected Issues in Dispute Resolution (2)

This course is a general category designed to accommodate and include a broad range of narrowly focused dispute resolution courses, each with its own specific emphasis. Examples include in-depth examination of dispute resolution theory, processes, customs and practices as applied to the following contexts: employment law; labor unions; entertainment industry; and healthcare. Prerequisite: Varies depending on specific course topic.

Law 600. Selected Topics in Law (1–4)

This course number covers a variety of courses that may be offered by the law school on a one-time or experimental basis. For a description of the topics to be covered, see the current course schedule.

Law 601 Selected Topics in Law II (1-4)

This course number covers a variety of courses that may be offered by the law school on a one-time or experimental basis and graded on a High Pass/Pass/Credit/Fail basis. For a description of the topics to be covered, see the current course schedule.

Law 1512. Sentencing and Corrections (2)

The course will provide a critical examination of criminal sentencing and corrections law from state, federal, and juvenile courts. Federal sentencing guidelines will be compared to California determinate and indeterminate sentencing laws. The course will examine issues related to the three-strike law, prosecuting juveniles as adults, parole and probation, plea bargaining, death penalty, and prisoner rights, in the context of federal and state prosecutions. Theories of punishment, rehabilitation, and other social policies underlying sentencing and corrections law will also be discussed.

Law 1252. Sports Law (2–3)

A study of the professional and amateur sports law aspects of torts, contracts, antitrust, labor, and criminal law; special problems such as

players' agents, workers' compensation, professional drafts, amateur eligibility rules, products liability, privacy, sex discrimination, liability disclaimers, and enforcement of personal service contracts.

Law 355. Startup Law Clinic (3)

This clinic gives students valuable practical experience in addressing the legal issues faced by entrepreneurs starting and operating a business. Working under the supervision of an experienced attorney, students in the clinic will provide guidance and expertise to entrepreneurs on a wide range of legal issues including choice of entity, corporate governance, intellectual property protections, and angel investor and debt financing arrangements. Early stage startups may also be clients of the clinic.

Law 1013. Tax Policy (3)

This course offers an opportunity for students to read and react to articles in progress on cutting-edge topics in tax policy. There will be six presentations during the semester by tax professors from other law schools. In advance of each presentation, students will read the work-in-progress (along with any assigned background reading) and prepare short (3-5 page) reaction papers. At each presentation, students will pose questions to the professor presenting the work-in-progress. After each presentation, students will critique the presentation and work-in-progress. Other Pepperdine faculty and local practitioners may attend the presentations.

Law 922. Trademarks, Unfair Competition, and Unfair Trade Practices (2)

Problems related to the protection of commercial marks and products, including a study of the methods for securing and maintaining protection, the laws that govern exploitation of the marks and products, and problems and methods of protecting those rights.

Law 402. Trial Practice (3)

A study of the methods and procedures of counsel in various aspects of trial. Students will actively participate in direct- and cross-examination of witnesses, making objections, methods of impeachment, use of depositions, introduction of exhibits, the importance of ethics, decorum, and personal mannerisms in the courtroom. Participation in complete practice trials; learning through actual experience. Prerequisite: Law 904 Evidence or concurrent enrollment.

Law 7. Trial Practice Competition (1)

Students participating in interschool competitions may receive one unit of credit upon recommendation of the faculty advisor and approval by the dean.

Law 1172. Trial Preparation and Settlement—Civil (2)

Preparation of the trial from the first interview with the civil client; investigation of the facts; choice of forum; practical aspects of discovery; importance of depositions and how to conduct them; preparation of witnesses for discovery and trial; preparation of trial file; and settlement negotiations. Prerequisite: Law 904 Evidence.

Law 1171. Trial Preparation and Settlement–Criminal (2)

Preparation of the trial, including: the arrest, charging and bail; case investigation and jury instructions; interviewing witnesses, victims, and the defendant; pretrial motions; jury voir dire and profiling; plea bargaining and sentencing; and settlement negotiations. Prerequisite: Law 904 Evidence and Law 822 Criminal Procedure.

Law 311. Therapeutic Justice Practicum (4)

The Practicum is a 4 unit field placement course through which Caruso School of Law students work with the Ventura County Public Defender in its practice for veterans in the Collaborative Courts within the Ventura County Superior Court, including the Veterans Treatment Court, Homeless Court, Mental Health Court, Stand Down Court, and others. The students' work may also include screening for clients in arraignments and potentially assisting at trial. Students receive credit for their work in practice, regular reflective journals and rounds with supervisors and faculty advisors. Students must apply to the placements through the Clinical Education program at its direction. This course counts toward the Experiential Education and will be graded with HP/P/C/F.

Law 972. War Crimes (2)

War Crimes is the study of the evolution and application of the rules governing the initiation and conduct of war, and of the treatment of combatants and civilians during time of war. This is an interdisciplinary law course, and includes topics and precedent in public international law, legal philosophy, and US military and civil law. The Nuremberg Trial, 6 F.R.D. 69 (International Military Tribunal 1946), its genesis, resolution, and future application, will be discussed at length.

Law 2482. White Collar Crime (2)

This course will explore both state and federal fraud violations, focusing on strategies for the successful prosecution and defense of these serious charges. Among the topics covered will be conspiracy, grand theft, money laundering, structuring, tax fraud, mail fraud, wire fraud, the RICO Act, and murder for financial gain.

Law 1222. Workers' Compensation (2)

Historical development, social theory, and operation of Workers' Compensation statutes, including compensability of injuries caused by accidents arising out of and in the course of employment, benefits payable, limitation of common law rights, and tort liability of third parties.

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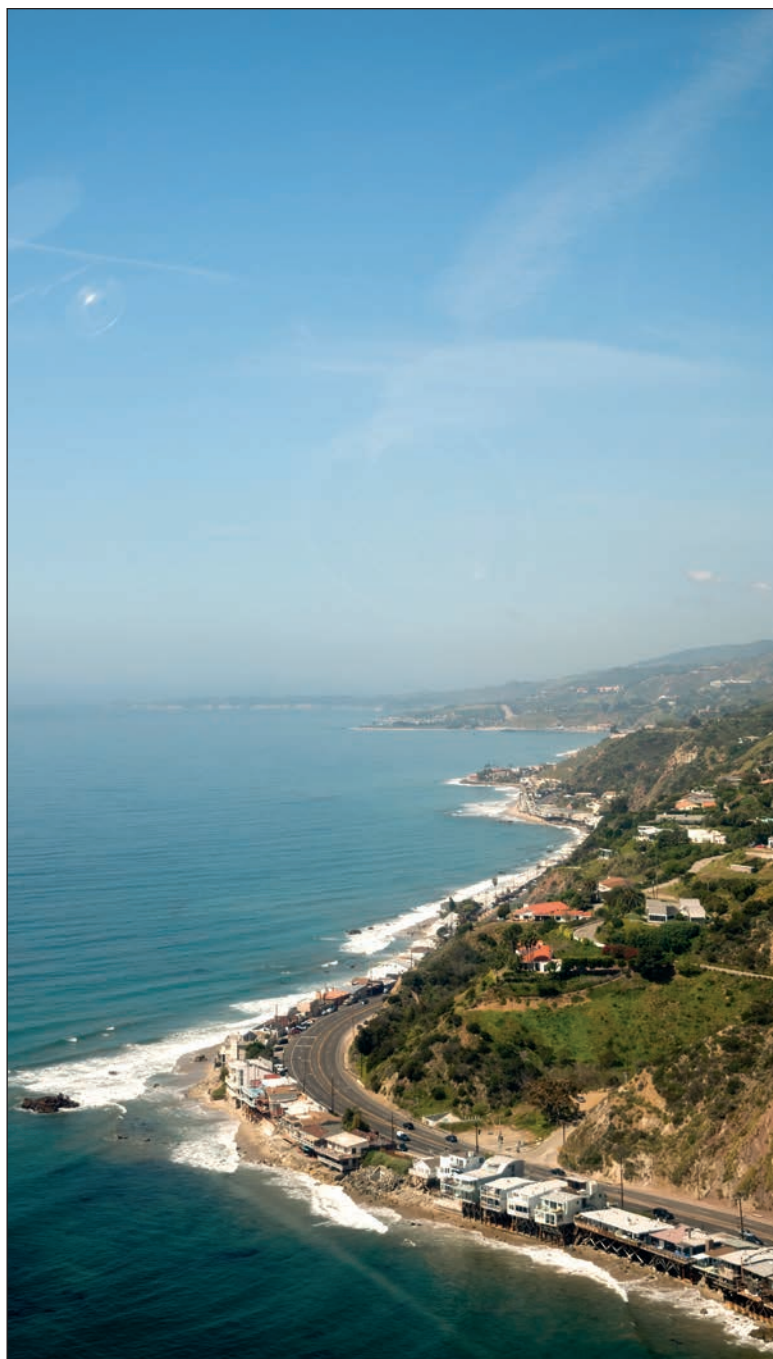
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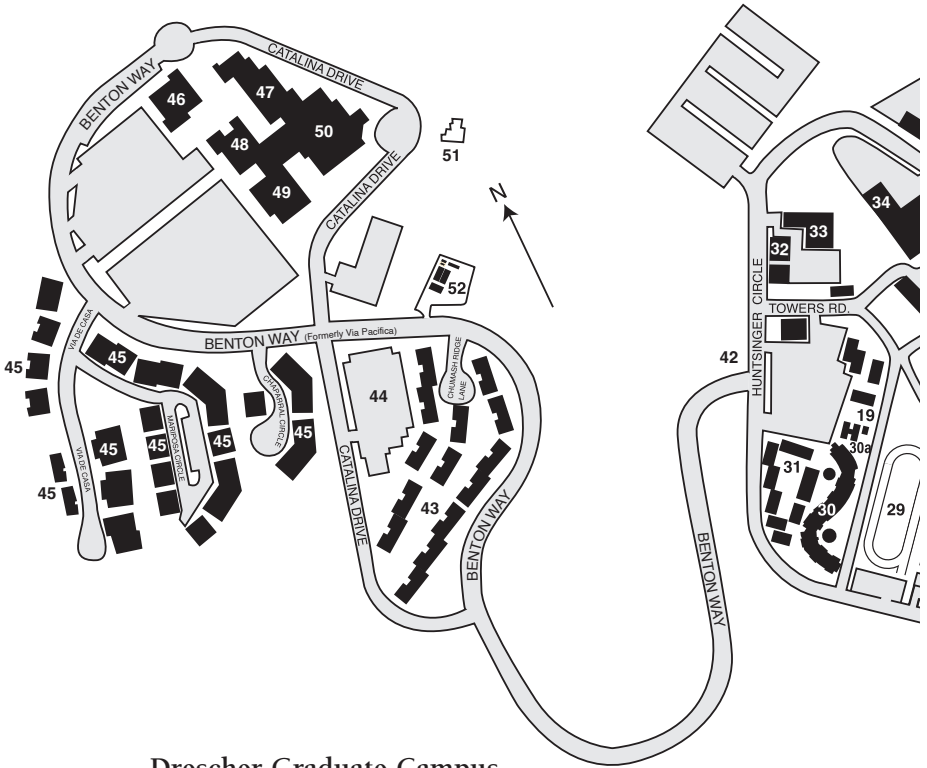


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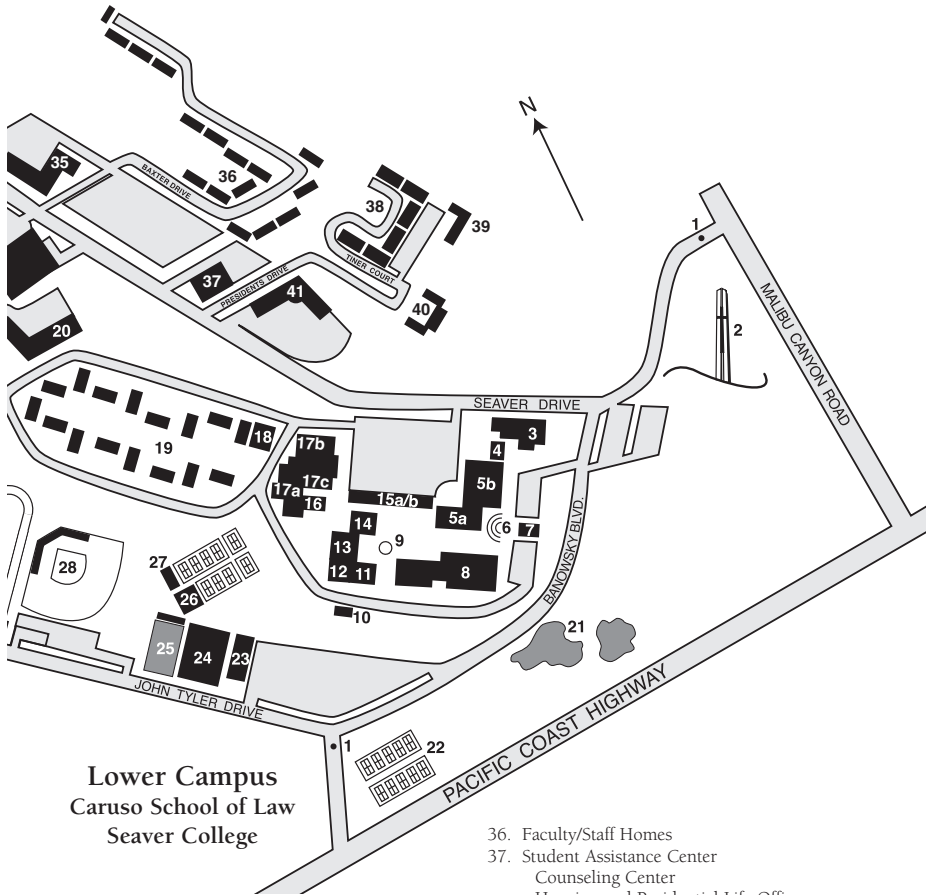


Drescher Graduate Campus
Graduate School of Education and Psychology
Graziadio Business School
School of Public Policy

- | | |
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| <ul style="list-style-type: none"> 1. Information Booth 2. Phillips Theme Tower 3. Charles B. Thornton Administrative Center
OneStop
Tech Central 4. Pendleton Computer Center 5a. Payson Library 5b. Pendleton Learning Center 6. Amphitheatre 7. Stauffer Chapel 8. Tyler Campus Center
Beaman Patio
Bookstore
Hub for Spiritual Life
The Light House
Nature's Edge convenience store
Rockwell Dining Center
Waves Cafe | <ul style="list-style-type: none"> 9. Mullin Town Square
Adamson Plaza
Biggers Family Courtyard
Joslyn Plaza
Scaife Terrace and Bridge 10. Stauffer Greenhouse 11. Rockwell Academic Center 12. Keck Science Center 13. Appleby American Studies Center 14. Elkins Auditorium 15a. Black Family Plaza Classrooms 15b. Plaza Terrace (rooftop) 16. Weisman Museum of Art 17a. Cultural Arts Center 17b. Music Building 17c. Smothers Theatre 18. Howard A. White Center 19. Residence Halls |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Visitors may park in any legal parking space on campus.

MALIBU CAMPUS



Lower Campus
Caruso School of Law
Seaver College

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



Directions to the Campus

The campus is located at Pacific Coast Highway and Malibu Canyon Road. From Los Angeles and points south-take the Santa Monica Freeway west to Pacific Coast Highway (State Highway 1) and follow Pacific Coast Highway to Malibu Canyon Road. Turn right on Malibu Canyon Road, and you will see the campus entrance just off Pacific Coast Highway. From San Fernando Valley-take the Ventura Freeway (Federal Highway 101) to Las Virgenes Road-Malibu Canyon and proceed toward Pacific Coast Highway. Just before reaching Pacific Coast Highway, you will see the campus entrance on your right. From Ventura and points north-take Pacific Coast Highway to Malibu Canyon Road, turn left on Malibu Canyon Road, and you will see the campus entrance on your left.

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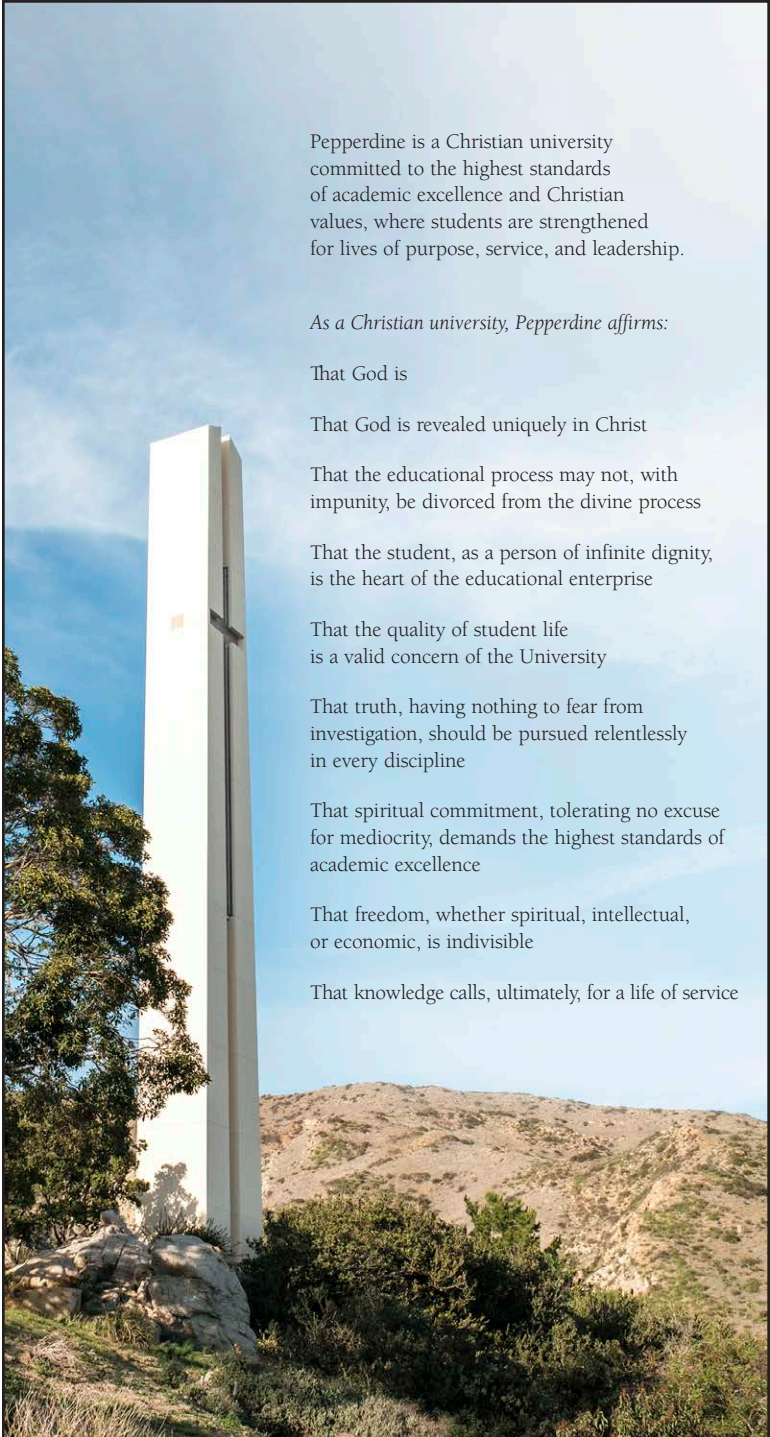
2023–2024
Academic Catalog



For More Information

Requests for further information should be addressed to

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



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

As a Christian university, Pepperdine affirms:

That God is

That God is revealed uniquely in Christ

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

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

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

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

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

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

That knowledge calls, ultimately, for a life of service

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**GRADUATE SCHOOL OF
EDUCATION AND PSYCHOLOGY
2023–2024 ACADEMIC CALENDAR**

Fall 2023

Monday	Sept. 4	Labor Day holiday
Tuesday	Sept. 5	Fall term classes begin
Tuesday Monday	Sept. 5– Sept. 11	Add/drop period; withdrawal fee applies
Tuesday	Sept. 12	Tuition due; refund schedule applies; late registration fee applies
Saturday	Sept. 30	MA/MS students: Application for degree posting due for Fall 2023 graduates
Sunday	Oct. 15	Degree posting for doctoral students only
Friday	Oct. 27	Last day to withdraw with grade of W
Thursday Friday	Nov. 23– Nov. 24	Thanksgiving holiday
Friday	Dec. 15	Last day of Fall term; degree posting date
Saturday Sunday	Dec. 16– Jan. 7	Term break

Spring 2024

Monday	Jan. 8	Spring term classes begin
Monday Sunday	Jan. 8– Jan. 14	Add/drop period; withdrawal fee applies
Monday	Jan. 15	Tuition due; refund schedule applies; late registration fee applies
Monday	Jan. 15	Martin Luther King, Jr., Day holiday
Wednesday	Jan. 31	MA/MS students: Application for degree posting due for Spring 2024 graduates
Friday	March 1	Last day to withdraw with grade of W
Friday	April 19	Last day of Spring term; degree posting date
Saturday Sunday	April 20– April 28	Term break

Summer 2024***Administrative dates for all programs***

Monday	May 27	Memorial Day holiday
Friday	May 31	MA/MS students: Application for degree posting due for Summer 2024 graduates
Wednesday	June 19	Juneteenth National Independence Day holiday
Thursday	July 4	Independence Day holiday

Class dates for Education Division programs

Monday	April 29	Summer term classes begin
Monday Sunday	April 29– May 5	Add/drop period; withdrawal fee applies
Monday	May 6	Tuition due; refund schedule applies; late registration fee applies
Friday	June 14	Last day to withdraw with grade of W
Friday	Aug. 2	Last day of Summer term; degree posting date for Education Division students

Class dates for Psychology Division programs**Session I**

Monday	April 29	Classes begin for Summer session I
Monday Sunday	April 29– May 5	Add/drop period; withdrawal fee applies
Monday	May 6	Tuition due; refund schedule applies;* late registration fee applies
Friday	May 24	Last day to withdraw with grade of W
Friday	June 14	Last day of Summer session I; first degree posting date for Psychology Division students

Session II

Monday	June 17	Classes begin for Summer session II
Monday Sunday	June 17– June 23	Add/drop period; withdrawal fee applies
Monday	June 24	Tuition due; refund schedule applies;* late registration fee applies
Friday	July 12	Last day to withdraw with grade of W
Friday	Aug. 2	Last day of Summer session II; second degree posting date for Psychology Division students

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

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

**GRADUATE SCHOOL OF
EDUCATION AND PSYCHOLOGY
ONLINE PSYCHOLOGY PROGRAMS
2023–2024 ACADEMIC CALENDAR**

Fall 2023

Monday	Oct. 2	Fall term classes begin
Monday	Oct. 2–	Add/drop period; withdrawal fee applies
Sunday	Oct. 8	
Monday	Oct. 9	Tuition due; refund schedule applies; late registration fee applies
Tuesday	Oct. 31	MA/MS students: Application for degree posting due for Fall 2023 graduates
Friday	Nov. 10	Last day to withdraw with grade of W
Thursday	Nov. 23–	Thanksgiving holiday
Friday	Nov. 24	
Sunday	Dec. 17	Last day of Fall term; degree posting date
Monday	Dec. 18–	Term break
Sunday	Jan. 7	

Winter 2024

Monday	Jan. 8	Winter term classes begin
Monday	Jan. 8–	Add/drop period; withdrawal fee applies
Sunday	Jan. 14	
Monday	Jan. 15	Tuition due; refund schedule applies; late registration fee applies
Monday	Jan. 15	Martin Luther King, Jr., Day holiday
Wednesday	Jan. 31	MA/MS students: Application for degree posting due for Winter 2024 graduates
Friday	Feb. 16	Last day to withdraw with grade of W
Sunday	March 24	Last day of Winter term; degree posting date
Monday	March 25–	Term break
Sunday	April 7	

Spring 2024

Monday	April 8	Spring term classes begin
Monday	April 8–	Add/drop period; withdrawal fee applies
Sunday	April 14	
Monday	April 15	Tuition due; refund schedule applies; late registration fee applies
Tuesday	April 30	MA/MS students: Application for degree posting due for Spring 2024 graduates
Friday	May 17	Last day to withdraw with grade of W
Monday	May 27	Memorial Day holiday
Wednesday	June 19	Juneteenth National Independence Day holiday
Sunday	June 23	Last day of Spring term; degree posting date
Monday	June 24–	Term break
Sunday	July 7	

Summer 2024

Thursday	July 4	Independence Day holiday
Monday	July 8	Summer term classes begin
Monday	July 8–	Add/drop period; withdrawal fee applies
Sunday	July 14	
Monday	July 15	Tuition due; refund schedule applies; late registration fee applies
Wednesday	July 31	MA/MS students: Application for degree posting due for Summer 2024 graduates
Friday	Aug. 16	Last day to withdraw with grade of W
Monday	Sept. 2	Labor Day holiday
Sunday	Sept. 22	Last day of Summer term; degree posting date
Monday	Sept. 23–	Term break
Sunday	Sept. 29	

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

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

President's Message



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

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

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

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

Jim Gash
President

Dean's Message



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

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

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

As researchers, clinicians, and scholar-practitioners, we engage in robust intellectual inquiry, challenge the status quo, and pursue the truth. We are committed to providing quality education, affirmative support, and friendly services to our students. Through our in-person daytime, evening, and hybrid formats, and our fully online model, we provide unprecedented access to our global student body. We remain relentless in our pursuit of academic excellence. Ultimately, we seek to serve the Lord by transforming lives to make a difference.

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

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

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

Farzin Madjidi
Dean





GENERAL
INFORMATION

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 10,030 students in five colleges and schools. Seaver College, the Caruso School of Law, the Graduate School of Education and Psychology, the Graziadio Business School, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu, at three graduate campuses throughout California, at the campus in Washington, DC, and at international campuses in Germany, the United Kingdom, Italy, Argentina, and Switzerland.

The University was founded in 1937 by George Pepperdine, a Christian businessman who started the Western Auto Supply Company. For the first 30 years of its life, the institution was a small, mostly undergraduate college. Following the expansion of new schools, the college was announced as Pepperdine University in 1971. In 1972 the University opened its new campus at Malibu.

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

Colleges and Schools of the University

The Graduate School of Education and Psychology (GSEP) enrolls approximately 3,600 students. With its main headquarters located at the West Los Angeles Graduate Campus, the school also offers select programs at graduate campuses in Calabasas, Irvine, and Malibu, as well as online. The Graduate School of Education and Psychology offers master's and doctoral programs in education and psychology, which are founded on the scholar-practitioner model. The education programs prepare teachers who are leaders in technological innovation and collaborative learning environments, as well as those who create vision and manage change in business, health, and other social-service professions. Students in the psychology programs are educated in current and emerging human-service fields, including clinical psychology, applied behavior analysis, and marriage and family therapy. The focus is placed on the scholar-practitioner model of learning, with emphasis on discovery, scholarship, research, and clinical application. In conjunction with an excellent professional education, students are provided with personal attention in a Christian, values-centered context.

Seaver College is the University's residential college of letters, arts, and sciences, enrolling approximately 3,570 undergraduate and graduate students who are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum requires each student to develop as a broadly educated person. Seaver College offers 46 bachelor's degrees, five master's degrees, and one post-baccalaureate certificate program in diverse fields of study.

The Graziadio Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 1,700 students in its full- and part-time programs. Founded in 1969, the school is named for its benefactor, the late cofounder, chair, and chief executive officer of Imperial Bancorp, George L. Graziadio. Degrees granted by the Graziadio School include the doctor of business administration; the master of business administration (MBA) for full-time students, working professionals, and high-level executives; and the master of science (MS) across a variety of business disciplines. Special programs include joint degrees with Pepperdine University's Caruso School of Law and the School of Public Policy, as well as certificate executive education programs that can be customized to meet an organization's specific learning needs. Degree programs are offered at the Graziadio School's headquarters located at the West Los Angeles Graduate Campus; the Drescher Graduate Campus in Malibu; and at additional graduate campuses located in Calabasas and Irvine, and online.

The Caruso School of Law provides an excellent legal education within a values-centered context. It has an enrollment of approximately 950 students. Special programs include the acclaimed Straus Institute for Dispute Resolution; the Parris Institute for Professional Excellence; the Palmer Center for Entrepreneurship and the Law; the Nootbaar Institute on Law, Religion, and Ethics; and numerous clinical education offerings. The Sudreau Global Justice Institute and unique Preceptor Program contribute to the law school's distinctive approach to legal education. Approved by the American Bar Association and holding membership in the Association of American Law Schools and the Order of the Coif, the Caruso School of Law attracts students from around the nation.

The School of Public Policy enrolls approximately 65 students and offers its master of public policy (MPP) built on a distinctive philosophy of nurturing leaders to use the tools of analysis and policy design to effect successful implementation and real change. This requires critical insights balanced with personal moral certainties that only a broad exposure to great ideas, courageous thinkers, and extraordinary leaders can encourage. It prepares graduates for careers as leaders and seeks also to strengthen the institutions that lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations. Joint degree programs

include the MPP/JD degree and the MPP/MDR degree in conjunction with the Caruso School of Law and the MPP/MBA degree in conjunction with the Graziadio Business School. The Davenport Institute for Public Engagement and Civic Leadership educates, researches, and promotes to current and future public leaders the engagement of the greater public in making crucial local policy decisions. Along with current students, the institute works outside the classroom, training current municipal and civic leaders through regional seminars in skills development on issues ranging from participatory budgeting to planning.

THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY GENERAL INFORMATION

History of the Graduate School of Education and Psychology

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

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

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

Mission

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

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

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

The strategies for accomplishing this mission are:

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

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

Our Expressed Values

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

Counseling Clinics

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

Graduate Campuses

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

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

West Los Angeles Graduate Campus

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

Irvine Graduate Campus

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

Calabasas Graduate Campus

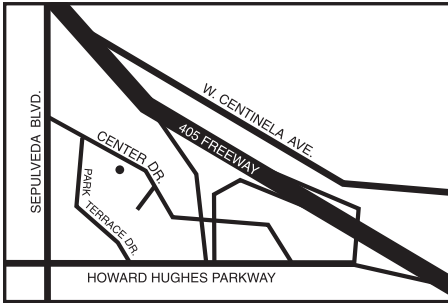
26750 Agoura Road
Calabasas, CA 91302
(818) 702-1000

Pepperdine University Malibu Campus and Drescher Graduate Campus

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

Campus Locations and Maps

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



West Los Angeles Graduate Campus

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



From the north:

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

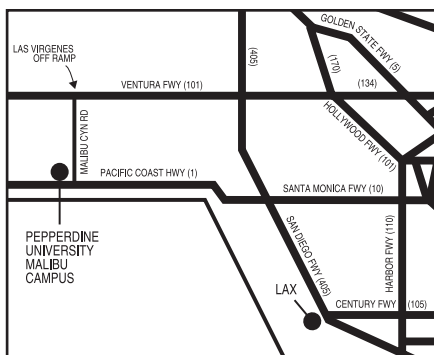
From the south:

Go north on the San Diego Freeway (405) and exit at Howard Hughes Parkway. From Howard Hughes Parkway, turn right onto Park Terrace Drive.

Enter the parking structure from Park Terrace Drive. The entrance to the building is through the courtyard located on the street level. The Graduate School of Education and Psychology is located on the fifth floor.

Pepperdine University Malibu Campus and Drescher Graduate Campus

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



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

From Los Angeles and points south:

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

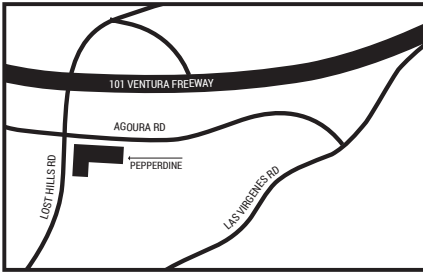
From the San Fernando Valley:

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

From Ventura and points north:

Take Pacific Coast Highway (1) to Malibu Canyon Road, and the Seaver Drive campus entrance is on the left. Continue on Seaver Drive, which will turn into Huntsinger Circle, until it reaches Via Pacifica; turn right and proceed up the hill to the Drescher Graduate Campus.





Calabasas Graduate Campus

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



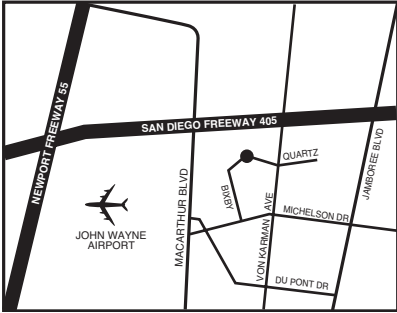
The Calabasas Graduate Campus is located between Las Virgenes Road and Lost Hills Road, with close proximity to the Ventura Freeway (101). The campus features a two-story building with ample free parking. Card access is required for entry. A building ambassador will be available at the reception desk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

From the south:

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

From the north:

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



Irvine Graduate Campus

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



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

From the north:

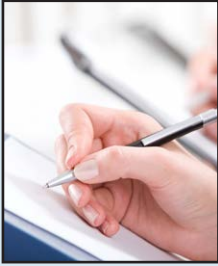
Take the San Diego Freeway (405) south, exit at MacArthur Boulevard, and turn left. Turn left at the first light, which is Michelson. Turn left at Bixby; continue on this street to the stop sign, and turn right. The entrance to the parking structure is 200 feet on the right.

From the south:

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







ADMISSION
INFORMATION

Introduction

Pepperdine University seeks students possessing distinctive academic promise, high standards of personal conduct, and a sense of professionalism. Students seeking admission to a master's degree program must have completed a bachelor's degree from a regionally accredited college or university prior to the time of graduate enrollment. Admission to doctoral programs requires completion of a master's degree from a regionally accredited college or university prior to the time of graduate enrollment. Only those applicants who show substantial promise of successfully completing the graduate course of study are accepted. The applicant's academic record and relevant personal data are considered.

Admission Policies

Filing Deadlines

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

Deferment

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

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

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

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

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

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

Readmission

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

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

Students who have been absent from class enrollment for more than two full academic years² are required to file a new application with the Enrollment Services Office, pay the regular application fee, and be considered for readmission based upon current admission standards. These readmission applicants will be notified promptly after a decision has been made. All students who are readmitted are responsible for clearing all registration and financial holds before being permitted to register for classes.

Application Record Retention and Reactivation

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

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

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

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

Tuition Deposits

Admission to all programs requires a tuition deposit to hold the student's place in the program. Tuition deposits are nonrefundable but will be applied toward the student's tuition charges once the student has registered in classes. The deposit can be kept on the student's account for up to two academic years (six or eight terms),³ from and including the term in which they were first admitted, if the student requests to defer enrollment. If an applicant does not defer or enroll in the term to which they were first admitted, the tuition deposit is forfeited. For students that choose to permanently withdraw from the program or are administratively withdrawn by the University, the tuition deposit is forfeited.

Admission of International Students

Since its founding, Pepperdine University has welcomed students from the international community. More than 500 international students from 70 countries are enrolled at the University. In addition to the application requirements, international applicants (non-US citizens) must provide evidence of English language proficiency and submit evaluated and translated transcripts.

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

- Submit a minimum score for the Test of English as a Foreign Language (TOEFL) examination.
 - ♦ Paper-based TOEFL exam—550
 - ♦ Internet-based TOEFL exam—80

(Information concerning the availability of the TOEFL examination in foreign countries may be obtained by contacting TOEFL, Educational Testing Service, P. O. Box 6151, Princeton, NJ 08541, USA.)

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

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

- Complete a bachelor's or master's degree from a US university or college.
- Submit a minimum score of 6.5 on the International English Language Testing System (IELTS) examination, sponsored by Cambridge Examinations.
- Complete a regular (not ESL) college-level English composition course at a regionally accredited US college or university and submit an official transcript showing that a grade of C or better was attained in the course.
- Submit a score of C or better for the A-Level English Examination (UK system).
- Submit a score of C or better for the HKALE English Examination (Hong Kong system).
- Complete the English Language School (ELS) Language Centers' Master Level 112 class and submit an official transcript showing that a grade of B or better was attained in the course.

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

A detailed course-by-course foreign transcript evaluation report must contain the following:

- Official foreign transcripts translated into English. (Note: A separate and final official foreign transcript will be required for any credential evaluation that includes a degree program or coursework that is in progress.)
- Grade point average converted or calculated based on the standard 4.0 scale applicable to the US educational system.
- Determination of US degree equivalency.

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

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

Admission of Veterans

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

Application Procedures

The Application for Admission contains complete instructions and all appropriate forms for properly completing the application process. In an effort to process applications in a timely manner, the Enrollment Services Office accepts only electronic applications and application materials. The electronic application can be identified on the Graduate School of Education and Psychology website as “Application for Admission.” The Enrollment Services Office will inform the applicant on the status of the application, but it is the applicant’s responsibility to be certain that all necessary documents are on file.

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

Admission Process

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

Completed files are processed and evaluated by the enrollment services committee. Applicants to most programs are notified of the admission decision by email, usually within four weeks of receipt of transcripts and completion of the file. Full consideration cannot be assured to applicants who fail to meet application deadlines. In addition to the required documentation for completion of the application file, the master’s and doctoral programs may utilize interviews for admission decisions. Admission decisions are not subject to appeal. The Graduate School of Education and Psychology does not provide specific feedback regarding individual admission decisions. An applicant that is denied admission may not reapply for admission to the same academic program for one full academic year.⁴

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

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

Admission Classification

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

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

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

Nondegree Status: Students may be admitted, with permission, to nondegree status if they do not wish to pursue a degree or credential but intend to have credits received from the University transferred elsewhere or desire to take courses for personal enrichment only. No amount of coursework taken while in nondegree status will assure or influence a student's chance of admission to a degree program at GSEP. Enrollment in nondegree coursework does not count toward minimum eligibility requirements for financial aid.

If a student applies to a GSEP Education Division degree program, meets all the admission requirements, and is admitted to the program, the student may request that courses completed by the student in nondegree-seeking status count toward the requirements of that program. Such requests may be approved by the program chair or the associate dean. Courses eligible for consideration:

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

4. Must have been taken within seven years of the admission date to the program.

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

Unclassified Status: In selected programs, students who, for valid reasons, cannot complete the application file before registration may be granted permission to enroll as unclassified. In all cases, the applicant must furnish documentary evidence of satisfactory academic standing at the last institution attended. Students granted permission may enroll unclassified for only one term. Unclassified students are not eligible for financial aid if an official transcript with a posted degree is not on file with the Enrollment Services Office. It is the applicant's responsibility to make certain that the application file is completed within 30 days from the beginning of the first term. No amount of credit taken with unclassified status assures a student of regular or provisional admission. It is imperative, therefore, that unclassified students complete their files to be admitted to regular status by the published deadline.

Transfer of Graduate Credit

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

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

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

Students are expected to complete all coursework at Pepperdine University. In order for special circumstances and exceptions of transfer courses to be considered after the first term of enrollment, the student must receive approval in advance from the associate dean.

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





GRADUATE
SCHOOL
OF EDUCATION
AND
PSYCHOLOGY

JUL NORVEL AND HELEN
YOUNG CENTER



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 2023. Pepperdine University reserves the right to adjust the charges at any time before the charges are incurred by the student. Due to economic conditions, it is expected that charges will increase in future academic years.

Tuition and Nonrefundable Fees

Application for Admission fee..... \$55

Education Programs

Tuition, per unit

Master's-level courses \$1,510

Doctor of Education courses \$1,900

Doctor of Philosophy in Global Leadership and Change¹ \$2,250

Program Fees

Academic-related travel fee²:

EDD 754B and EGLC 754B \$3,000–\$8,000

Academic travel cancellation fee³ Variable

Psychology Programs

Tuition, per unit

Master's-level courses at graduate campuses \$1,510

Master's-level courses at Malibu campus \$1,875

Master's-level online courses \$1,875

Doctoral-level courses \$1,900

Program Fees

Academic-related travel fee² \$3,000–\$8,000

Academic travel cancellation fee³ Variable

¹ The PhD in Global Leadership and Change program includes courses charged \$1,900 per unit at the EdD level and \$2,250 per unit at the PhD level.

² Academic-related travel fees: EDD 754B, EGLC 754B, and PSY 673A are courses that include an international trip as part of the course requirements. Students will incur travel costs. Exact amount varies year to year based on the destination, airline, hotel, class size, etc. Past trips have cost anywhere from \$3,000 to \$8,000 per person.

³ Academic travel cancellation fee: A variable cancellation fee may be assessed when a student cancels a course-related trip after the stated applicable deadline. This cancellation fee may range between \$1,000 to \$3,000, the exact amount to be determined by the program office upon taking into consideration any administrative fees, processing fees, and/or cancellation penalty imposed by the travel agency.

Student Government Association Activity Fees, Annual

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

GSEP Wellness Fees

Malibu-based Students (3 terms per year)

More than half-time status, per term	\$175
Less than half-time status, per term.....	\$88

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

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

Online Psychology Students (4 terms per year)

More than half-time status, per term	\$66
Less than half-time status, per term.....	\$33

General Fees

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

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

⁵For students enrolled in ED 792 or PSY 801: Education and psychology doctoral students who have completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee and have submitted all the necessary forms and dissertation manuscript for APA review by the add/drop deadline are enrolled in ED 792 or PSY 801 and pay this fee in lieu of the tuition for ED 791, EDEL 791, EDOL 791, PGLC 791, PSY 798, PSY 799, or PSY 800. These courses constitute less than half-time enrollment status, which will impact financial aid eligibility and loan deferment. For more information, please see the course descriptions for ED 792 and PSY 801 in this academic catalog.

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

⁷A .027 percent per day delinquency charge (liquidated damages under Cal. Civ. Code §1671-b) is applicable to all delinquent balances. The imposition of such a delinquency charge does not constitute an agreement to forbear collection of the delinquent payment.

⁸Students who are eligible for and choose to use the two-payment option will be assessed a \$25 service charge per term, due with the first payment.

⁹Students who are eligible for and choose to use the three-payment option will be assessed a \$50 service charge per term, due with the first payment.

Financial Policies

Payment Policies

The student is responsible for the payment of any outstanding balance on the student's account. All tuition, fees, and room and board charges (when applicable) are due by the first day after the add/drop period of the term or session unless the student is eligible for and has chosen one of the installment payment options listed in the following section. Students who register after the due date are required to prepay the expected charges owed prior to registration, including, but not limited to, tuition, term fees, and the \$150 late registration fee. Registration and confirmation of class assignments are not complete until financial clearance is received, indicating full or partial payment in accordance with the payment policies described in this section.

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

In compliance with the Family Educational Rights and Privacy Act (FERPA), students who wish to grant parents, spouses, and/or third parties access to their student account information or to allow the parent, spouse, or third party the ability to make an online payment must grant the person access to this information and payment link by completing the Guest Access link on the student's WaveNet account.

The University will accept the following forms of payment in addition to financial aid and loans toward a student account balance: cash, checks (must be drawn on a US bank in US dollars), and wire payments (contact the Student Accounts Office for information about where to send payment). Online payments by check may be made by accessing the student's account through WaveNet and using the "Make a Payment" link.

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

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

A fee will be assessed for each returned check or eCheck that does not go through. Repeated occurrences of returned checks will necessitate that the student's future payments be made using certified funds (e.g. cash, cashier's check, money order, or wire transfer).

In the event that the student fails to attend or leaves the University for any reason, the student must formally withdraw through the academic advisor or program administrator in the Student Services Office. Failure to complete this withdrawal process will result in continued obligation for tuition and other charges.

Payment Options

The University offers several payment options for students to pay their tuition, room, and board charges.

Simple Payment Option

The balance of the student's account is due in full by the first day after the add/drop period of the term or session. Finance charges will accrue daily on each payment that is late.

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

If the student's account has not previously been in default and the student is enrolled in an eligible program, that student will be permitted to pay the charges for tuition, room, and board (when applicable) remaining after deduction of any financial aid in installments as described below. Programs, sessions, or courses that do not follow the full-term schedule may not be eligible for payment plan options. For questions regarding eligibility, please contact the Student Accounts Office.

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

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

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

Two-Payment Option

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

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

Two-Payment Option Payment Due Dates

Fall, Winter, Spring, and Summer Terms

First installment due: on first day after the add/drop period.

Second installment due: 30 days from first installment payment due date.

Three-Payment Option

Tuition, room, and board charges remaining after deduction of any financial aid are divided into three equal installments to be paid according to the following schedule. All other charges are due on or before the due date listed on the student's WaveNet online account. A nonrefundable service charge will be added once per term to the student account and due with the first payment. Due to the lengths of each term, the three-payment option is not available for the online psychology master's programs.

Three-Payment Option Payment Due Dates

Fall, Spring, and Summer Terms

First installment due: on first day after the add/drop period.

Second installment due: 30 days from first installment payment due date.

Third installment due: 30 days from second installment payment due date.

Company Reimbursement Payment Option

For students reimbursed for tuition by their employers, the University will allow a deferral of payment after deduction of any financial assistance. All financial aid funds are applied to tuition charges and fees first. Deferment of tuition charges and fees due to company reimbursement does not create excess funds. Funds cannot be released until all institutional charges are paid. If financial aid funds do not cover full tuition, the remaining balance can be deferred under the company reimbursement plan. The student is responsible for payment to the University of the deferred amount by the due date. Payment must be received by the Student Accounts Office on or before the due date to avoid a \$50 late payment fee and finance charges at .027 percent per day on any delinquent balance.

Missing a deadline may revoke the privilege of using the company reimbursement payment option at future registrations. To qualify for this payment option, the student must fill out and return the Company Reimbursement Agreement form to the Student Accounts Office by the first day of the term. The Company Reimbursement Agreement form may be obtained by contacting the Student Accounts Office or downloading it from the internet at community.pepperdine.edu/gsep/student-accounts.

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

Students may not use the company reimbursement payment option if they are the owners of or majority stockholders in the companies from which they seek reimbursement.

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

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

Company Reimbursement Payment Option Due Dates

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

Penalties on Delinquent Balances

The online student account serves as the official student “bill.” The account will be updated automatically with every charge or credit posted to the student account. The amount due will be available by viewing the student account online through WaveNet and will reflect the charges, credits, amounts due, and specific due dates for each. Students are responsible for viewing their student account online, for noting their account balance due, and for making appropriate arrangements for payment to be received by the due date. Finance charges accrue daily at a rate of 0.027 percent per day on past due balances. To avoid finance charges, the Student Accounts Office must receive the payment by the due date.

Add/Drop Financial Policy

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

Financial Aid

It is the student's responsibility to be aware of pertinent due dates and deadlines relating to tuition and enrollment, to apply for financial aid, and to confirm completion of all requirements for disbursement of aid several months prior to the start of the term or financial aid year. Students may contact the Financial Aid Office at the Graduate School of Education and Psychology by calling (310) 568-5775.

Students should consult with the Financial Aid Office concerning the effect that withdrawal or change in course load may have on financial aid eligibility. If the student's financial aid is adjusted and the student account

has a balance owed, the student is responsible for the remaining balance. For more information regarding financial aid adjustments due to a withdrawal or leave of absence, please refer to “Changes in Financial Aid Due to a Leave of Absence or Withdrawal” in this section of the academic catalog or visit the website at gsep.pepperdine.edu/admission/financial-aid/withdrawal-leave.

Federal Student Loans

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

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

Refund Policies

Tuition Refund Policy

University operating expenses and student charges are planned on an annual basis. The refund schedule has been established in recognition of both the University’s advance commitment to operating expenses and a spirit of fairness for students who find it necessary to discontinue use of University services. The tuition refund policies for medical/mental health withdrawal, dismissal, and suspension are the same as those for voluntary withdrawal. Consideration for a refund of tuition requires written notice from the student to the GSEP Student Services Office or the Office of Student Information and Services in Malibu of the student’s intention to drop a course or withdraw from the University. The date this notice is received by the GSEP Student Services Office or the Office of Student Information and Services in Malibu is the effective date for determining the refund amount according to the schedule below.

Students may drop classes without tuition penalty during the add/drop period only; however, once students have registered for a term or session, if all classes are dropped after the initial registration through the last day of the add/drop period for the term or session, a withdrawal fee of \$150 will be assessed. Students withdrawing from courses for any reason after the add/drop period are subject to the partial tuition refund policies listed below.

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

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

This refund schedule will be applied to the maximum number of units in which a student was enrolled if the student withdraws or is dismissed at any time during the term.

**Does not apply to the online psychology master's programs or to GSEP courses that do not span the entire term. Tuition for classes not meeting on a regular term schedule will be refunded in the same proportion as the above class time is to the total class time for a regular term. Please see below for the refund schedules that apply during the psychology Summer sessions I and II and the online psychology programs.*

Summer 2024 Refund Schedule

Psychology Summer Session I (46 days in session)

April 29, 2024–May 5, 2024.....	100% less \$150 withdrawal fee ¹⁰
May 6, 2024–May 8, 2024.....	75%
May 9, 2024–May 11, 2024.....	50%
May 12, 2024–May 15, 2024.....	25%
May 16, 2024–June 14, 2024.....	0%

Psychology Summer Session II (45 days in session)

June 17, 2024–June 23, 2024.....	100% less \$150 withdrawal fee ¹⁰
June 24, 2024–June 26, 2024.....	75%
June 27, 2024–June 29, 2024.....	50%
June 30, 2024–July 2, 2024.....	25%
July 3, 2024–August 2, 2024.....	0%

Online Psychology Programs Refund Schedule

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

The states of Oregon and Maryland have different refund schedules, and they apply only to the Online Psychology programs. Please contact the Student Accounts Office for additional information.

Refunds

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

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

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

To receive a refund for a credit balance not related to financial aid that remains on the student's account after all charges and credits have been processed, the student must make a request for a refund, either in writing through the student's Pepperdine email account or in person through the Student Accounts Office.

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

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

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

Overpayment Refunds

Payments in excess of the amounts due the University may be rejected and returned to the payor. Students are responsible for accurate and timely payments. Any overpayment amounts accepted by the University may be refunded at the end of the term with the student's written request. A \$50 processing fee will be deducted from the amount of the refund.

Students applying for financial aid should be aware that financial aid awards are not applied to their charges until the start of the term. Payments made in excess of the outstanding charges minus financial aid (disbursed and/or anticipated by the University) may be subject to the overpayment refund policy outlined above. Students who need help determining the amount to pay should contact the Student Accounts Office for assistance.

Security Interest in Student Records

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

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

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

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

Financial Aid

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

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

Financial aid applications must be submitted by returning students by May 1 of each year and by prospective students immediately upon application for admission to the University. Financial aid from federal, state, and institutional resources should be considered as supplemental to personal resources and not as primary resources. Pepperdine University awards financial aid on the basis of financial need and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in administration of its financial aid.

Enrollment Requirements

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

- Full-time status: enrollment in 6 units per term.
- Half-time status: enrollment in 3 units per term.
- Enrollment in a dissertation course or PsyD doctoral internship constitutes full-time status (loans only).

- Enrollment in a dissertation completion course (ED 792 or PSY 801) does not count toward minimum eligibility requirements for financial aid.
- Enrollment in a qualifying examination course constitutes full-time status (loans only).
- Enrollment in clinical practicum and fieldwork courses constitutes half-time status.
- Enrollment in nondegree coursework does not count toward minimum eligibility requirements for financial aid.

Satisfactory Academic Progress Requirements

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

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

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

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

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

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

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

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

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

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

Transfer Students

Students at the master's level may transfer as many as 6 semester units of previous graduate-level coursework to meet the requirements for the program, provided the transfer credit meets all equivalency requirements. Education and psychology doctoral students may transfer up to 9 semester units of doctoral-level courses. These units may be earned at Pepperdine University as well as at other regionally accredited colleges and universities. Courses to be transferred for master's, doctoral, or credential programs must have been taken within the last seven years, and the student must have earned a grade of B (3.0) or better in each course.

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

Monitoring SAP Standards

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

Warning Status

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

Financial Aid Suspension (FAS)

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

SAP Appeal Guidelines

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

Financial Aid Probation

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

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

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

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

Federal Programs

TEACH Grant

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

Federal Work-Study Program

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

Federal Direct Loans

Those who qualify for federally based aid may borrow money for school through the Federal Direct Loan program. Graduate students may borrow up to \$20,500 each academic year in Federal Direct Unsubsidized Stafford Loan funding (students in the PsyD program may borrow up to \$33,000 each academic year). Students must be enrolled at least half-time in order to be eligible to receive federal loan funding. The total amount of loan funding that a student is awarded and accepts will be divided evenly among the number of terms of enrollment throughout the academic year. Direct loan funds, minus the origination fee, are disbursed through the school at

the beginning of each term. Interest accrues while the student is enrolled in school.¹¹ If enrolled in an eligible program at least half-time, borrowers may defer payment of the principal and pay the interest only or they may defer payment and have the interest charges added to the principal balance (capitalized). Loan repayment begins six months after the student ceases to be enrolled at least half-time.

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

All loans must be coordinated with other aid and may not exceed the student's total cost of attendance. For additional information regarding loan options, visit gsep.pepperdine.edu/admission/financial-aid/loans.

Graduate School of Education and Psychology Colleagues Grants

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

Pepperdine Scholarships

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

Pepperdine Scholarship Policies

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

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

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

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

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

Assistantships¹³

Full-time students (enrolled in at least 6 units) may gain valuable work experience through three types of assistantships. While a student may hold more than one assistantship, the maximum number of hours a student may work is 19¾ per week. The positions start at \$17.50 per hour.

Graduate Assistantship—Students are trained to assist staff with clerical, telephone, and administrative duties related to financial aid, human resources, marketing, professional development, special events, technology, and other areas. Interested students may obtain an application through

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

the web at community.pepperdine.edu/gsep/student-services/student-employment or may call GSEP Student Employment at (310) 568-5787.

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

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

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

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

Pepperdine Grants and Scholarships

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

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

A student who decides to withdraw from all classes for the term or withdraw permanently from the University must notify the education or psychology academic advisor or program administrator in writing using the Pepperdine email account.

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

How Students' Financial Aid is Adjusted

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

The Financial Aid Office will determine what amount will be returned to the federal program based on the last date of attendance. If students have completed 60 percent or less of a given term, the Financial Aid Office uses the Return of Title IV Funds Program calculations in order to determine the amount of federal funding to be returned. For example, if students take a

leave of absence after completing 40 percent of a term, they are then eligible to keep 40 percent of their federal funds, and the remaining 60 percent of federal funding will be returned. Federal funds are returned in the following order: Federal Direct Unsubsidized Loan, Federal Direct Graduate PLUS Loan, and Federal TEACH Grant.

The return of federal funds may result in an outstanding balance on the student's account. If a student's account is not paid in full by the due date, it will accrue finance charges and late fees. If students have completed more than 60 percent of a term, they are considered to have earned 100 percent of their Title IV funds for that term. Additional information regarding return of federal funds may be obtained from the Financial Aid Office at (310) 568-5775 or gsepfaid@pepperdine.edu.





STUDENT
SERVICES

Counseling Services

Academic and Program Counseling Services

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

Academic Program Advisement

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

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

Alcohol and Drug Counseling Services

Confidential counseling and treatment are available to students who have problems related to alcohol or drugs. Details about the substance abuse policy can be found at pepperdine.edu/studentcodeofconduct.

Community Counseling Clinics

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

General Services

Accommodations for Students with Disabilities

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students with disabilities. Students with disabilities requesting accommodations should contact the Office of Student Accessibility before their academic program begins. Upon verification of the student's disability, the Office of Student Accessibility will work with each student on a case-by-case basis to determine appropriate accommodations while maintaining academic integrity of the courses.

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

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

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

Athletic Events and Facilities

Individuals possessing valid Pepperdine identification cards will have free admission to all home athletic events. Pepperdine's National Collegiate Athletic Association (NCAA) Division I athletic programs boast a rich history with 10 NCAA national championships, almost 350 All-Americans, approximately 60 Olympians (coach and player), and more than 200 conference titles. Students with valid Pepperdine identification cards are eligible to receive entry and exit giveaways, subject to availability.

Additionally, individuals possessing valid Pepperdine identification cards have access to use athletic facilities during specified times. Facilities include tennis courts, a basketball court, a swimming pool, and a running track. For more information, call (310) 506-4150.

Bookstore Services

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

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

Career Services

GSEP Career Services operates from an innovative approach that promotes clarity of purpose, self-confidence, and community connections. We offer customized services for our graduate students and alumni throughout their career, whether they are preparing for a transition, positioning themselves for advancement, clarifying their next goal, navigating workplace dynamics, or launching their own business. Through career design sessions, self-marketing consultations, and our signature programs, we provide lifelong career development support for accessing and thriving in a rapidly changing workforce. By honoring the intersectionality of identities, GSEP Career Services empowers each individual's unique career journey of purpose, service, and leadership. GSEP uses Handshake as its official career portal—a modern career management platform that provides students and alumni with access to over 750K employers globally, as well as career resources, events, and peer-to-peer networking. For more information, contact Career Services at gsep.careerservices@pepperdine.edu or (310) 568-5632.

Computer Services

The Graduate School of Education and Psychology provides computing services and assistance to students at all four graduate campuses. Student computer services are available at the following locations:

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

Degree Audit Report

The Degree Audit Report (DAR) is a personalized record of the student's degree plan and an analysis of the academic progress of the student based on the academic catalog requirements for a degree. Enrolled courses, completed courses, course substitutions, transfer credits, and waived courses are reflected in the report. The DAR is available to students and faculty members through WaveNet and serves as an essential advising tool and degree tracker.

Dissertation Support

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

Email Communication

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

Food Services

The West Los Angeles Graduate Campus is situated adjacent to a number of restaurants and cafés all within walking distance. The Malibu campus has a full-service cafeteria and a snack bar, which offer a wide range of items. The Irvine Graduate Campus features soups, salads, and sandwiches, Monday through Thursday, approximately 5:30 PM to 8:30 PM. In addition, each graduate campus has a student lounge equipped with vending machines for drinks, sandwiches, and snacks. The lounges are open during regular building hours.

Housing Assistance

Pepperdine provides online resources to students seeking housing near the graduate campus where they are enrolled. Although there is no on-campus housing at the graduate campuses and only limited housing at the Malibu campus for graduate students, resources are available to students on the GSEP website at gsep.pepperdine.edu/student-resources/services/housing.

Information Technology and Tech Central

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

Students may visit community.pepperdine.edu/it and select “Student” for self-help guides and support information. Information Technology staff members are available to provide technology assistance through the Tech Central Office in any Southern California campus. In addition, students may contact Tech Central for support at (310) 506-HELP (4357) or (866) 767-8623 (toll free in the USA), 24 hours a day, 365 days a year.

Students are required to abide by the “Computer and Network Responsible Usage Policy.” Details are published on the Information Technology website

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

International Student Services

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

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

Library Services

Students, faculty, staff, and alumni of the Graduate School of Education and Psychology are served by five libraries: Calabasas, Irvine, West Los Angeles, and two on the Malibu campus. In addition to the print collection, the library system also provides access to an extensive number of government documents, electronic books and databases, online materials, and specialized print and nonprint materials.

The West Los Angeles library collection, largest of the graduate campus libraries, includes the ERIC Microfiche Collection. Payson Library, located on the Malibu campus, is the largest physical library facility. It houses the Government Information Center and the Special Collections Department. Payson Library is a US government depository library. Students, faculty, staff, and alumni may use the library facilities at all Pepperdine locations.

Library services, available to current students and faculty, support both academic and research pursuits. Services include the Pepperdine Campus Loan Service, which allows library books, journals, and videos to be transferred between any two Pepperdine libraries, and the Interlibrary Loan Service, which allows books, dissertations, and journal articles to be obtained from other libraries around the world. Specialized lending

services are available to accommodate students enrolled in distance programs. In addition, Pepperdine librarians provide virtual and in-class instruction, workshops, and individual consultation in information-seeking skills and the use of library resources. Instruction may cover strategy and selection of library resources from both print and electronic resources. Reference assistance is additionally available via chat and email. These services and more are described on the Pepperdine Libraries' website at library.pepperdine.edu.

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

New Student Orientation

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

Parking

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

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

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

Pepperdine Community

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

Professional Activities

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

Records and Enrollment

Records and Enrollment maintains accurate student records and assists students with registration for classes. Students are highly encouraged to

meet with an academic advisor or program administrator upon entering their program and meet regularly to discuss class scheduling each term. Registration information is emailed to students each term, informing them of their assigned “enrollment appointment” for the upcoming term and reminding them to clear all registration holds before registration begins.

Student Health Center

The Student Health Center (SHC) (community.pepperdine.edu/healthcenter) provides high-quality, no- or low-cost healthcare services Monday through Friday, 8 AM to 5 PM. Services are offered to any enrolled Pepperdine student, regardless of insurance type. As part of the Thrive Wellness Program, in-person office visits are offered free of charge. Students may schedule an appointment by calling (310) 506–4316, option 3.

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

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

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

Wellness Fee

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

University Health Insurance Requirement

Pepperdine University requires that all students, both domestic and international (including those studying abroad), provide proof of a US-based health insurance plan or enroll in the Student Health Insurance Plan (SHIP). To meet this requirement, new and returning students attending on the Malibu campus* must select one of two options on the AHP Insurance Dashboard (www2.academichealthplans.com/school/323) each academic year:

1. Confirm the Student Health Insurance Plan (SHIP) option by clicking the ENROLL button, or

2. Provide proof of an existing US-based health insurance plan by clicking the WAIVE button.

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

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

Third-Party Vendor Agreements

In order to best serve its students, the University engages various third-party vendors to provide, for example, janitorial, food, beverage, bookstore, and other services for the University community. Depending upon the terms of the vendor agreements, some of these relationships may also in certain circumstances provide an opportunity for the University to receive return payments from a vendor. As a good steward of its limited resources, the University periodically reviews these relationships to ensure that students' interests continue to be well served and that appropriate quality levels are maintained.

Travel Agency

The University has a full-service travel agency located at the Malibu campus. Any registered student may use the service and make travel arrangements in person or by telephone. For more information, call (310) 506-4562 or email corniche@pepperdine.edu.

University Card Services

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

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

Use of Data for Evaluation Purposes

The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide information to help improve the quality of the educational experience provided to students. They are also required by accrediting bodies, such as the WASC

Senior College and University Commission (WSCUC), to make decisions as to whether GSEP can maintain its accredited status. The data in the archive may include (1) information provided on the Application for Admission; (2) surveys that are administered at different stages of matriculation; (3) coursework such as papers, examinations, and exercises; and (4) other relevant academic data and records such as grade point averages. The data entered into the archive are de-identified, which means students' names or other personally identifying information are removed so that the data cannot be associated with a student's identity.

Veteran Services

Veterans are advised to read "Veterans Information" in the "Regulations and Legal Notices" section of this academic catalog.

WaveNet

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

Writing Support

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

Alumni-Student Relations

The Pepperdine Alumni Association membership is over 130,000, connecting alumni, students, parents, faculty, and staff from all the Pepperdine schools: George Pepperdine College/Seaver College, Graduate School of Education and Psychology, Pepperdine Graziadio Business School, Caruso School of Law, and School of Public Policy. The association helps Pepperdine provide valuable benefits and engagement programs to its alumni. Membership is free. For more information about the benefits and programs, visit the alumni website at **pepperdine.edu/alumni** or call (310) 506-6190.

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

Alumni and students also have access to an exclusive online Pepperdine community called PeppConnect, which provides opportunities to connect

with other Pepperdine students and alumni. On PeppConnect, alumni can join the GSEP group to post or apply for career opportunities and also find out about upcoming events. PeppConnect is available online at connect.pepperdine.edu.

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

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

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

The Colleagues

The Colleagues is a vital support group benefiting the Graduate School of Education and Psychology. The Colleagues' mission is to provide financial support to students in the form of scholarships and grants, make available networking and professional growth opportunities for alumni and students of GSEP, and enhance the value of all degree programs through strategic development projects. Colleagues members include alumni, students, friends, and Pepperdine faculty and staff. For more information about the Colleagues, call (310) 506-4579 or visit gsep.pepperdine.edu/alumni/colleagues.

Student and Alumni Scholarly Activities

GSEP offers a rich variety of scholarly organizations to support students' professional development. To view an updated list of student groups, visit gsep.pepperdine.edu/student-life/groups.





ACADEMIC POLICIES

Introduction

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

Academic Course Load

Full-Time Course Load

Students enrolled in two courses for a total of 6 or more units are considered full-time. Education doctoral students enrolled in the qualifying examination or dissertation and psychology doctoral students enrolled in the clinical dissertation or doctoral internship are considered full-time (with the exception of ED 792 and PSY 801, the dissertation completion courses).

Half-Time Course Load

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

Less-Than Half-Time Course Load

Students enrolled in courses totaling 1–2 units in a single term (with the exception of dissertation, qualifying examination, doctoral internship, and clinical practicum) are considered less-than half-time.

The recommended course load is 9 to 12 units per term, although students employed full-time are urged to enroll in 6 to 9 units per term. See the “Enrollment Requirements” section under “Financial Information” for minimum enrollment requirements for financial aid and scholarship eligibility.

Academic Credit

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

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in Paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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

Academic Dismissal

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

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

Upon academic dismissal from the University, students will receive a letter from the Associate Dean's Office of their respective program. A student may not reapply for admission or readmission or enroll in courses while a dismissal status remains on a student's academic record. Students who wish to appeal an academic dismissal to seek readmittance to a program should make their request directly to the program director or chair. Students who wish to dispute recent grades resulting in academic dismissal must follow the "Academic Dispute Resolution" procedures outlined in the "Regulations and Legal Notices" section of this academic catalog.

Academic Probation

At the end of each grading period, cumulative grade point averages for students are reviewed. Students who are unable to maintain a cumulative grade point average of 3.0 or greater will be placed on academic probation and will have one term in which to raise their cumulative grade point average to the minimum requirement of 3.0. A student on academic probation who reaches the minimum cumulative grade point average of 3.0 or greater will be removed from academic probation. If a student is unable to raise the cumulative grade point average in the subsequent term, their academic progress is subject to review and the student may be recommended for dismissal or program continuation. In addition, any student earning a grade of D+ or below in a course must retake the course, earning a grade of C- or better before being allowed to graduate. Psychology students who earn two grades of No Credit (NC) in clinical practicum may be placed on academic probation regardless of cumulative grade point average.

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

Academic Program Requirements

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

Academic Program Standards

Master's and Doctoral Programs

Admitted students may continue in their program as long as their academic performance and personal conduct meet the standards set by the University and individual program. A student must meet the academic program standards in order to successfully complete a degree. Students must earn a cumulative grade point average of 3.0 or greater in all work completed in their program to graduate. Students who are unable to maintain a cumulative grade point average of 3.0 or greater will be placed on academic probation and will have one term in which to raise their cumulative grade point average. A student who is unable to raise the cumulative grade point average in the subsequent term may be recommended for dismissal or program continuation. Successful completion of degree-required coursework requires a grade of C- or better. Any student earning a grade of D or F in a course must retake the course, earning a grade of C- or better in order to be awarded a degree. Additionally, any student who receives a grade of B- or below requires an academic review by the program director and/or associate dean and may receive an academic warning letter.

Doctoral Programs

A grade below B- in any doctoral course requires an immediate faculty review of the student's suitability for continuing doctoral study. The outcome of a faculty review may include, but is not limited to, options such as requiring the student to participate in a preapproved remedial program, limiting the number of courses in which the student may enroll, or recommending dismissal of the student to the associate dean if the student's cumulative grade point average is less than 3.0.

While students may receive a grade below B in a doctoral course, they must at the same time maintain an overall 3.0 cumulative grade point average. Some courses are offered on a Credit/No Credit basis. To receive credit, a student must demonstrate doctoral-level performance as determined by division faculty. A student may be placed on academic probation only once during doctoral studies.

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

Each dissertation student and dissertation chair is expected to develop a formal statement of expectations each term for which the student is registered

for dissertation credit and to agree to the statement in writing within the first two weeks of each term. Students are expected to make satisfactory progress each term in order to receive credit.

Add/Drop Policy

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

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

Attendance

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

Commencement Ceremony

The Graduate School of Education and Psychology conducts one annual commencement ceremony in mid-May at the University’s Malibu campus. Attendance at the commencement ceremony is expected of all graduating students. Eligibility to participate in the annual commencement ceremony is as follows:

Master’s Level

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

Doctoral Level

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

Course Auditing

Students may request to audit certain courses, with the consent of the instructor, by submitting a written request to the academic advisor or program administrator. An audited course appears on the student's academic transcript with a final grade of AU to indicate the audit. Degree requirements cannot be met through course auditing. Audited courses are not associated with grade points or course loads. Students are not permitted to challenge any course for credit if they have previously audited the course.

Course audits are subject to a \$100 fee per course. Students who are enrolled in a Pepperdine course simultaneously are not required to pay the audit fee. Additional fees may apply to specialized classes. In some instances, courses may not be audited due to class capacity, class delivery, or to prevent disruption to the cohesiveness within a group of students. Online Psychology courses are not available for course audit.

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

Course Numbering System

Courses numbered 600–699 are available to all GSEP students. Courses numbered 700–899 are reserved for doctoral students.

Course Repetition

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

Credit/No Credit (CR/NC) Grades

A limited number of courses provide the grade of CR (Credit) in the event of acceptable work or NC (No Credit) in the event of unacceptable work. In such courses where a grade of CR is given, no grade point value is assigned and the grade is not averaged into the cumulative grade point average. A grade of CR is assigned to indicate work equivalent to B (3.0) or higher and NC to indicate less than B (3.0). Credit/No Credit grades are not computed in the overall term grade point average, except when academic probation or academic dismissal is a question, in which case each NC is computed as

equivalent to zero grade points in figuring the student's grade point average. In such cases, units for which a grade of CR was assigned are not computed in the student's grade point average.

Credit Transfers

Policies for transfer of graduate work are detailed in "Transfer of Graduate Credit" in the "Admission Information" section of this academic catalog.

Cross-Registration

Students who are not admitted to an established Pepperdine joint degree program may still enroll for a limited number of courses in the University's other four schools. Permission must be given by both the appropriate associate dean or designated administrator of the other school and the instructor of the course. Students should also have the permission of their academic advisor or program administrator to ensure that the course taken will apply to their degree program. Students must complete the Cross-Registration Enrollment form and may enroll only if space is available in the course. For complete information regarding how tuition will be charged for students enrolled in cross-registered courses, please contact the Student Accounts Office.

Degree Posting

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

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

Students are considered graduates/GSEP alumni immediately following degree-awarding. Alumni will lose WaveNet access, including e-mail access, 90 days after degree-awarding. Review the "Alumni-Student Relations" section of this academic catalog for information regarding alumni benefits, including alumni email forwarding.

Enrollment Verification

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

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

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

Grade Changes

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

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

Grade Point System

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

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

Incomplete (I) and In Progress (IP) Grades

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

writing an extension of one additional term to complete the coursework. This request must be signed by the instructor and the associate dean and be filed before the end of the term in which the grade is due to default to a failing grade of F or NC depending on the grade basis for the course.

Students who experience extenuating circumstances during a term resulting in excessive absence from class sessions should request to withdraw from the course rather than receive an I. Students who receive a W (Withdraw) grade 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. Students may not continue with their program while five or more grades of I currently exist on their transcript. A student's progress toward completing the I grades will be reviewed by the program director and/or the associate dean.

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

Interpersonal Competencies

Graduate study in education and psychology requires individual behavioral and interpersonal competencies in addition to intelligence, motivation, and academic preparation. Such generally accepted behavioral criteria include, but are not limited to, interpersonal attributes and skills such as the ability to work with others, the ability to listen and communicate effectively, the ability to consider and use feedback, sensitivity to features of multicultural diversity and respect for others, and abilities in personal awareness and self-reflection. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal canons of the respective professions of education and psychology and to maintain a professional attitude and conduct in classroom, research, and experiential and training environments as well as in interactions with faculty, staff, and students. The appearance of interpersonal-emotional behaviors or attitudes that could significantly affect academic performance and professional competence may result in administrative review; recommended or mandated psychological consultation; and/or intervention, probation, suspension, or dismissal from the program. While every attempt is made to remediate difficulties, serious unresolved problems could lead to termination from the program.

Leave of Absence

A student may officially request a leave of absence for a term prior to registration through written notification to the academic advisor or program administrator in the Student Services Office. Leave of absence requests will

be considered only before a student registers for the term; otherwise, it is considered a withdrawal.

International students in F-1 visa status must obtain clearance from the Office of International Student Services before taking a leave of absence or withdrawing from classes.

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

Medical or Mental Health Withdrawal Policy

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

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

1. The student requests the medical or mental health withdrawal in person from their academic advisor or by official email from their Pepperdine email account.
2. The student must provide documentation from a licensed professional in support of the need for the withdrawal.
3. The senior director of student success (or designee) will verify the integrity of the documentation.
4. The associate dean by division or dean will review and approve or deny the request.
5. Once approved, if withdrawal takes place after the add/drop period or is retroactive, all courses from the term of withdrawal will be assigned a grade of W. If the withdrawal occurs during the add/drop period, courses are dropped and the student receives a 100 percent refund.
6. The academic advisor or program administrator will send out a notice of the withdrawal to instructors and also email the Student Accounts Office and Financial Aid Office asking them to review the student's account for a possible credit.

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

- A. The credit is valid only for that student and may be used only for enrollment at the Graduate School of Education and Psychology.
- B. The credit will be calculated (total tuition paid by student less grants, scholarships, and a prior GSEP Letter of Credit applied) for the term in which the student withdrew, after all tuition and financial aid adjustments have been completed. Adjustments are made based on the date of withdrawal.
- C. The credit is valid for one year beginning the term the student re-enrolls. If it is not used within that time frame, the credit expires and is no longer valid.
- D. The credit will be applied to the next term the student is enrolled in the courses from which they withdrew. Should the original withdrawn courses no longer be offered, the credit may be applied to equivalent courses upon approval from the associate dean by division or the dean of GSEP.

Modality Change

Students enrolled in any of the on-ground master's programs in psychology are eligible to request a modality change to transfer into the corresponding online program in psychology only if the student has completed one or more academic terms at the time of the modality change. Likewise, students enrolled in any of the online master's programs in psychology are eligible to request a modality change to transfer into the corresponding on-ground program in psychology only if the student has completed one or more academic terms at the time of the modality change.²

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

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

Pre-Admission Coursework

Applicants who have completed graduate courses at Pepperdine University before admission are advised that such courses are acceptable for credit toward

² *The MA in Clinical Psychology with Latinx Communities and MA in Clinical: Daytime Format programs do not allow modality changes from the online format to the on-ground program.*

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

Program Continuation

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

Program Deferral Policy

Students who have made a deposit may choose to defer the start of their academic program to a future term by notifying the education or psychology academic advisor or program administrator in writing up until the last day of the add/drop period for the given term. Students may defer the start of their program for up to two academic years from the term in which they were first admitted.³ Deferred students are subject to the current program requirements of the term to which they defer. Deferred students who do not begin their academic program for two academic years from and including the term to which they were first admitted will be discontinued and required to complete a new application for future consideration by the Enrollment Services Office.

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

Program Plan Change

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

Students enrolled under an F-1 visa must also submit a written notification and seek approval from the Office of International Student Services (OISS).

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

³Two academic years consist of 6 terms for education and on-campus psychology programs, or 8 terms for online psychology programs. The MA in Clinical Psychology: Daytime Format and PsyD programs do not allow for deferrals to future terms.

Program Time Limits

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

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

Readmission

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

Students who have been absent from class enrollment for two consecutive terms, but less than two academic years (six to eight terms),⁴ will be inactivated from the student system and must complete a Readmission Application with an academic advisor, student success advisor, or program administrator. (Inactive students will lose access to the WaveNet student portal). If approved for readmittance, students will be reactivated in the student system and will be required to comply with current program and graduation requirements.

Students who have been absent from class enrollment for more than two full academic years are required to file a new application with the Enrollment Services Office, pay the regular application fee, and be considered for readmission based upon current admission standards. These readmission applicants will be notified promptly after a decision has been made. All students who are readmitted are responsible for clearing all registration and financial aid holds before being permitted to register for classes.

Registration

An official registration period is scheduled before the beginning of each term. Each student in the non-cohort programs is expected to register for classes through the online student system, WaveNet. Eligible cohort students will be automatically enrolled during the official registration period each term. During the official registration period, courses may be added and/or dropped without penalty. If a student does not register during the official registration period, the student may register late during the designated add/drop period. A

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

late fee for registration after the add/drop period will apply. Students who do not complete registration properly or who fail to secure final approval from the Student Accounts Office and the Office of Student Information and Services are not considered officially enrolled and will be denied all credit for the term. A student may not attend class without being officially enrolled. Violation of this policy is subject to academic review and may result in academic dismissal.

Regulations Concerning a Second Master's Degree

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

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

Student Complaints

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

Transcripts of Academic Records

Official transcripts of Academic Records are furnished upon payment of a fee for each transcript issued. 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.

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

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

Additionally, degrees and/or certificates will not be conferred nor posted on the student's transcript until all University obligations (academic, financial, and otherwise) are fulfilled. Every student with a loan must complete an exit interview with the Financial Aid Office before their student records will be released.

Transfer Work After Enrollment

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

Withdrawal from Classes

A student may officially withdraw with a grade of W from any class without the permission of the instructor from the end of the add/drop period through the end of the eighth week of the term.⁵ After the eighth week of the term, a student may officially withdraw from a class with the grade of W only if the instructor verifies that the student is earning a passing grade in the course. A request for withdrawal will not be considered during or after the final week of the term. Students who stop attending but do not officially withdraw from their courses will be automatically assigned a grade of F by the instructor.

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

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

Withdrawal from Classes Due to Involuntary Military Service

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

If the involuntary withdrawal occurs during the period of a term where the grade of I, indicating incomplete work, could be granted, students may request a grade of Incomplete from the professor. All appropriate rules

⁵For sessions shorter than a regular term, the withdrawal period is noted in the "Academic Calendar" section in this academic catalog.

for incomplete courses apply, with one exception: If the student is still on active duty when the expiration date to complete the course and remove the Incomplete occurs, the grade will default to WM (rather than F) and a full refund will be made to the student.

Furthermore, once students complete their involuntary tours of duty, upon request, Pepperdine will readmit them within the first 12 months following completion of their tours of duty without requiring them to reapply to the University. The students' tours of duty time will not count as part of the time limit set for degree completion. Pepperdine will readmit service members with the same academic status they had when they last attended the school or were accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. Students must notify the school of their military service and intention to return to school as follows:

- Notification of military service: The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances.
- Notification of intent to return to school: Students must also give oral or written notice of their intent to return to the school within three years after the completion of the period of service.

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

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

Withdrawal from the University

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

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







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Master of Arts in Social Entrepreneurship and Change

The Graduate School of Education and Psychology offers a Master of Arts in Social Entrepreneurship and Change degree for professionals who wish to address major social problems such as inadequate education and health systems, entrenched poverty, environmental threats, and high crime rates through innovative, market-based ideas that advance solutions. The program emphasizes transformative innovation to tackle tough problems in a systemic way through analysis of strategies and organizational characteristics. This 34-unit program is for people with new ideas who want to address major problems that change the performance capacity of society (locally, regionally, and globally).

Information availability and technology allows people to have a wider and more detailed understanding of the world. The availability of technology allows for quick responses and has increased the citizenry response to social issues. This program builds on this broader view of citizenry response to social problems faced by individuals, communities, and nations throughout the globe.

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

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

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

Technology Requirements

All students entering the Master of Arts in Social Entrepreneurship and Change program are required to have a personal laptop computer that meets specifications. (Technology specifications are available upon admission to the program.) Students must also have home access to the internet. Students are required to participate in all face-to-face sessions and online sessions.

Program Requirements

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

- Participate and engage in teams with other cohort members and develop competencies in teamwork and team collaboration.
- Participate and engage in all face-to-face sessions on the days scheduled from 8 AM to 8 PM including field trips scheduled during the face-to-face sessions. Please note that on occasion classes may be held at a Pepperdine graduate campus near the West Los Angeles Graduate Campus such as the Malibu and Calabasas campuses and/or the Pepperdine Washington, DC campus.
- Participate and engage in all online synchronous sessions, which may start as late as 7 PM Pacific Standard Time and last for two hours.
- Review the syllabus for each course and submit assignments, forum posts, and other work on time per the grading policy for the course.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- One recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and support in serving others. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 250–500 word statement of purpose. This statement should address the following:
 - ◆ Previous involvement in or interest in social change issues.
 - ◆ Professional goals and objectives.
 - ◆ A social issue of importance to the applicant, including reasons why there is interest in this particular issue.

Course Requirements

YEAR 1

Fall

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

Spring

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

Summer

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

YEAR 2

Fall

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

Spring

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

Course Descriptions

ESEC 600 Leadership and Service (3)

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

ESEC 610 Ethical Leadership, Equity, Cultural Proficiency, and Social Justice (3)

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

ESEC 620 Social Entrepreneurship (3)

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

ESEC 630 Creating a Compelling Vision for Change (3)

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

ESEC 640 Globalization and Social Change (3)

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

ESEC 650 Mobilizing the Diverse Citizen Sector (3)

This course provides a conceptual framework for organizing diverse communities and advocacy work and an opportunity for developing skills useful for persistence in these endeavors. The course focuses on the community organizing and advocacy efforts of people working together to improve their global communities. The course will also introduce

advanced social advocacy skills, with an emphasis on lobbying and direct action as tools for social change. There will be special attention given to organizing and advocacy with economically disadvantaged and historically disempowered communities.

ESEC 660 Marketing and Public Relations for the Social Change (3)

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

ESEC 670 Global Change Experience (3)

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

ESEC 680 Program Learning Design and Impact Evaluation (3)

The course will help students analyze, design, develop, implement, and evaluate instruction for a variety of content areas and audiences, using various media or delivery systems. Students will have the opportunity to learn and practice basic principles and techniques of instructional design. In the process, they will design and develop a module of instruction. During the course, various instructional design procedures and models will be considered, and the significance of instruction within the larger realm of human performance will be discussed. Students will understand how impact assessment links with performance management. The students will be exposed to real-life social impact evaluation through practitioners and case studies.

ESEC 690 Managing the Philanthropic Enterprise (3)

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

ESEC 691A SEC Capstone Part 1 (1.5)

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

ESEC 691B SEC Capstone Part 2 (1.5)

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

**ESEC 692 Contemporary Topics in Social Entrepreneurship
Technology (1)**

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

Master of Arts in Teaching

The Master of Arts in Teaching program enables candidates to pursue coursework for a master's degree in conjunction with a teaching credential. The program is 30 units and is offered at the Calabasas, Irvine, and West Los Angeles Graduate Campuses. Not all courses will be offered at every campus each term. Pepperdine University's program reflects State Senate Bill 2042 that grants a California SB 2042 multiple subject or single subject preliminary credential. Further information is available at ctc.ca.gov (California Commission on Teacher Credentialing). Candidates enrolled in the SB 2042 teacher preparation program (admitted Fall 2003 or after) must complete all coursework in residence. Submission of the Teacher Performance Assessment (edTPA) is a program requirement. No waiver or transfer credits will be allowed.

Multiple Subject Credential

The multiple subject teaching credential is generally considered to be an elementary school credential, most applicable to kindergarten and grades 1 through 6, where traditionally one classroom teacher is responsible for multiple subjects in the curriculum. This credential entitles the holder to teach a self-contained program, individually or as part of a teaching team, from preschool through grade 12. Candidates must establish subject matter competence in the broad range of school curricula and teaching topics by passing the California Subject Examinations for Teachers (CSET), which is offered regularly throughout the region by Evaluation Systems, Pearson. The Master of Arts in Teaching program at Pepperdine University requires the subject matter competence CSET. CSET is a program and state requirement, and candidates must satisfy subject matter competency prior to the start of the second term of the program. Other qualifications may need to be met through coursework and/or tests. Candidates may discuss additional requirements with an enrollment services officer or academic advisor. Basic skills competency is also a program and state requirement. Candidates must satisfy the Basic Skills Requirement prior to the start of the second term of the program.

There are eight options for satisfying the Basic Skills Requirement:

- CBEST
- MS CSET + CSET Writing Skills
- CTC approved out-of-state basic skills exam
- CSU Early Assessment (English score requirement = College Ready or Exempt) (math score requirement = College Ready or Exempt)
- CSU Early Placement (English score requirement = score of 151 or above) (math score requirement = score of 50 or above)
- College Board SAT (English score requirement = score of 500 or above) (math score requirement = score of 550 or above)

- College ACT (English score requirement = score of 22 or above) (math score requirement = score of 23 or above)
- College Board (score of 3 or above on AP English Language and Composition or AP English Literature and Composition) (score of 3 or above on AP Calculus AB or AP Calculus BC or AP Statistics)

Single Subject Credential

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

There are eight options for satisfying the Basic Skills Requirement:

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

University Intern Program

The Pepperdine University Intern Program enables candidates to work as full-time, salaried teachers while pursuing an SB 2042 Preliminary Credential. The program is ideal for those candidates with prior teaching experience, although this is not a requirement. Prior to admission, applicants must be employed by, or have an offer of full-time employment from, a participating school district. Candidates must have met the Basic Skills

Requirement, passed the California Subject Examinations for Teachers (CSET), and completed a US Constitution exam or course. Additional requirements include a bachelor's degree, acceptance into the Master of Arts in Teaching program, current TB test, and completion of 120 hours of service in a public school classroom (the 120 hours must be completed prior to working or being recommended as an intern). Students registered in the University Intern Program must take MATP 603, University Intern Pre-Service Session. The University Intern Program was established in Fall 2016.

Teacher Preparation Program Mission

Is a Learning Community Committed to the Education of the Whole Individual

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

Is Committed to Praxis—Linking Theory to Practice

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

Is Engaged in Improving the Educational Opportunities for the Least Well-Served

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

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

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

Admission Requirements

Admission requirements include

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

A candidate with a degree in education, early childhood education, education studies, or any other degree in education will only be allowed to earn a multiple subject teaching credential per AB 170. All bachelor's

degrees must be earned at a regionally accredited institution of higher education, and the institution's regional accreditation status must have been in place at the time the degree was earned.

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

- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- One recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and support in serving others. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 250–500 word personal statement that reflects the applicant's educational purpose and goals and incorporates an understanding of the Master of Arts in Teaching program mission (see the "Teacher Preparation Program Mission Statement" in this academic catalog, page 94).
- Certificate of Clearance (COC) and tuberculosis (TB) test results.

Candidates will also be required to submit the following:

- A photocopy of any currently held teaching, instructional, or services credentials.
- Statement of Responsibility.
- Official proof of passing the Basic Skills Requirement.
- Current TB test results.
- Passing score report for the California Subject Examinations for Teachers (CSET). The passing score report is required even if the applicant has asked Evaluations Systems, Pearson to send Pepperdine University the results. Applicants who have successfully completed a commission-approved Subject Matter Equivalency program must obtain an original Subject Matter Equivalency letter from the college or university. If properly completed, the original Subject Matter Equivalency letter will be accepted in lieu of the CSET report.

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

- A baccalaureate degree from a regionally accredited institution.

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

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

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

Course Requirements

Core Courses

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

Multiple Subject Methods

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

Single Subject Methods

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

Electives

ED 699	Independent Study and Selected Topics.....	(1–5)
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Added authorizations may be taken, though they are not degree requirements for the Master of Arts in Teaching program. Candidates for the added authorizations will be required to submit passing scores on the relevant California Subject Examinations for Teachers (CSET) for registration in one of these courses.

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

Course Descriptions

MATP 603 University Intern Pre-Service Session (0)

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

MATP 610 Instructional Design for Teaching (3)

Instructional design and the psychological foundations of teaching and learning are important components for teacher candidates pursuing a complex understanding of instructional practices. Significant attention is given to connecting theory and practice, providing depth and understanding to the process of K–12 learning and lesson design. The theoretical foundations of learning involve the study of major learning theories, learner preferences, learner outcomes, the instructional process, identifying individual differences, optimal learning environments, and assessing the learner to drive instruction. Aspects of planning, instructional strategies, assessment, management, and creating a positive learning environment will be presented so that candidates can create comprehensive and meaningful instructional sequences to meet the diverse needs of students. Finally, characteristics of child development from birth through adolescence and their implications on teaching and learning will be explored.

MATP 620 Literacy Theory and Methods (3)

In this course emphasis is placed on the Common Core State Standards designed to support literacy instruction through higher order skills for diverse learners in a global society. Literacy demands continue to change, challenging educators to address the ongoing diverse needs of students to become proficient and lifelong readers and writers. This course explores the developmental continuum for literacy in an effort to scaffold all students into a successful learning experience. Historical and theoretical foundations of literacy and the understanding of the sequence and delivery of literacy instruction are covered. The course delivery will support candidates in their understanding and abilities to address the goals of “learning to read” as the basis of printed language as well as “reading to learn.” The range of needs in this diverse society is considered in striving to connect theory to practice in meeting the needs of today’s classroom learners. The course will encompass the role of assessment, planning, and implementation of developmentally appropriate literacy lessons. Additionally, the course emphasizes the importance of collaboration with specialists to collect and analyze multiple forms of assessment data to inform instruction for English learners.

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

This course offers an issues-based study of social, cultural, philosophical, historical, and ethical perspectives on the role of education and schools in

society. It emphasizes the socialization function of schools, the increasing culturally and linguistically diverse students, intercultural relations, educational equity in the classroom, equity-minded reform, and leadership. These issues include demographics, economic factors, cultural diversity, gender, exceptionalities, equity, policy and law, immigration, reform and standards-based movements, the profession of teaching, family and community involvement and influence, and the variety of educational structures and purposes. Students will recognize their own values and implicit and explicit biases, as well as examine multiple perspectives of equity-based education to foster growth as an ethical leader who is committed to social justice. In addition, teacher candidates will learn how to access resources to support students with a variety of lived experiences and diverse needs. Focus is placed on helping education candidates use this foundational knowledge toward effective teaching and learning in classroom settings and learning environments.

MATP 630 Teaching English Learners (3)

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

MATP 661 Teaching Students with Exceptional Needs (3)

The purpose of this course is to introduce candidates to a study of special populations in school settings and workplace environments: children, adolescents, and adults with disabilities as well as gifted and talented learners. Candidates will continue their development toward the design of instruction that provides accommodations and modifications that make instruction accessible to all learners. Candidates will examine statutory provisions of pertinent legislation and develop skills to create an inclusive climate, specialized instruction, and assessment of students with diverse learning needs. Sessions will focus on strategies for establishing cooperative and collaborative classroom environments needed to implement differentiated delivery for students with disabilities, students who are gifted, and students who are at risk. Students will focus on the importance of working with educators, families, and other professionals engaged in the support of challenged learners. The course will address issues related to the lifelong learning process; and candidates will discuss their professional lives in terms of purpose (meeting the unique needs of all students), service

(serving these individuals through appropriate instructional strategies), and leadership (advocating for the lifelong learners).

MATP 671 Multiple Subject: Developing Teaching Methods (3)

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

MATP 673 Single Subject: Developing Teaching Methods (3)

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

MATP 675 Multiple Subject: Advanced Teaching Methods (3)

This methodology course addresses the advanced study of integrated content-specific instruction consistent with state-adopted content

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

MATP 677 Single Subject: Advanced Teaching Methods (3)

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

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

This methodology course addresses the planning of content-specific instruction and delivery of art content. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional practice of classroom management; active and equitable participation for culturally,

ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

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

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

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

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

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

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

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

This methodology course addresses the planning of content-specific instruction and delivery of physical education content. The semester will be spent in a combination of research-based methods coursework and clinical experience. This course includes instruction in how to model concepts and teach learners using multiple strategies and to anticipate, recognize, and clarify misunderstandings that are common among learners; intentional

practice of classroom management; active and equitable participation for culturally, ethnically, linguistically, and academically diverse students; lesson planning; and formative assessment to differentiate instruction for all learners. Technology for teaching and learning is integrated in the course.

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

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

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

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

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

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

MATP 681 Clinical Experience 1 (2)

The purpose of this course is to help teacher candidates move toward mastery of the TPEs in order to demonstrate professional responsibility for all aspects of student learning and classroom management in California school classrooms. This course is the first in a developmental sequence in which candidates are introduced to the teaching profession by exposing them to the unique attributes of public, charter, and private school

classrooms. Critical policies regarding privacy, health, and safety of students and families and ethical conduct are reviewed. Under the supervision of certified mentor teachers, this course is the first in a developmental sequence of clinical experiences in which candidates observe, assist, tutor, and facilitate small group instruction, as well as monitor student learning and adjust instruction while teaching. Introduction into edTPA will facilitate preparation for MATP 682 and MATP 683. A Certificate of Clearance (COC) and tuberculosis test (PPD skin test) are both required for enrollment in this course. The successful completion of this course and the submission of CBEST and CSET scores to the office of the certificate manager are prerequisites for promotion and enrollment into MATP 682 and MATP 683.

MATP 682 Clinical Experience 2 (2)

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

MATP 683 Clinical Experience 3 (2)

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

MATP 699 Contemporary Issues in Education (3)

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

research, human subject guidelines, and publication of research. This course facilitates the mentorship model of educators to be active participants in the field immersed in educational research in K–12 settings.

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

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

Master of Arts in Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program enables candidates to pursue a study of the teaching of English as an additional language from preschool through university, both in the United States and beyond. All courses are aligned with the 2018 TESOL/CAEP Standards for P–12 Teacher Education Programs and focus on building expertise around the English language system, second-language acquisition, language pedagogy and assessment, and the complex relationship between language and culture.

Additionally, candidates will extend and deepen their professional knowledge, skills, and dispositions as reflective scholar-practitioners collaborating in multicultural and multilingual environments. Distinctive program features include educational technology integration, individualized clinical practicum placements, and opportunities for participation in professional organizations and conferences. Additionally, MA TESOL students have the ability to choose between practice- or scholarship-focused Capstone Integration Experiences in preparation for the next stages of their professional and academic careers.

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

Optional Specializations

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

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

Doctoral Pathway

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- One recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and support in serving others. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 250–500 word statement of purpose in which the applicant discusses personal goals and how completing this degree will enable those goals.
- A personal interview may be required.

Course Requirements

Core Courses

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

Specialization Courses (optional)

Organizational Leadership and Learning Specialization

MSOL 651	Managing Teams and Collaboration	(3)
MSOL 653	Organizational Management and Stewardship	(3)

Learning Design and Technology Specialization

MSLD 621	New Learning and Emerging Technologies	(3)
MSLD 623	Informal Learning: Expanding Learning Spaces	(3)

Leadership Pre-K to 12 Education Specialization

MSKA 641	Professional Learning Culture and Instructional Coaching ..	(3)
MSKA 643	Policy Management and Learning Environment	(3)

Leadership in Higher Education Specialization

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

Course Descriptions

EDTE 601 Applied Linguistics for Language Educators (3)

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

EDTE 602 Second Language Acquisition Educators (3)

Candidates will know, understand, and use major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support students' language and literacy development and content area achievement. Throughout the course, students will reflect on their own language acquisition experiences and relate them to current theories of language acquisition. Candidates will also develop an awareness of the personal and affective variables involved in language learning and use this knowledge to create supportive classroom environments. Understanding the complex relationship between L1 and L2 acquisition is a central focus of this course.

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

In this course, students will examine the complex relationship between language and society. Major topics explored include language communities, language variation, multilingualism, and language policy and social justice. Candidates will know, understand, and use major concepts, theories, and research related to the nature and role of culture to construct learning environments that support students' cultural identities, language and literacy development, and content area achievement.

EDTE 605 Language Curriculum and Course Design (3)

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

EDTE 606 Theory to Practice: Language Pedagogy (3)

Students will explore, critique, and implement a variety of standards-based instructional strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills in a supportive learning environment. Candidates will build relevancy and meaning into

language learning activities by considering the learning context, English learners' interests, as well as their academic and language development goals. Candidates will support students in accessing the core curriculum by focusing on the development of academic vocabulary and thoughtful integration of technology. Students will begin to develop their identity as a reflection language practitioner and use reflection as a vehicle for pedagogical improvement and refinement of instructional practices.

EDTE 607 Ethics, Values, and Inclusion (3)

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

EDTE 608 Issues in Language Assessment (3)

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

EDTE 610 Clinical Practicum (3)

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

EDTE 611A Capstone Integration Experience: Practice (3)

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

EDTE 611B Capstone Integration Experience: Scholarship (3)

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

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

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

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

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

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

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

MSKA 641 Professional Learning Culture and Instructional Coaching (3)

This course focuses on the role of instructional leaders in shaping a collaborative culture of teaching and learning in which staff engage

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

MSKA 643 Policy Management and Learning Environment (3)

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

MSLD 621 New Learning and Emerging Technologies (3)

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

MSLD 623 Informal Learning: Expanding Learning Spaces (3)

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

MSOL 651 Managing Teams and Collaboration (3)

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

MSOL 653 Organizational Management and Stewardship (3)

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

Master of Science in Leadership in Higher Education

The Master of Science in Leadership in Higher Education is a 30-unit program intended for candidates who seek leadership or administrative positions such as department chairs, directors, deans, or higher positions at public or private universities, vocational schools, and community colleges. The program emphasizes value-centered and inclusive leadership, collaboration, and advanced learning theory and technology as well as change, student services, governance, policy, and innovation in institutions of higher education. Enrollment in MSHE 631, 632, and 633 is limited to students enrolled in the Master of Science in Leadership in Higher Education program. The coursework for the program is offered in a hybrid online format with required attendance. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- One recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and support in serving others. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 250–500 word statement of purpose in which the applicant discusses personal and professional goals and how completing this degree will enable those goals.
- A personal interview may be required.

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

Course Requirements

MS Core Courses

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

Program-Specific Content

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

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

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

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

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

MSED 603 Ethics, Values, and Inclusion (3)

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

MSED 604 Program Design and Evaluation (3)

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

MSED 605 Applied Analytics and Data Visualization (3)

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

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

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

MSED 699 Capstone Integration Experience (3)

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

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

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

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

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

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

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

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

The Master of Science in Leadership in Pre-K to 12 Education is a 30-unit program intended for educators with leadership responsibilities such as K–12, adult classroom teachers, teachers on special assignment, counselors, district and/or county coordinators, principals, assistant principals, and deans. The curriculum emphasizes value-centered, inclusive, and community leadership, collaboration, learning theory, and technology as well as instruction leadership, policy, and change management. Enrollment in MSKA 641, 642, and 643 is limited to students enrolled in the Master of Science in Leadership in Pre-K to 12 Education program. The coursework for the program is offered in a hybrid online format with required attendance. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- One recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and support in serving others. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 250–500 word statement of purpose in which the applicant discusses personal and professional goals and how completing this degree will enable those goals.
- A personal interview may be required.

Accepted students for the Master of Science in Leadership in Pre-K to 12 Education must attend program orientation, student success workshops, and all class meetings.

Course Requirements

MS Core Courses

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

Program-Specific Courses

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

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

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

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

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

MSED 603 Ethics, Values, and Inclusion (3)

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

MSED 604 Program Design and Evaluation (3)

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

MSED 605 Applied Analytics and Data Visualization (3)

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

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

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

MSED 699 Capstone Integration Experience (3)

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

MSKA 641 Professional Learning Culture and Instructional Coaching (3)

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

MSKA 642 Family and Community Engagement (3)

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

MSKA 643 Policy Management and Learning Environment (3)

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

Master of Science in Learning Design and Technology

The Master of Science in Learning Design and Technology is a 30-unit program intended for candidates from K–12, higher education, and private and public learning organizations who are interested in careers in instructional and program design in technology-rich environments and seek state-of-the-art knowledge and skills in learning design and integration of technology. The program emphasizes value-centered and inclusive leadership, collaboration, advanced learning theory, and technology integration in formal and informal learning settings as well as explores innovative and emerging technologies and their influence on learning. Enrollment in MSLD 621, 622, and 623 is limited to students enrolled in the Master of Science in Learning Design and Technology program. The coursework for the program is offered in a hybrid online format with required attendance. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- One recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and support in serving others. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.

- A 250–500 word statement of purpose in which the applicant discusses personal and professional goals and how completing this degree will enable those goals.
- A personal interview may be required.

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

Course Requirements

MS Core Courses

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

Program-Specific Courses

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

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

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

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

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

MSED 603 Ethics, Values, and Inclusion (3)

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

MSED 604 Program Design and Evaluation (3)

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

MSED 605 Applied Analytics and Data Visualization (3)

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

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

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

MSED 699 Capstone Integration Experience (3)

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

MSLD 621 New Learning and Emerging Technologies (3)

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

MSLD 622 Formal Learning: Rethinking Instruction (3)

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

MSLD 623 Informal Learning: Expanding Learning Spaces (3)

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

Master of Science in Organizational Leadership and Learning

The Master of Science in Organizational Leadership and Learning (MSOL) is a 30-unit program intended for individuals seeking to lead learning and talent development in private and public organizations, private education, not-for-profits, non-governmental organizations (NGOs), health care organizations, faith-based organizations, occupational education, and consulting. The curriculum emphasizes value-centered leadership and stewardship, collaboration, learning theory and technology as well as managing organizations and their cultures and leading teams. Enrollment in MSOL 651, 652, and 653 is limited to students enrolled in the Master of Science in Organizational Leadership and Learning program. The coursework for the program is offered in a hybrid online format with required attendance. Online delivery will use both synchronous and asynchronous modalities.

Doctoral Pathway

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- One recommendation submitted directly from an individual familiar with the applicant's academic or professional competencies, character, and support in serving others. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 250–500 word statement of purpose in which the applicant discusses personal and professional goals and how completing this degree will enable those goals.
- A personal interview may be required.

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

Course Requirements

MS Core Courses

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

Program-Specific Courses

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

Course Descriptions

MSED 601 Critical Thinking and Communication (3)

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

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

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

MSED 603 Ethics, Values, and Inclusion (3)

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

MSED 604 Program Design and Evaluation (3)

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

MSED 605 Applied Analytics and Data Visualization (3)

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

MSED 606 Entrepreneurial Leadership for Innovation and Change (3)

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

MSED 699 Capstone Integration Experience (3)

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

MSOL 651 Managing Teams and Collaboration (3)

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

MSOL 652 Organization Design and Culture (3)

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

MSOL 653 Organizational Management and Stewardship (3)

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

Doctor of Education

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

Educational Leadership Pre-K–12

Knowledge about learning and leading continues to evolve as society transitions from the information age to the conceptual age. Systems approaches to learning are more diverse, multifaceted, and innovative than ever before; and it has become a moral imperative to ensure that all students have equal access and opportunity to learn and perform at high levels. The Educational Leadership Pre-K–12 (EDLP) doctoral program prepares education leaders from California, across the United States, and from international locations to serve in dynamic leadership roles at school sites as well as district and county offices of education. The EDLP program is offered in the Global Access Format with a hybrid delivery approach that consists of 60 percent face-to-face and 40 percent online instruction. Face-to-face meetings are held in four-day intense sessions five times over each academic year; online learning engages students in innovative and dynamic learning in between the face-to-face sessions.

Learning Technologies

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

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

Organizational Leadership

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

Qualifying Examination Seminar

EdD students are required to register for EDD 787, Qualifying Examination Seminar, upon completion of the core portion of their doctoral coursework. The purpose of the seminar is for students to demonstrate their ability to integrate theory and practice in the context of real-life leadership and change challenges. Students failing the qualifying examination seminar are allowed to retake it once. Failure to pass the seminar successfully on the second attempt will be grounds for dismissal from the program.

Dissertation

The doctoral dissertation is envisioned as an opportunity for students to demonstrate their ability to bridge theory and practice through research. Students are encouraged throughout their coursework to identify salient issues and relevant educational concerns upon which to base their dissertations.

Each dissertation student and dissertation chair is expected to develop a formal statement of expectations each term in which the student is registered for dissertation credit and to agree to the statement in writing within the first two weeks of each term. Students are expected to make satisfactory progress each term in order to receive credit. A student who receives a grade of No Credit (NC) for two terms is subject to dismissal from the program. Students who concurrently register in coursework and dissertation in the same term may file to schedule a preliminary oral defense only after official notification of passing the qualifying examination without any modifications.

Doctoral students who are unable to identify a dissertation chair may enroll in general dissertation study for two terms (maximum). Students will complete a statement of expectations for each term of enrollment in general dissertation study. Instructors assigned to the general dissertation section will assess student performance and award a grade of Credit (CR) or No Credit (NC). Students are expected to earn a CR grade each term.

Upon selection of a faculty chairperson, students are required to register in the Dissertation Research course for 2 units (ED 791, EDEL 791, EDOL 791, or PGLC 791). A minimum of two terms of enrollment in Dissertation Research, under the guidance of their dissertation chair, is required. Students are required to successfully complete all coursework and receive official notification they have passed the qualifying examination without any modifications prior to holding a final defense. Students may conduct a final defense of their dissertation in the third semester of registration in Dissertation Research courses.

Dissertation proposal preparation is completed under the direction of a faculty chairperson together with the assistance of a doctoral dissertation committee that consists of at least two additional individuals: One must be from Pepperdine University; the other must have an earned doctorate from an accredited institution. Committee members must be approved by the Dissertation Advisory and Support Committee. The dissertation proposal must be presented, approved, and signed by the faculty chairperson and all members of the doctoral dissertation committee before a student is advanced to Candidate Status.

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

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may be eligible to enroll in ED 792, Dissertation Completion, for a fee of \$100. Enrollment is subject to term registration deadlines. To enroll in the course, students must complete Form F4, submit it to the associate program director, and verify their eligibility for APA review. Students are eligible to enroll in ED 792 for up to two consecutive terms. If the dissertation has not been APA-cleared and submitted after two terms, students will need to re-enroll in the appropriate Dissertation Research course (ED 791, EDEL 791, EDOL 791, or PGLC 791) at the current tuition rate by program.

Continued registration in either Dissertation Research or Dissertation Completion is required until the student has successfully completed all requirements for the dissertation, including final approval on Forms F4 and F5 by the committee chairperson and the dissertation reviewer. Use of the doctoral title is appropriate only after degree posting.

All dissertations will be submitted to Turnitin prior to preliminary oral and final defense. The chairperson, with the student, will review the report and evaluate areas of the dissertation that require modifications or changes.

Students who fail to register continuously in Dissertation Research must file a formal petition for readmission to the program. Readmission is subject to approval by the program director or associate dean.

Doctor of Education in Educational Leadership Pre-K-12

Knowledge about learning and leading continues to evolve as society transitions from the information age to the conceptual age. Systems approaches to learning are more diverse, multifaceted, and innovative than ever before; and it has become a moral imperative to ensure that all students have equal access and opportunity to learn and perform at high levels. The Educational Leadership Pre-K-12 (EDLP) doctoral program prepares education leaders from California, across the United States, and from international locations to serve in dynamic leadership roles at school sites as well as district and county offices of education. The EDLP program is offered in the Global Access Format with a hybrid delivery approach that consists of 60 percent face-to-face and 40 percent online instruction. Face-to-face meetings are held in four-day intense sessions five times over each academic year; online learning engages students in innovative and dynamic learning in between the face-to-face sessions.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A master's degree from a regionally accredited institution.
- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.
- Two recommendations submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 1,000- to 2,000-word applicant statement of interest in the EdD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required for qualified applicants who apply to the program.

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

Optional:

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

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

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

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

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

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

Course Requirements

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

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 703	Scholarly Writing and Digital Literacy.....	(0)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753A	Advocacy, Social Change, and Public Policy Development...	(3)
EDD 753B	National Policy Experience.....	(1)
EDD 754A	Global Economics and Public Policy.....	(3)
EDD 754B	Global Policy Experience	(2)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution.....	(3)
EDD 763	Learning Design, Cognition, and Evaluation.....	(3)
EDD 765	Leading Strategic Change	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics...	(3)
EDD 767	Qualitative Research Design and Analysis.....	(3)

Program-Specific Courses

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

Qualifying Exam and Dissertation

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

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

Course Descriptions

EDD 700 Leadership Theory and Practice (3)

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

EDD 703 Scholarly Writing and Digital Literacy (0)

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

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

This course introduces students to the study of ethical leadership and provides the foundation for value clarification, ethical decision making, and responsible leadership in diverse organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, equity, and privilege are examined. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. Students will investigate applications and practices relevant to their academic and professional interests.

EDD 734 Inferential Statistics (3)

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

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

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

EDD 753B National Policy Experience (1)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, DC, or a similar venue; will experience policy development at the federal, state, or local level; and will meet with policy makers, lobbyists, and leaders in government and national associations. Students are required to participate in a trip to Washington, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

EDD 754A Global Economics and Public Policy (3)

This course examines global issues and policy alternatives at the intersection of technology, innovation, and social change. It applies principles of micro- and macroeconomics to investigate alternative economic distribution systems, taxation, educational challenges, planet sustainability, intellectual property and trade, poverty eradication, social justice, health care, and economic and workforce development. Students will investigate applications and practices of global economics and policy relevant to their academic and professional interests.

EDD 754B Global Policy Experience (2)

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

EDD 755 Virtual Learning and Collaboration (3)

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

EDD 759 Law and Dispute Resolution (3)

This course examines legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, educational law, torts, criminal and contract liability, the laws regarding electronic communication, encryption, internet security, and ethics in cyberspace. Dispute resolution and negotiation techniques are also included. Students conduct research on legal principles and practices relevant to their particular academic and professional interests.

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

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

EDD 765 Leading Strategic Change (3)

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

EDD 766 Quantitative Research Methods and Descriptive Statistics (3)

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

EDD 767 Qualitative Research Design and Analysis (3)

This course introduces students to research designs within the qualitative tradition. Topics include the collection and interpretation of qualitative data and methods of minimizing threats to the trustworthiness and authenticity of qualitative studies. Students learn specific techniques for the analysis and interpretation of qualitative data. Students will be expected to utilize appropriate software to conduct content, semantic, and sentiment analysis relevant to their academic and professional interests.

EDD 785 Advances in Theory and Practice (3, 3)

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

administration; societal factors affecting education and equity; nonprofit management and leadership; mixed-methodology research methods; and other similar topics.

EDD 787 Qualifying Examination Seminar (3, 1)

The purpose of the Qualifying Examination Seminar is to assess the doctoral student's ability to integrate the doctoral coursework by preparing a paper which will address a real-world problem, dilemma, or issue synthesizing the leadership, learning, and change coursework. The paper will be evaluated and defended orally before a committee of faculty members. Students who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the associate dean of Education. Prerequisites: EDD 700, 724, 755, 759, 763, and 765.

EDLP 700 Education Finance and Policy (3)

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

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

Students investigate the historical context and multiple traditions of participatory action research (PAR) and its application to leadership in the private and public pre-K-12 settings. Students will select and complete a PAR project within their schools. Students also explore their individual and collective leadership talents, strengths, beliefs, values, assumptions, and practices. Learning experiences engage students in imagining a better future, developing greater intentionality, becoming more proactive, and maximizing talent and strengths to build individual and learning community capacity.

EDEL 791 Dissertation Research (2)

Dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Students are qualified to register in 791, Dissertation Research, once they have successfully completed their research methods and data analysis courses. For EdD students, these courses include EDD 734, EDD 766, and EDD 767. Under the direction of a faculty member with endorsement to serve in the role as chairperson, students engage in preparing their research proposal with their chairperson and formally present their proposal in a Preliminary Oral to their faculty committee, advancing them to Doctoral Candidate status. To schedule a Preliminary Oral, students must be enrolled in EDEL 791 in the same term they hold their Preliminary Oral. Upon successfully completing the

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

ED 792 Dissertation Completion (1)

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

Doctor of Education in Learning Technologies

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

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A master's degree from a regionally accredited institution.
- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.
- Two recommendations submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 1,000- to 2,000-word applicant statement of interest in the EdD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required for qualified applicants who apply to the program.

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

Optional:

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

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

Accepted students for the Doctor of Education in Learning Technologies must

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

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

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

Course Requirements

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

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 703	Scholarly Writing and Digital Literacy.....	(0)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753A	Advocacy, Social Change, and Public Policy Development...	(3)
EDD 753B	National Policy Experience.....	(1)
EDD 754A	Global Economics and Public Policy.....	(3)
EDD 754B	Global Policy Experience	(2)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution.....	(3)
EDD 763	Learning Design, Cognition, and Evaluation.....	(3)
EDD 765	Leading Strategic Change.....	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics...	(3)
EDD 767	Qualitative Research Design and Analysis.....	(3)

Program-Specific Courses

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

Qualifying Exam and Dissertation

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

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

Course Descriptions

EDD 700 Leadership Theory and Practice (3)

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

EDD 703 Scholarly Writing and Digital Literacy (0)

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

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

This course introduces students to the study of ethical leadership and provides the foundation for value clarification, ethical decision making, and responsible leadership in diverse organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, equity, and privilege are examined. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. Students will investigate applications and practices relevant to their academic and professional interests.

EDD 734 Inferential Statistics (3)

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

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

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

EDD 753B National Policy Experience (1)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, DC, or a similar venue; will experience policy development at the federal, state, or local level; and will meet with policy makers, lobbyists, and leaders in government and national associations. Students are required to participate in a trip to Washington, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

EDD 754A Global Economics and Public Policy (3)

This course examines global issues and policy alternatives at the intersection of technology, innovation, and social change. It applies principles of micro- and macroeconomics to investigate alternative economic distribution systems, taxation, educational challenges, planet sustainability, intellectual property and trade, poverty eradication, social justice, health care, and economic and workforce development. Students will investigate applications and practices of global economics and policy relevant to their academic and professional interests.

EDD 754B Global Policy Experience (2)

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

EDD 755 Virtual Learning and Collaboration (3)

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

EDD 759 Law and Dispute Resolution (3)

This course examines legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, educational law, torts, criminal and contract liability, the laws regarding electronic communication, encryption, internet security, and ethics in cyberspace. Dispute resolution and negotiation techniques are also included. Students conduct research on legal principles and practices relevant to their particular academic and professional interests.

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

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

EDD 765 Leading Strategic Change (3)

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

EDD 766 Quantitative Research Methods and Descriptive Statistics (3)

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

EDD 767 Qualitative Research Design and Analysis (3)

This course introduces students to research designs within the qualitative tradition. Topics include the collection and interpretation of qualitative data and methods of minimizing threats to the trustworthiness and authenticity of qualitative studies. Students learn specific techniques for the analysis and interpretation of qualitative data. Students will be expected to utilize appropriate software to conduct content, semantic, and sentiment analysis relevant to their academic and professional interests.

EDD 785 Advances in Theory and Practice (3, 3)

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

administration; societal factors affecting education and equity; nonprofit management and leadership; mixed-methodology research methods; and other similar topics.

EDD 787 Qualifying Examination Seminar (3, 1)

The purpose of the Qualifying Examination Seminar is to assess the doctoral student's ability to integrate the doctoral coursework by preparing a paper which will address a real-world problem, dilemma, or issue synthesizing the leadership, learning, and change coursework. The paper will be evaluated and defended orally before a committee of faculty members. Students who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the Associate Dean of Education. Prerequisites: EDD 700, 724, 755, 759, 763, and 765.

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

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

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

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

ED 791 Dissertation Research (2)

Dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Students are qualified to register in 791, Dissertation Research, once they have successfully completed their research methods and data analysis courses. For EdD students, these courses include EDD 734, EDD 766, and EDD 767. Under the direction of a faculty member with endorsement to serve in the role as chairperson, students engage in preparing their research proposal with their chairperson

and formally present their proposal in a Preliminary Oral to their faculty committee, advancing them to Doctoral Candidate status. To schedule a Preliminary Oral, students must be enrolled in ED 791 in the same term they hold their Preliminary Oral. Upon successfully completing the Preliminary Oral, students officially become doctoral candidates. Students then continue their dissertation research under the direction of their faculty chairperson and committee, obtaining IRB approval for implementation of study methods and writing up findings and study conclusions. Students defend their research at a Final Defense and make modifications as required by the committee and subsequently submit their full manuscript for final clearance leading to publication. Students must be enrolled continuously in dissertation research for 2 units per term until completion. Registration in and completion of a minimum of two terms in ED 791, EDEL 791, EDOL 791, or PGLC 791, successful completion of coursework and their qualifying exam are required prior to holding a Final Defense. The earliest a student may hold a final dissertation defense is in the third term in which they have registered for ED 791, EDEL 791, EDOL 791 or PGLC 791.

ED 792 Dissertation Completion (1)

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

Doctor of Education in Organizational Leadership

The Doctor of Education in Organizational Leadership (EDOL) program is designed to develop individuals who have thriving careers in their specialized fields who seek advanced knowledge in the theory and practice of leadership to take on leadership roles in a variety of settings. As scholar-practitioners with a global perspective, EDOL students will conduct research in advancing the practice of leadership, learning, and policy and apply theory to organizational challenges.

While interested in teaching and consulting, EDOL students aspire to be entrepreneurs or lead change and transformation efforts in higher education; governmental organizations; not-for-profits; non-governmental organizations (NGOs) and faith-based service organizations; businesses; and other organizations engaged in training and development, life-span learning, health care, and adult occupational education. The program is offered in the traditional face-to-face format and the Global Access Format (60 percent face-to-face and 40 percent online).

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A master's degree from a regionally accredited institution.
- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.
- Two recommendations submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 1,000- to 2,000-word applicant statement of interest in the EdD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required for qualified applicants who apply to the program.
- A writing sample and/or critical thinking assessment may be assigned to a candidate before potential admission at the discretion of the program director.

Optional:

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

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

Accepted students for the Doctor of Education in Organizational Leadership must

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

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

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

Course Requirements

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

Core Courses

EDD 700	Leadership Theory and Practice	(3)
EDD 703	Scholarly Writing and Digital Literacy.....	(0)
EDD 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EDD 734	Inferential Statistics	(3)
EDD 753A	Advocacy, Social Change, and Public Policy Development...	(3)
EDD 753B	National Policy Experience.....	(1)
EDD 754A	Global Economics and Public Policy.....	(3)
EDD 754B	Global Policy Experience	(2)
EDD 755	Virtual Learning and Collaboration	(3)
EDD 759	Law and Dispute Resolution.....	(3)
EDD 763	Learning Design, Cognition, and Evaluation.....	(3)
EDD 765	Leading Strategic Change.....	(3)
EDD 766	Quantitative Research Methods and Descriptive Statistics...	(3)
EDD 767	Qualitative Research Design and Analysis.....	(3)

Program-Specific Courses

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

Qualifying Exam and Dissertation

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

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

Course Descriptions

EDD 700 Leadership Theory and Practice (3)

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

EDD 703 Scholarly Writing and Digital Literacy (0)

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

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

This course addresses organizations; alignment of organizational structures; and intended outcomes and how they deal with culture, employee behavior, and values. Students will examine strategies designed to create and evaluate knowledge, including the psychological basis for human action, individual and organizational learning, communicating across cultures, and intellectual capital. Students will research and examine organizational theories and practices relevant to their particular academic and professional fields.

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

This course introduces students to the study of ethical leadership and provides the foundation for value clarification, ethical decision making, and responsible leadership in diverse organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, equity, and privilege are examined. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. Students will investigate applications and practices relevant to their academic and professional interests.

EDD 734 Inferential Statistics (3)

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

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

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

EDD 753B National Policy Experience (1)

This course offers students practical experience in policy development at the national level. Students will travel to Washington, DC, or a similar venue; will experience policy development at the federal, state, or local level; and will meet with policy makers, lobbyists, and leaders in government and national associations. Students are required to participate in a trip to Washington, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

EDD 754A Global Economics and Public Policy (3)

This course examines global issues and policy alternatives at the intersection of technology, innovation, and social change. It applies principles of micro- and macroeconomics to investigate alternative economic distribution systems, taxation, educational challenges, planet sustainability, intellectual property and trade, poverty eradication, social justice, health care, and economic and workforce development. Students will investigate applications and practices of global economics and policy relevant to their academic and professional interests.

EDD 754B Global Policy Experience (2)

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

EDD 755 Virtual Learning and Collaboration (3)

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

EDD 759 Law and Dispute Resolution (3)

This course examines legal, political, and regulatory processes and issues confronting organizations. Topics in the course include intellectual property law, educational law, torts, criminal and contract liability, the laws regarding electronic communication, encryption, internet security, and ethics in cyberspace. Dispute resolution and negotiation techniques are also included. Students conduct research on legal principles and practices relevant to their particular academic and professional interests.

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

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

EDD 765 Leading Strategic Change (3)

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

EDD 766 Quantitative Research Methods and Descriptive Statistics (3)

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

EDD 767 Qualitative Research Design and Analysis (3)

This course introduces students to research designs within the qualitative tradition. Topics include the collection and interpretation of qualitative data and methods of minimizing threats to the trustworthiness and authenticity of qualitative studies. Students learn specific techniques for the analysis and interpretation of qualitative data. Students will be expected to utilize appropriate software to conduct content, semantic, and sentiment analysis relevant to their academic and professional interests.

EDD 785 Advances in Theory and Practice (3, 3)

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

EDD 787 Qualifying Examination Seminar (3, 1)

The purpose of the Qualifying Examination Seminar is to assess the doctoral student's ability to integrate the doctoral coursework by preparing a paper which will address a real-world problem, dilemma, or issue synthesizing the leadership, learning, and change coursework. The paper will be evaluated and defended orally before a committee of faculty members. Students who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the Associate Dean of Education. Prerequisites: EDD 700, 724, 755, 759, 763, and 765.

EDOL 701 Higher Education Professions Preparation (3)

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

EDOL 791 Dissertation Research (2)

Dissertation research is individualized and tailored to aid the student in completing the dissertation requirement. Students are qualified to register in 791, Dissertation Research, once they have successfully completed their research methods and data analysis courses. For EdD students, these courses include EDD 734, EDD 766, and EDD 767. Under the direction of a faculty member with endorsement to serve in the role as chairperson, students engage in preparing their research proposal with their chairperson and formally present their proposal in a Preliminary Oral to their faculty committee, advancing them to Doctoral Candidate status. To schedule a Preliminary Oral, students must be enrolled in EDOL 791 in the same term they hold their Preliminary Oral. Upon successfully completing the

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

ED 792 Dissertation Completion (1)

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

Doctor of Philosophy in Global Leadership and Change

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

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

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

Admission Requirements

Admission requirements include

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

- Two recommendations submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A 1,000- to 2,000-word applicant statement of interest in the PhD program addressing such topics as the candidate's view of leadership, ability to develop followers, evidence of a purposeful research agenda, perseverance and demonstrated achievements, future career and life objectives, and reasons for pursuing a doctorate degree.
- Resume or curriculum vitae (CV).
- A personal and/or group interview with a program director or designee is required for qualified applicants who apply to the program.
- A writing sample and/or critical thinking assessment may be assigned to a candidate before potential admission at the discretion of the program director.

Optional:

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

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

Accepted students for the Doctor of Philosophy in Global Leadership and Change must

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

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

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

Course Requirements

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

EGLC 700	Leadership Theory and Practice	(3)
EGLC 714	Organizational Behavior, Theory, and Design	(3)
EGLC 724	Ethical Leadership, Equity, Cultural Proficiency, and Social Justice	(3)
EGLC 734	Advanced Data Analysis and Interpretation	(3)
EGLC 753	Leadership, Advocacy, and Policy Development	(4)
EGLC 754A	Economic and Policy Systems	(3)
EGLC 754B	International Policy Experience	(2)
EGLC 755	E-Learning: Theory and Practice	(3)
EGLC 759	Law and Dispute Resolution	(3)
EGLC 763	Program Learning Design and Evaluation	(3)
EGLC 765	Leading Global Strategic Change	(3)
EGLC 766	Research Design and Analysis	(3)
EGLC 767	Qualitative Research and Analysis	(3)
PGLC 700	Advanced Leadership Theory and Research	(3)
PGLC 734	Advanced Multivariate Analysis	(3)
PGLC 753	Advanced Policy Development and Research	(3)
PGLC 754	Advanced Global Leadership Studies and Research	(3)
PGLC 769	Intercultural Competency	(3)
PGLC 800	Disseminating and Funding Scholarship	(3)
PGLC 885	Advances in Scholarship and Theory	(3, 3)

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

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

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

Course Descriptions

EGLC 700 Leadership Theory and Practice (3)

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

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

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

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

This course introduces students to the study of ethical leadership and provides the foundation for value clarification, ethical decision making, and responsible leadership in diverse organizations and communities. Elements of ethical leadership such as cultural proficiency, social justice, equity, and privilege are examined. Other topics include developing a personal vision, establishing a proactive stance, service, self-esteem, emotional intelligence, creating a context for innovation, and maintaining happiness and personal well-being. Students will investigate applications and practices relevant to their academic and professional interests.

EGLC 734 Advanced Data Analysis and Interpretation (3)

Students will learn the basic distributions, such as binomial and normal, and are introduced to hypothesis methodology. They will learn to apply such inferential techniques as chi-square, the analysis of variance and covariance, and multivariate analysis to a variety of organizational issues and scholarly pursuits. Students will be expected to utilize appropriate statistical software.

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

This course introduces major theories and approaches to leading the effort and developing policy in local, national, and global settings. While considering the influence of technology and systems thinking, students explore complex issues in management and leadership. Students will have an opportunity to understand and practice policy development at local and national levels. Students are required to participate in a trip to Washington, DC, or a similar location. Students will incur travel costs (which vary in relation to airline, hotel, food, venue, and materials).

EGLC 754A Economic and Policy Systems (3)

Students learn to apply theories and principles of micro- and macroeconomics to analyze, design, and evaluate policies which address

business, political, and educational challenges at the national level. Additional topics examined include alternative economic distribution systems and how they address pollution, poverty, unemployment, international trade, and geopolitical issues.

EGLC 754B International Policy Experience (2)

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

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

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

EGLC 759 Law and Dispute Resolution (3)

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

EGLC 763 Program Learning Design and Evaluation (3)

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

EGLC 765 Leading Global Strategic Change (3)

This course introduces theories and strategies related to leading organizational change within organizations. The course will include theories and practice of organization change; the impact of organizational culture and processes, including strategies and methods employed in forecasting and in implementing change; and strategic planning related to organizational

change interventions that increase an organization's effectiveness. Research literature and best practices in sustainable change efforts in education, health care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined.

EGLC 766 Research Design and Analysis (3)

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

EGLC 767 Qualitative Research and Analysis (3)

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

PGLC 700 Advanced Leadership Theory and Research (3)

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

PGLC 734 Advanced Multivariate Analysis (3)

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

PGLC 753 Advanced Policy Development and Research (3)

This course, theoretical and conceptual in nature, is designed to guide doctoral students in an in-depth inquiry into traditions, interpretations, methodologies, and the development of central research questions in policy analysis and their application. Students will learn tools of research and analysis commonly used in policy research and develop mastery in their area of specialization. While a broad engagement of research literature in policy

will be undertaken, major themes such as exploring national policy issues and mastering competing policy initiatives will be emphasized.

PGLC 754 Advanced Global Leadership Studies and Research (3)

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

PGLC 769 Intercultural Competency (3)

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

PGLC 787 Qualifying Examination (3, 1)

The purpose of the Qualifying Examination is to assess the doctoral student's ability to integrate the doctoral coursework by preparing a paper which will address a real-world problem, dilemma, or issue synthesizing the coursework. The paper will be evaluated and defended orally before a committee of faculty members. Students who fail the Qualifying Examination twice will be dismissed from the program. Registration in the 1-unit version of this requires the approval of the associate dean of Education. Prerequisites: EGLC 700, 724, 734, 754A, 754B, 755, 759, 763, 765, 766, and 767.

PGLC 791 Dissertation Research (2)

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

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

PGLC 800 Disseminating and Funding Scholarship (3)

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

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

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

ED 792 Dissertation Completion (1)

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

Master of Arts in Psychology

The Master of Arts in Psychology program is designed to provide students with a theoretical and practical understanding of the principles of psychology within the framework of a strong clinical emphasis. Courses present various aspects of the art and science of psychology as it is applied to the understanding of human behavior and to the prevention, diagnosis, and treatment of mental and emotional problems. The program meets prerequisite requirements for application to the University's doctoral program, assuming that the student has taken a graduate course in developmental psychology (e.g., PSY 658). Completion of the MA in Psychology does not guarantee admission to the doctoral program. Classes are offered afternoons and on weeknights at the Calabasas, Irvine, and West Los Angeles Graduate Campuses.

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

The MA in Psychology program requires 36–48 units, depending upon previous coursework. The student who has taken graduate courses judged to be equivalent to required courses may transfer in a maximum of 6 units. Depending on the student's academic background, the coursework will consist of the courses listed under Foundation Courses and Core Courses supplemented with elective courses in lieu of waived foundation courses, if needed to complete the total unit requirement. The recommended course load is 9 to 12 units per term, although students who are employed full-time are urged to enroll in only 6 to 9 units per term. With the exception of courses that specify prerequisites, courses may be taken in any sequence within levels.

It is recognized that diverse disciplines contribute to the understanding of psychology and that psychology permeates many academic fields. Therefore, a major in psychology as an undergraduate is not a prerequisite for admission; however, knowledge of certain fundamental areas in psychology is necessary as preparation for advanced courses. The student who has taken undergraduate- or graduate-level courses judged to be equivalent in content to foundation-level courses may petition to waive such courses and, if successful, may earn the required 36 units through elective courses. Previously taken courses will qualify for waiver consideration if they were taken no earlier than seven years prior to admission and a grade of B (3.0) or better was earned.

Student Disclosure of Personal Information

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

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

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Applicants to this program may possess a bachelor's degree in any field. Applicants without recent coursework in psychology within the last seven years, however, will be required to complete foundational courses in preparation for the core curriculum. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two recommendations submitted directly from individuals that attest to the applicant's academic and/or professional character and leadership experience and/or potential. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose that serves as an autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Student Participation in Governance

The on-ground MAP program has a Student Government Association (SGA) to facilitate an exchange of ideas and information; to increase communication among students, faculty, staff, and administration; to develop proposals for ongoing improvement in the program; and to help solve problems that students encounter. Program students elect representatives to the association. An annual activities fee supports events sponsored by the onground MAP SGA.

Course Requirements

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

Foundation Courses

PSY 626	Research and Evaluation Methods for Mental Health Professionals.....	(3)
PSY 656	Physiological Psychology.....	(3)
PSY 657	Psychopathology.....	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach.....	(3)
PSY 659	Behavioral Principles and Theories of Learning.....	(3)

Students who have taken undergraduate- or graduate-level courses judged to be equivalent in content to foundation-level courses may petition to waive such courses. This requirement may be met by completing the equivalent course at an regionally accredited institution within the last seven years, receiving a grade of B (3.0) or better, or completing a Pepperdine graduate-level course or equivalent.

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

Core Courses

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

Elective Courses (select one of the following courses)

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

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

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

Online Master of Arts in Psychology

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

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

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

Foundation Courses

PSY 626	Research and Evaluation Methods for Mental Health Professionals.....	(3)
PSY 656	Physiological Psychology.....	(3)
PSY 657	Psychopathology.....	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach.....	(3)
PSY 659	Behavioral Principles and Theories of Learning.....	(3)

Students who have taken undergraduate- or graduate-level courses judged to be equivalent in content to foundation-level courses may petition to waive such courses. This requirement may be met by completing the equivalent course at a regionally accredited institution within the last seven years, receiving a grade of B (3.0) or better, or completing a Pepperdine graduate-level course or equivalent.

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

Core Courses

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

Elective Courses (select one of the following courses)

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

One additional course must be taken from the following:

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

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

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

Continuation in Program

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

The MAP program director, in concert with faculty and staff members, may require discussions with a student who has presented significant behavioral or academic concerns to University faculty or staff. These discussions may result in requirements of student improvement to include efforts such as faculty or peer mentoring and specific evidence of improvement in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's improvement to ensure the successful resolution of the problem.

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

A faculty panel will review feedback from faculty and staff concerning individual students and make their recommendations to the associate dean of psychology, who will make the final determination in the matter. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program. The details of the "Continuation in Program Policy Review Procedures" can be found in the "Regulations and Legal Notices" section of this academic catalog.

Course Descriptions

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

This course reviews the clinical presentation, diagnosis, and treatment of mental health disorders, as defined in the DSM system. A range of treatment approaches (e.g., individual, group, psychopharmacological, systemic) are discussed, with an emphasis on evidence-based interventions and sociocultural considerations. Principles of recovery-oriented mental health care are reviewed. Students learn intake and treatment planning skills. Prerequisite: PSY 657.

PSY 601 Assessment of Intelligence (3)

Students examine the theory and clinical assessment of cognitive functioning, with emphasis on commonly used instruments, including the Stanford Binet, Wechsler Adult Intelligence Scale, and Wechsler Intelligence Scale for Children. Practical experiences are offered in administration, scoring, interpretation, and professional report writing.

PSY 602 Personality Assessment (3)

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

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

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

PSY 606 Interpersonal Skills and Group Therapy (3)

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

PSY 607 Social Psychology (3)

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

PSY 612 Theories of Counseling and Psychotherapy (3)

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

PSY 622 Multicultural Counseling (3)

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

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

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

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

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

PSY 627 Psychopharmacology for Mental Health Professionals (3)

This course examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders such as autism, schizophrenia, and depression are also discussed. Additionally, this course uses a biopsychosocial model to examine the history and use of psychopharmacology for treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other variables on the indication and use of medications is examined. Prerequisite: PSY 600.

PSY 637 Techniques of Counseling and Psychotherapy (3)

Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach. Students gain practical

skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures. Prerequisites: PSY 600, 606, and 612.

PSY 656 Physiological Psychology (3)

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

PSY 657 Psychopathology (3)

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

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

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

PSY 659 Behavioral Principles and Theories of Learning (3)

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

PSY 667 Industrial/Organizational Psychology (3)

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

PSY 668 Clinical Interventions with Children and Adolescents (3)

This course provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Issues distinguishing working with youth as opposed to adults are examined, along with relevant legal and ethical concerns, assessment strategies, major theoretical approaches to treating children and adolescents, and treatment strategies for common forms of childhood psychopathology. Emphasis is placed on using therapeutic methods with established efficacy and on incorporating parents, family, and other contextual factors into treatment. Prerequisite: PSY 658.

PSY 669 Trauma in Diverse Populations (3)

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

PSY 670 Introduction to Positive Psychology (3)

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

PSY 671 Career Development Theory and Techniques (3)

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

PSY 692 Scientific Writing in Psychology (3)

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

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

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Daytime Format program provides a strong master's-level foundation in the areas of clinical psychology, clinical counseling, and marriage and family therapy. The program is designed for those who wish to gain knowledge and develop skills related to providing psychotherapeutic services in a variety of settings. In addition, this program provides an academic and practicum foundation which may be helpful for students who plan to enter doctoral programs in family therapy, clinical counseling, community mental health, or developmental psychology.

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

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

Students Enrolled or Graduated Prior to August 1, 2012

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

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

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

Student Disclosure of Personal Information

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

Admission Requirements

For the Daytime Format, a bachelor's degree in psychology is preferred. However, qualified applicants who possess a bachelor's degree in a related academic field (e.g., sociology, social work, child and family development) or who have the equivalent of a minor in psychology or a closely related field may also be considered.

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree in psychology (or closely related field) or the equivalent of a minor in psychology (or closely related field) from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the

baccalaureate degree to the applicant as well as all transcripts from all other colleges or universities attended. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.

- Scores from the Graduate Record Examination (GRE—General Test), taken within the past five years. GRE waiver form available.
- Two recommendations from individuals familiar with the applicant's academic and/or professional competencies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose describing previous training and experience, current interests, engagement with cultural diversity and social justice plus plans for growth in these areas, future professional goals, and reasons for applying to the program.

Student Participation in Governance

The daytime MACLP program has a Student Government Association (SGA) to facilitate an exchange of ideas and information; to increase communication among students, faculty, staff, and administration; to develop proposals for ongoing improvement in the program; and to help solve problems that students encounter. Program students elect representatives to the association. An annual activities fee supports events sponsored by the daytime MACLP SGA.

Course Requirements

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

Core Courses

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

PSY 600	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 603	Assessment of Individuals, Couples, and Families.....	(3)
PSY 606	Interpersonal Skills and Group Therapy.....	(3)
PSY 612	Theories of Counseling and Psychotherapy.....	(3)
PSY 622	Multicultural Counseling	(3)
PSY 623	Professional Ethics and the Law for Mental Health Professionals.....	(3)

PSY 624	Individual and Family Treatment of Substance Abuse.....	(3)
PSY 626	Research and Evaluation Methods for Mental Health Professionals.....	(3)
PSY 627	Psychopharmacology for Mental Health Professionals.....	(3)
PSY 628	Human Sexuality and Intimacy.....	(1)
PSY 637	Techniques of Counseling and Psychotherapy.....	(3)
PSY 639	Couple and Family Therapy I.....	(3)
PSY 640	Couple and Family Therapy II.....	(3)
PSY 642	Mental Health Systems, Practice, and Advocacy.....	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach.....	(3)
PSY 661	Preparation for Practicum.....	(2)
PSY 662	Clinical Practicum.....	(2, 2, 2, 2)
PSY 668	Clinical Interventions with Children and Adolescents.....	(3)
PSY 669	Trauma in Diverse Populations.....	(3)
PSY 671	Career Development Theory and Techniques.....	(3)

Continuation in Program

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

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

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

A faculty panel will review feedback from faculty, staff, and/or practicum site personnel concerning individual students and make their recommendations to the associate dean of psychology, who will make the final determination in the matter. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal

from the program. The details of the “Continuation in Program Policy Review Procedures” can be found in the “Regulations and Legal Notices” section of this academic catalog.

Personal Psychotherapy for Training Clinicians

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

Supervised Clinical Practicum

The clinical training and professional development staff provide resources to MACLP students to secure supervised clinical training sites. The staff regularly visit, evaluate, and approve established and potential sites. Students in the MALCP Daytime Format program can utilize designated staff to assist them in locating potential practicum sites via directories located at the Malibu campus or through Handshake, an online directory maintained by Career Services which specifies employment opportunities and approved clinical sites. To satisfy graduation requirements, students must accrue sufficient client-contact hours to meet requirements qualifying them for registration as an LMFT and/or LPCC intern.

Licensed Marriage and Family Therapist (LMFT)

A Licensed Marriage and Family Therapist (LMFT) in California is able to offer psychotherapeutic services to “individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments” (4980.02, Business and Professions Code). The California Board of Behavioral Sciences (BBS) governs the licensing process.

The current general requirements for the license include the following:

- A state-approved master’s degree that includes a minimum of 60 semester units of coursework in the content areas specified by law.
- A minimum of 3,000 hours of supervised clinical experience deemed appropriate by the BBS.
- The passing of standardized exam(s) administered by the BBS.

Licensed Professional Clinical Counselor (LPCC)

California Business and Professions Code 4999.20 defines professional clinical counseling as “the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems.” Professional clinical counseling does not include the assessment or treatment of couples or families unless the professional clinical counselor

has completed additional training and education as required under Business and Professions Code section 4999.20(a)(3)(A). The California Board of Behavioral Sciences (BBS) governs the licensing process.

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

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

Mandated Reporter of Child Abuse

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

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

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

Course Descriptions

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

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

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

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

PSY 606 Interpersonal Skills and Group Therapy (3)

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

PSY 612 Theories of Counseling and Psychotherapy (3)

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

PSY 622 Multicultural Counseling (3)

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

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

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

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

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

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

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

PSY 627 Psychopharmacology for Mental Health Professionals (3)

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

PSY 628 Human Sexuality and Intimacy (1)

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

PSY 637 Techniques of Counseling and Psychotherapy (3)

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

PSY 639 Couple and Family Therapy I (3)

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

PSY 640 Couple and Family Therapy II (3)

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

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

This course is designed to explore the evolving professional and economic climate for mental health professionals. Opportunities for practice are examined, including private and group practice, the workplace, medical

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

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

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

PSY 661 Preparation for Practicum (2)

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

PSY 662 Clinical Practicum (2)

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

PSY 668 Clinical Interventions with Children and Adolescents (3)

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

PSY 669 Trauma in Diverse Populations (3)

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

PSY 671 Career Development Theory and Techniques (3)

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

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

The Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy: Evening Format program provides a strong master's-level foundation in the areas of clinical psychology, clinical counseling, and marriage and family therapy. The program is designed for those who wish to gain knowledge and develop skills related to providing psychotherapeutic services in a variety of settings. In addition, this program provides an academic and practicum foundation that may be helpful for students who plan to enter doctoral programs in family therapy, clinical counseling, community mental health, or developmental psychology.

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

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

Students Enrolled or Graduated Prior to August 1, 2012

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

be completed when offered by Pepperdine or from another BBS-approved educational entity.

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

Student Disclosure of Personal Information

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

Admission Requirements

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

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts

must be received to complete an applicant's file and enroll in the subsequent term.

- Two recommendations from individuals familiar with the applicant's academic and/or professional competencies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose that serves as an autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program. (If applying for the MACLP with Latinx, applicants should include in their statement of purpose that serves as an autobiographical description how their experiences, interests, and goals relate to working with Latinx communities. Interviews will be conducted with all final candidates.)

Student Participation in Governance

The on-ground Evening Format MACLP and MACLP with Latinx Communities programs have a Student Government Association (SGA) to facilitate an exchange of ideas and information; to increase communication among students, faculty, staff, and administration; to develop proposals for ongoing program improvements; and to help solve problems students encounter. Students in the programs elect representatives to the association. An annual activities fee supports events sponsored by the on-ground Evening Format MACLP and MACLP with Latinx Communities SGA.

Course Requirements

Students with bachelor's degrees in fields other than psychology may be considered for admission to this format. The program requires 60–66 units depending upon previous coursework. The total number of units students complete toward the degree will depend upon the number of foundation courses waived and current LMFT and LPCC licensing requirements. If a student has completed the foundation courses elsewhere and has them waived and if a maximum of 6 graduate units are transferred in, as few as 54 units must be taken. If a student must complete all foundation and core requirements, a total of 66 units must be completed. The units will consist of the courses listed below from the foundation and core requirements.

Students who have completed a Pepperdine Master of Arts in Psychology or a Master of Science in Behavioral Psychology/Applied Behavior Analysis degree may count the following courses, up to a maximum of 36 units, toward the Master of Arts in Clinical Psychology program, provided that the courses were completed within the last seven years. The following courses may apply: PSY 600, 603, 606, 612, 622, 624, 626, 627, 637, 657, 658, 659, 668, 669, or 671. The following courses may apply to the Master of Arts in

Clinical Psychology with Latinx Communities program: PSY 606, 624, 626, 627, 657, 659, 668, 669, and 671.

Foundation Courses

The courses listed below are considered foundational to the program and should be completed prior to enrolling in core courses. Students who have completed any of these courses at the undergraduate level may seek permission to waive such courses, provided they were completed at a regionally accredited institution, within the last seven years, at a grade of B (3.0) or better. Courses taken online are eligible for waiver consideration. Foundation courses taken at the graduate level may be waived or transferred (maximum of 6 semester units for transfers). Permission to waive or transfer credits should be requested at the time of admission.⁵

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

Core Courses

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

PSY 600	Diagnosis and Treatment of Mental Health Disorders	(3)
PSY 603	Assessment of Individuals, Couples, and Families	(3)
PSY 606	Interpersonal Skills and Group Therapy	(3)
PSY 612	Theories of Counseling and Psychotherapy	(3)
PSY 622	Multicultural Counseling	(3)
PSY 623	Ethics and Law for Mental Health Professionals	(3)
PSY 624	Individual and Family Treatment of Substance Abuse	(3)
PSY 626	Research and Evaluation Methods for Mental Health Professionals	(3)
PSY 627	Psychopharmacology for Mental Health Professionals	(3)
PSY 628	Human Sexuality and Intimacy	(1)
PSY 637	Techniques of Counseling and Psychotherapy	(3)
PSY 639	Couple and Family Therapy I	(3)
PSY 640	Couple and Family Therapy II	(3)
PSY 642	Mental Health Systems, Practice, and Advocacy	(3)
PSY 658	Individual, Couple, and Family Development: A Life Cycle Approach	(3)
PSY 661	Preparation for Practicum	(2)
PSY 662	Clinical Practicum	(2, 2, 2) ⁶
PSY 668	Clinical Interventions with Children and Adolescents	(3)
PSY 669	Trauma in Diverse Populations	(3)
PSY 671	Career Development Theory and Techniques	(3)

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

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

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

The online Master of Arts in Clinical Psychology with an Emphasis in Marriage and Family Therapy (MACLP) program provides students with the same curriculum required of students enrolled in the on-campus MACLP Evening Format program. The online MACLP degree will qualify students for registration as marriage and family therapy interns and professional clinical counselor interns in California. Admission requirements for the online program are identical to the requirements for the on-campus MACLP Evening Format program. The program is designed for those who wish to gain knowledge and develop skills related to providing psychotherapeutic services in a variety of settings. In addition, this program provides an academic and practicum foundation which may be helpful for students who plan to enter doctoral programs in family therapy, clinical counseling, community mental health, or developmental psychology.

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

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

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

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

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

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

Course Requirements

Foundation Courses

The courses listed below are considered foundational to the program and should be completed prior to enrolling in core courses. Students who have completed any of these courses at the undergraduate level may seek permission to waive such courses, provided they were completed at a regionally accredited institution, within the last seven years, at a grade of B (3.0) or better. Courses taken online are eligible for waiver consideration. Foundation courses taken at the graduate level may be waived or transferred (maximum of 6 semester units for transfers). Permission to waive or transfer credits should be requested at the time of admission.

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

Core Courses

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

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

PSY 676	Theories of Counseling and Psychotherapy: Latinx Emphasis	(3)
PSY 677	Multicultural Counseling: Latinx Emphasis.....	(3)
PSY 678	Techniques of Counseling and Psychotherapy: Latinx Emphasis	(3)
PSY 679	Individual, Couple, and Family Development: A Life Cycle Approach—Latinx Emphasis.....	(3)

Continuation in Program

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

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

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

A faculty panel will review feedback from faculty, staff, and/or practicum site personnel concerning individual students and make their recommendations to the associate dean of psychology, who will make the final determination in the matter. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program. The details of the "Continuation in Program Policy Review Procedures" can be found in the "Regulations and Legal Notices" section of this academic catalog.

Personal Psychotherapy for Training Clinicians

The psychology faculty and administration strongly recommend personal therapy for all students training to be psychotherapists since it is believed that personal therapy is a vital component of the training and growth of the psychotherapist and that it is the professional responsibility of every therapist

to identify, address, and work through personal and relational issues that may have an impact on clinical interactions with future clients.

Supervised Clinical Practicum

The clinical training and professional development (CTPD) staff provide resources to MACLP students to secure supervised clinical training sites. The CTPD staff regularly visit, evaluate, and approve established and potential sites, while assisting potential practicum students in locating a variety of supervised clinical placements through the GSEP Career Services Office. The CTPD staff, available at all of the GSEP graduate campuses, can assist students in accessing Handshake, an online directory maintained by Career Services which specifies employment opportunities and approved clinical sites. To satisfy graduation requirements, students must accrue sufficient client-contact hours to meet requirements qualifying them for registration as an LMFT and/or LPCC intern.

Licensed Marriage and Family Therapist (LMFT)

A Licensed Marriage and Family Therapist (LMFT) in California is able to offer psychotherapeutic services to “individuals, couples, and groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments” (4980.02, Business and Professions Code). The California Board of Behavioral Sciences (BBS) governs the licensing process.

The current general requirements for the license include the following:

- A state-approved master’s degree that includes a minimum of 60 semester units of coursework in the content areas specified by law.
- A minimum of 3,000 hours of supervised clinical experience deemed appropriate by the BBS.
- The passing of standardized exam(s) administered by the BBS.

Licensed Professional Clinical Counselor (LPCC)

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

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

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

Mandated Reporter of Child Abuse

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

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

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

Course Descriptions

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

This course reviews the clinical presentation, diagnosis, and treatment of mental health disorders, as defined in the DSM system. A range of treatment approaches (e.g., individual, group, psychopharmacological, systemic) are discussed, with an emphasis on evidence-based interventions and sociocultural considerations. Principles of recovery-oriented mental health care are reviewed. Students learn intake and treatment planning skills. Prerequisite: Evening Format Program: PSY 657.

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

This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are reviewed, including standardized and non-standardized testing approaches, basic statistical concepts, and ethical and cultural considerations in assessment. Students gain experience in the administration, scoring, and interpretation of selected tests as well as in report writing. Prerequisite: Evening Format Program: PSY 626.

PSY 606 Interpersonal Skills and Group Therapy (3)

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

PSY 612 Theories of Counseling and Psychotherapy (3)

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

PSY 622 Multicultural Counseling (3)

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

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

This course considers ethical standards for therapists and reviews legal issues that influence the professional practice of individual, couple, and family therapy. Application of legal and ethical principles to recovery-oriented mental health care will be addressed. Prerequisites: Evening Format Program: PSY 606 and 612; Latinx Emphasis Program: PSY 606 and 676.

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

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

addressed. Prerequisites: Evening Format Program: PSY 600, 606, and 612; Latinx Emphasis Program: PSY 606, 674, and 676.

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

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

PSY 627 Psychopharmacology for Mental Health Professionals (3)

This course examines a wide range of brain-behavior relationships with specific emphasis on aspects of psychological development and clinical practice. The effects of childhood trauma; the effects of head injury; and the neurological aspects of disorders such as autism, schizophrenia, and depression are also discussed. Additionally, this course uses a biopsychosocial model to examine the history and use of psychopharmacology for treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other variables on the indication and use of medications is examined. Prerequisite: Evening Format Program: PSY 600; Latinx Emphasis Program: PSY 674.

PSY 628 Human Sexuality and Intimacy (1)

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

PSY 637 Techniques of Counseling and Psychotherapy (3)

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

PSY 639 Couple and Family Therapy I (3)

This course covers assessment, diagnosis, and intervention strategies for individuals, couples, and families according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. Sociocultural issues are addressed as they relate to the development of the field as well as assessment and intervention. Prerequisites: Evening Format Program: PSY 600, 606, and 612; Latinx Emphasis Program: PSY 606, 674, and 676.

PSY 640 Couple and Family Therapy II (3)

This course continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. Major theoretical approaches covered include strategic, structural, and cognitive-behavioral models as well as postmodern and recovery-oriented approaches such as narrative and solution-focused therapy. Prerequisite: Evening Format Program: PSY 639.

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

This course is designed to explore the evolving professional and economic climate for mental health professionals. Opportunities for practice are examined, including private and group practice, the workplace, medical settings, mediation, managed care, and community mental health, together with preferred treatment modalities. Exercises designed to help students prepare for the licensing process are included. This course also addresses community involvement, engaging consumers of mental health services, and advocacy. Prerequisites: Evening Format Program: PSY 622, 639, 640, and one semester of 662; Latinx Emphasis Program: PSY 639, 640, 677, and one semester of 662 or 663.

PSY 657 Psychopathology (3)

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

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

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

PSY 659 Behavioral Principles and Theories of Learning (3)

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

PSY 661 Preparation for Practicum (2)

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

must register for PSY 661 one term before beginning Clinical Practicum (PSY 662 or 663). Prerequisites: Evening Format Program: PSY 600, 606, 612, and 623; Latinx Emphasis Program: PSY 606, 623, 674, and 676.

PSY 662 Clinical Practicum (2)

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

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

The purpose of this course is to provide students with an opportunity to integrate their knowledge of family systems theory gained in academic courses with its application in clinical practice. A prerequisite for this course is fluency in Spanish. Case presentations and case consultations will be conducted bilingually, with an emphasis on Spanish. Students are introduced to ethnically and linguistically responsive practices with Spanish-speaking Latinx. This course will address issues related to language and psychosocial variables in interviews and assessment of individual and social well-being. The course will provide opportunities to practice oral and written Spanish language needed for psychotherapy service delivery. This course also focuses on professional development, self-as-the-therapist issues, consultation, and clinical presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students must register for PSY 663 for 2 units each term, over a period of at least three terms. Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward LMFT and LPCC requirements. This course is limited to students enrolled in the MACLP Latinx Emphasis only. Prerequisites: Latinx Emphasis Program: PSY 606, 623, 639, 661, 674, 676, and 678.

PSY 668 Clinical Interventions with Children and Adolescents (3)

This course provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Issues distinguishing working with youth as opposed to adults are examined, along with relevant legal and ethical concerns, assessment strategies, major theoretical approaches to treating children and adolescents, and treatment strategies for

**Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinx Communities.*

common forms of childhood psychopathology. Emphasis is placed on using therapeutic methods with established efficacy and on incorporating parents, family, and other contextual factors into treatment. Prerequisite: Evening Format Program: PSY 658; Latinx Emphasis Program: PSY 679.

PSY 669 Trauma in Diverse Populations (3)

Students are introduced to foundational and science-informed principles in trauma psychology as they are contextualized by culture. Attention is directed to an examination of multicultural competence, trauma risk reduction, and trauma intervention. The course will survey interpersonal trauma (including child abuse and partner and spousal abuse) as well as natural disasters and medical trauma. This course satisfies the BBS requirement for coursework in spousal or partner abuse assessment, detection, and intervention. Prerequisite: Evening Format Program: PSY 600; Latinx Emphasis Program: PSY 674.

PSY 671 Career Development Theory and Techniques (3)

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

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

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

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

This is a continuation course for PSY 672. Students will continue to learn Spanish vocabulary and conversational skills needed for working in mental health settings and continue to be involved in the communities where they live and work, building on what they started in PSY 672. The focus is on the proficiency required for reducing language and cultural barriers for Spanish-dominant populations. The course will be taught in English and Spanish. No fluency in Spanish is required. This course is limited to students enrolled in the MACLP Latinx Emphasis (Evening Format) only. Students must

**Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinx Communities.*

take PSY 672 and 672A over a period of two terms. Students also have the option to enroll in this course internationally during the summer immersion program in a Latin American country. Prerequisite: Latinx Emphasis Program: PSY 672.

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

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

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

This is a continuation course for PSY 673. Students will continue to learn Spanish vocabulary and Spanish therapeutic skills needed for working in mental health settings. The focus is on the proficiency required for conducting psychotherapy and psychological assessments with a variety of Spanish-dominant populations and providing professional and community-based presentations in Spanish. The course will be taught in Spanish, and all assignments must be completed in Spanish. Conversational fluency in Spanish is required. This course is limited to students enrolled in the MACLP Latinx Emphasis (Evening Format) only. Students must take PSY 673 and 673A over a period of two terms. Students also have the option to enroll in this course internationally during the summer immersion program in a Latin American country. Prerequisite: Latinx Emphasis Program: PSY 673.

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

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

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

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

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

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

PSY 677 Multicultural Counseling: Latinx Emphasis (3)*

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

PSY 678 Techniques of Counseling and Psychotherapy: Latinx Emphasis (3)*

Through an examination of the application of major techniques of counseling and psychotherapy, students learn how to interview, formulate clinical cases, develop treatment plans, and facilitate therapeutic processes consistent with each major theoretical approach and within the context of working with Latinx individuals and families. Particular attention is given to the development of culturally congruent applied techniques that consider issues of class, ethnicity, ethnic identification, and environmental

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context. Students gain practical skills by means of clinical case material and supervised laboratory exercises that supplement classroom lectures. This course is limited to students enrolled in the MACLP Latinx Emphasis (Evening Format) only. Prerequisites: Latinx Emphasis Program: PSY 674 and 676.

PSY 679 Individual, Couple, and Family Development: A Life Cycle Approach—Latinx Emphasis (3)*

This course will serve as a continuation of the biological, social, spiritual, and psychological development of individuals and families throughout the life span. The impacts of experiences such as childbirth, adolescence, marriage, divorce, and aging on individuals and families are explored. The focus will be on the experiences of Latinx individuals and families and will include topics such as bilingual language development, the impact of immigration and acculturation, and racial/ethnic identity development. Additionally, focus on theory, research, and the application of individual and family developmental psychology within the context of culture will be discussed. This course is limited to students enrolled in the MACLP Latinx Emphasis (Evening Format) only.

**Courses related specifically to the MA in Clinical Psychology with an Emphasis in Marriage and Family Therapy with Latinx Communities.*

Master of Science in Applied Behavior Analysis

The Master of Science in Applied Behavior Analysis (MSABA) is a 37-unit program designed to prepare students for careers in applied behavior analysis (ABA). The program provides the academic preparation that is a requirement for becoming a board-certified behavior analyst® (BCBA) through the Behavior Analyst Certification Board.® Upon completion of the Master of Science degree, students will be well qualified for the next stage in their career development: completing required supervised hours and taking the certification exam of the Behavior Analyst Certification Board.

A career as a behavior analyst offers many opportunities and rewards. Through the application of scientifically validated principles and techniques of learning, BCBAs help children and adults with disabilities develop the adaptive skills needed for optimal functioning in educational, family, social, and occupational settings. People diagnosed with autism spectrum disorder and other developmental disabilities need the evidence-based treatments that allow them to live more successful and satisfying lives. Graduates of the program will be well prepared to become competent, resourceful, and compassionate practitioners in this growing field.

The program goes beyond meeting the requirements of the Behavior Analyst Certification Board. Graduates of the program will study multiculturalism and diversity in ABA and throughout the program. GSEP's dedicated faculty will instill a deep contextual understanding of diversity factors and their impact on the assessment and treatment of individuals with autism spectrum disorder and other developmental disabilities.

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

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and the provision of other clinical services. Students training to become mental health professionals are therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants that in the course of their class work at Pepperdine University, clinical training in University clinics, external practicum rotations, and internships, they may be required or invited to disclose

personal information that is deemed relevant to their performance in coursework and in training-related activities as well as to their professional development. For example, in a psychotherapy course or in supervision, students may be asked to discuss personal issues or to disclose personal information to facilitate the students' learning of a psychological concept and/or to enhance understanding of the role of a clinician's personal factors in the therapeutic process. In the clinical setting, such inquiries may not only encourage professional growth in the student, but may also be required to assure professional standards of practice and client welfare. If students or applicants have any questions regarding this policy, please contact the program director.

Admission Requirements

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant. Unofficial transcripts are acceptable for initial admissions review; however, official transcripts must be received to complete an applicant's file and enroll in the subsequent term.
- Two recommendations from individuals familiar with the applicant's academic and/or professional competencies. Academic recommendations from professors, instructors, or academic advisors; or professional recommendations from supervisors for employment, volunteer work, internship, or related activity satisfy this requirement.
- A two- to five-page typed statement of purpose that serves as an autobiographical description of previous training and experience, current interests, future professional goals, and reasons for applying to the program.

Course Requirements

This 37-unit course of study includes the following courses:

PSY 613	Experimental Analysis of Behavior	(3)
PSY 614	Ethical and Professional Conduct for Applied Behavior Analysis	(3)
PSY 615	Measurements, Data Analysis, and Experimental Design for Applied Behavior Analysis	(3)
PSY 617	Assessment Procedures for Applied Behavior Analysis	(3)
PSY 619	Autism Spectrum Disorder	(2)
PSY 620	Practicum in Applied Behavior Analysis	(2, 2, 2)
PSY 629	Radical Behaviorism	(3)
PSY 630	Preparation for Practicum in ABA	(2)
PSY 631	Multiculturalism and Diversity in ABA	(3)
PSY 634	Principles and Applications of ABA	(3)
PSY 635	Supervision, Management, and Consultation in ABA	(3)
PSY 636	Behavioral Interventions	(3)

Online Master of Science in Applied Behavior Analysis

The Online Master of Science in Applied Behavior Analysis (MSABA) program provides students with the same curriculum required of students enrolled in the on-campus MSABA program. Admission requirements for the online program are identical to the requirements for the on-campus program.

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

Continuation in Program

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

The Master of Science in Applied Behavior Analysis program director, in concert with faculty and/or clinical training and professional development staff members, may require discussions with a student who has presented significant behavioral or academic concerns to University faculty or staff or practicum site personnel. These discussions may result in requirements of

student improvement to include efforts such as faculty or peer mentoring, delayed entry into or temporary suspension of clinical work, and specific evidence of improvement in order for the student to continue in the program. There may also be a requirement for ongoing monitoring of the student's improvement to ensure the successful resolution of the problem.

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

A faculty panel will review feedback from faculty, staff, and/or practicum site personnel concerning individual students and make their recommendations to the associate dean of psychology, who will make the final determination in the matter. Whereas every attempt will be made to resolve problems, it is possible that these procedures could lead to dismissal from the program. The details of the "Continuation in Program Policy Review Procedures" can be found in the "Regulations and Legal Notices" section of this academic catalog.

Supervised Clinical Practicum

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

Mandated Reporter of Child Abuse

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

Course Descriptions

PSY 613 Experimental Analysis of Behavior (3)

This course teaches foundational concepts and principles of behavior analysis. Students will learn about the experimental procedures and findings of basic behavior analysis (i.e., the experimental analysis of behavior [EAB]) and a range of principles such as mechanisms of learning, respondent conditioning, and operant conditioning. This course will also explore how basic principles of learning are applied to issues of social significance.

PSY 614 Ethical and Professional Conduct for Applied Behavior Analysis (3)

This course teaches ethical principles and standards of responsible professional conduct that apply to the implementation of applied behavior analysis, as specified by the Behavior Analyst Certification Board. This course also addresses legal and social policy issues affecting service delivery to people with disabilities.

PSY 615 Measurements, Data Analysis, and Experimental Design for Applied Behavior Analysis (3)

This course teaches methods of measuring behavior and developing measurement procedures. Students learn to create and interpret visual data displays. Students develop knowledge and skills of experimental design to evaluate the effectiveness of interventions and interpret articles from the behavior-analytic literature. Prerequisite: PSY 613 (or may be taken concurrently with PSY 613).

PSY 617 Assessment Procedures for Applied Behavior Analysis (3)

This course covers the knowledge and skills for identifying client problems, communicating behavioral concepts in nontechnical language, and collaborating with others who support and/or provide services to one's clients. Students learn to design and implement individualized behavioral assessment procedures and organize, analyze, and interpret observed data. Prerequisites: PSY 613 and 615.

PSY 619 Autism Spectrum Disorder (2)

This course examines the assessment, diagnosis, and treatment of autism spectrum disorder (ASD) using a developmental approach that emphasizes how clinical presentation changes with age. Students will review a range of evidence-based therapeutic interventions including intensive early interventions, social skills building, and interventions for older adults. Diversity factors, barriers and challenges to accessing and implementing treatment, and the role of advocacy will also be incorporated.

PSY 620 Practicum in Applied Behavior Analysis (2, 2, 2)

This course focuses on the development of clinical and professional skills for Board Certified Behavior Analysts (BCBAs) in training. Students must accrue fieldwork hours at approved ABA-based organizations under the supervision of a BCBA and discuss these experiences through case presentations. Students receive feedback from both the practicum instructor and their classmates regarding a variety of topics, including ethics,

assessment, and interventions. This course must be taken across three terms (2 units each for a total of 6 units). Prerequisites: PSY 613, 615, and 630. Corequisites: PSY 614 and 634.

PSY 629 Radical Behaviorism (3)

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

PSY 630 Preparation for Practicum in ABA (2)

This course prepares students for their clinical fieldwork experience at ABA-based agencies and during their practicum courses. The course addresses common questions and concerns students have prior to beginning clinical work at their practicum sites. Students are taught the requirements for entering practicum such as obtaining site and supervisor approval, signing contracts for supervision, displaying appropriate conduct during practicum, and using fieldwork tracking tools provided by the Behavior Analyst Certification Board®. Students must register for PSY 630 at least one term before beginning Practicum in ABA (PSY 620).

PSY 631 Multiculturalism and Diversity in ABA (3)

This course prepares students to work with diverse populations. The course addresses a variety of topics including gender, trauma, cross cultural supervision, application of the behavior analyst certification board (BACB) Ethics code when working with diverse populations, education on various cultures, beliefs, expectations, how they best or least interact with other cultures/ethnicities, ASD and culture, bias, LGBTQIA+, working with low socioeconomic status (SES) populations, use of translators, and the neurodiversity movement.

PSY 634 Principles and Applications of ABA (3)

Building on foundational knowledge of the concepts and principles of applied behavior analysis, this course teaches fundamental elements of behavior change and specific behavior-change procedures. Prerequisites: PSY 613 and 615. Corequisite: PSY 617.

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

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

PSY 636 Behavioral Interventions (3)

Building on foundational knowledge of the concepts and principles of applied behavior analysis, this course teaches how to design individualized behavior change protocols to address challenging behavior and skill acquisition needs. Prerequisites: PSY 613, 615, 617, and 634.

Doctor of Psychology

The doctoral program in clinical psychology is accredited by the American Psychological Association⁷ and awards the Doctor of Psychology (PsyD) degree. The program exemplifies the practitioner-scholar model of professional training and prepares students to become health service psychologists, serving the community through applied clinical practice. This model of training is recognized by the American Psychological Association as appropriate for the preparation of clinical psychology practitioners. Through clinically relevant courses, clinical training, and applied scholarship, students develop a foundation of knowledge, skills, and values, leading to meaningful careers as psychologists.

Graduates, following completion of postdoctoral clinical training, are eligible to be examined for licensure as psychologists throughout the country and in Canada.⁸ Psychologists trained within the practitioner-scholar model usually establish careers in clinical practice within private and public settings, including clinics, hospitals, Veterans Affairs Healthcare Centers, university counseling centers, and community agencies, as well as serve as instructors (often as adjunct faculty) in university psychology departments. Psychologists also serve as consultants to corporate, public, educational, and religious institutions and conduct program evaluations and design community and specialized intervention programs.

The PsyD program is a post-master's program that consists of three years of coursework and supervised clinical training, one year of internship, and completion of the clinical dissertation. The philosophy of the program is informed by the observation that clinical psychology is an evolving discipline and that new knowledge and practices emerge from many different theoretical orientations and epistemological traditions. In keeping with this perspective, the program reflects a generalist orientation and also offers opportunities to study with experts in their respective specialties. Attention is placed throughout the curriculum on principles derived from psychology as a science. Thus, students are expected to master the theoretical and research literature that supports culturally sensitive, evidence-based professional practice, including empirically supported treatments. Further, students are required to uphold legal, ethical, and professional standards throughout their academic, clinical, and research training.

Curriculum

The curriculum is built upon the foundation of psychology as a science and offers comprehensive exposure to evidence-based, empirically supported

⁷Pepperdine's PsyD program is accredited through 2027. For further information about the accreditation status of this or any other psychology doctoral program, please contact the APA Office of Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242, Phone: (202) 336-5979.

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

assessment and treatment as well as research with an emphasis on clinical application and sensitivity to multicultural context and individual differences. The curriculum incorporates the APA Standards of Accreditation and offers coursework in discipline-specific knowledge and in profession-wide competencies. These courses emphasize foundational principles and knowledge, clinical competencies in assessment and intervention, research and scholarship, and professional development and supervision as well as courses that support the development and completion of the clinical dissertation.

Clinical Training

Clinical training complements academic coursework and provides supervised experience upon which professional competence is developed. Clinical training during the first year is conducted within one of four University clinics and may include collaborative training rotations within school and community mental health settings. The second and third year practica are completed at external rotations in the community including placement in major medical centers, community mental health agencies, psychiatric hospitals, and inpatient facilities. Training is comprehensive and includes rotations in providing psychological assessment (cognitive, personality, and neuropsychological testing) and treatment under supervision to adults, adolescents, children, and families. Internship affords a capstone experience in clinical training during the fourth year. Consistent with American Psychological Association (APA) standards, students must complete one year of full-time internship (or with the permission of the PsyD executive committee, a two-year half-time internship), ordinarily at APA-accredited, Association of Psychology Postdoctoral and Internship Centers (APPIC) or California Psychology Internship Council (CAPIC) training sites. Permission to apply for internship must be obtained by the director of clinical training prior to application. Since students will normally not have any other course requirements during the internship, they are free to complete internships in approved sites anywhere in the United States or Canada.

Under the direction of the director of clinical training, the program provides support and resources (including orientation meetings, presentations, and consultation) to assist students in their professional development and to support the application process in practicum and internship placement. Clinical training programs commonly request letters of recommendation and verification of academic status and performance from program faculty, supervisors, and administration. Students (and alumni) should make requests for disclosure of such information in writing (see the "Students Records Policy" in the "Regulations and Legal Notices" section of this academic catalog). In addition, students are asked to verify their understanding of this policy and to give permission to the University to disclose information associated with applications for clinical training or membership in professional societies and organizations on an annual basis.

Permission to apply for and to matriculate to internship requires demonstration of readiness to assume the responsibilities of internship. The director of clinical training in consultation with the PsyD executive committee verifies readiness to apply for internship. Factors that are taken into consideration in this review include academic and clinical training performance; a passing grade on the Clinical Competence Examination; progress on the clinical dissertation, including required completion of the preliminary oral defense by November 1 of the year of application to internship; adherence to all clinical training office procedures and deadlines associated with the application process (see the *Clinical Training Handbook*); and demonstration of adherence to legal and ethical standards, professionalism, and readiness to assume the clinical responsibilities of pre-doctoral internship training. Please note that the director of clinical training is required to disclose on the APPIC verification form the student's standing in the PsyD program and current and/or past complaints that were made against a student in the context of clinical training. This includes, but is not limited to, complaints related to unprofessional, unethical, and/or illegal behavior. The program has an ethical responsibility and will disclose any such complaints that were made against a student that were found to have merit.

Clinical Dissertation

An essential feature of a university-based doctoral program is the commitment to scholarship. Students complete a clinical dissertation, which provides an opportunity to investigate a clinically relevant topic and to meaningfully contribute to the profession.

Through the dissertation process, students develop and demonstrate the ability to utilize the research literature and to implement a sound scholarly process to analyze, evaluate, and synthesize relevant information on a focused topic related to the professional practice of clinical psychology. Rigorous systematic reviews of the literature advance science and inform evidence-based practice. Students work with a faculty advisor, who serves as their dissertation chairperson. Research questions emerge from a combination of student interest and the chairperson's areas of expertise and scholarly focus. PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, accepted by the scientific community as the standard for the conduct of systematic literature reviews, informs the dissertation process.

Students with more substantial research experience and interests may choose to pursue the "Research Emphasis" option within the PsyD program. This option provides the opportunity for qualified students to build upon their systematic review progress and develop an original or archival data collection or program development/evaluation project. These projects are most commonly tied to the research activities of the faculty member. Students must receive approval from both the dissertation chairperson and the PsyD program executive committee. Consistent with other professional

activities, students are required to comply with ethical and professional standards for the conduct of research and scholarship.

Completion of the preliminary defense of the clinical dissertation is required for permission to apply for internship. All dissertations must be submitted to Turnitin. The chairperson, with the student, will review the report and evaluate areas of the dissertation that require modifications or changes. Additional information about the clinical dissertation is presented in the *Clinical Dissertation Handbook*.

Clinical Competence Examination

The Clinical Competence Examination is one of the components used to assess the clinical competence of students preparing to apply for internship. Preparing for and taking the examination encourages the integration of all facets of doctoral education and clinical training completed during the first two years of the program. The results of the examination are one factor in the evaluation of a student's readiness to take on the increased professional responsibilities of the pre-doctoral internship. Accordingly, a grade of Pass is required to apply for internship, to participate in the APPIC match process, and to accept an internship offer. The examination is offered during the Summer term of the second year and the Fall term of the third year for students retaking the examination or with special permission of the PsyD executive committee. Students who fail the examination three times are subject to dismissal from the program.

Student Advisement

Each student is assigned a faculty advisor when entering the program. In addition to the first-year academic advisor, it is recommended that students develop mentoring and advisement relationships with the faculty members. An advisory relationship provides an opportunity to discuss matters of concern with a member of the faculty and to support ongoing orientation to the program and to the profession. Consultation is advised at any time for assistance in selecting classes and for support, advice, or to review any aspect of the program. The dissertation chairperson, who is selected by the student at the end of the first year, assumes full advisement responsibilities commencing the second academic year. Upon request, a student may change advisors with the approval of the program director. Additional information is presented in the *PsyD Program Handbook*.

Program Completion and Matriculation

The program intends for students to complete the PsyD degree requirements by the end of the fourth year. Continuation in the program is subject to review by the PsyD executive committee. Matriculation is determined based on meeting program expectations as demonstrated in a review of academic performance which includes evaluations of coursework, supervised clinical experience in practicum and internship rotations, compliance with ethical standards and legal requirements, professionalism,

and interpersonal competencies and behavioral criteria consistent with the professional role of a clinical psychologist.

Students are expected to dedicate themselves fully to achieve academic excellence and to comport themselves in an ethical and professional manner. At minimum, students are expected to earn grades of B (3.0) or higher or Credit/Successful Completion in all of their courses, practica, and internships. Although students may earn a grade below B in one of their courses, they must maintain an overall 3.0 grade point average. Any student who receives a grade lower than B- will automatically be placed on "observation status." Any student who receives two grades lower than B- will be recommended for dismissal from the program. In addition, an overall grade point average (GPA) of 3.0 must be maintained. Some courses are offered on a Credit/No Credit basis. To receive credit, a student must demonstrate doctoral-level performance as determined by the instructor.

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

The profession of clinical psychology requires individual psychological and interpersonal competencies in addition to intelligence, motivation, and academic preparation. Such generally accepted behavioral criteria include, but are not limited to, interpersonal attributes and skills such as the ability to work with others, the ability to listen and to communicate effectively, the ability to consider and to use feedback, and abilities in personal awareness and self-reflection. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal canons and to maintain a professional attitude and conduct in classroom, research, and clinical environments. Failure to meet performance expectations and/or the appearance of behaviors or attitudes that negatively impact academic and clinical performance will result in administrative review; recommended or mandated psychological consultation or psychotherapy; and/or intervention, probation, suspension, or dismissal from the program. While every attempt is made to remediate problems in professional performance, failure to demonstrate professionalism or the ability to perform academic and professional responsibilities competently will lead to termination from the program. For additional information regarding the policies and procedures concerning student evaluation, consult the *PsyD Program Handbook*.

Student Disclosure of Personal Information

It is widely acknowledged that both personal and professional factors contribute to the conduct of psychotherapy and the provision of other

clinical services. Students training to become clinical psychologists are therefore encouraged to develop insight into personal factors that may affect their performance as clinicians. In courses and throughout clinical training, particularly in clinical supervision, instructors and supervisors engage students in activities and processes that are intended to facilitate greater self-reflection and self-awareness. This statement advises students and potential applicants that (in accordance with the American Psychological Association 2002 ethics code 7.04 [Student Disclosure of Personal Information]) in courses and clinical training in University clinics, external practicum rotations, and internships, students may be required or invited to disclose personal information which is deemed relevant to their performance in coursework and training-related activities as well as to their professional development. In the clinical setting, such inquiries not only encourage professional growth in the student, but may be required to assure professional standards of practice and client welfare. Please contact the director of the PsyD program for further information.

Ethics, Law, and Professional Responsibilities Disclosure

Enrollment in Pepperdine University's PsyD program in clinical psychology involves a number of commitments and responsibilities. In addition to fulfilling academic requirements and observing the academic policies and Student Code of Conduct as set forth by the University (conduct policies can be found at pepperdine.edu/studentcodeofconduct), students must perform their academic and professional activities in accordance with the legal, ethical, and professional standards and requirements set forth by the American Psychological Association and the State of California. It is each student's responsibility to become fully knowledgeable of these requirements and to perform in accordance with them. Failure to comply with these requirements will result in disciplinary action.

Mandated Reporter of Child Abuse

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

Personal Psychotherapy for Clinical Training

While not explicitly required by the program, the psychology faculty and administration recommend personal therapy for all students training to be health service psychologists since it is believed that personal therapy can assist in the growth of the student as a clinician, given the ethical responsibility to become aware of personal issues that may interfere with their performing work-related activities in a competent manner.

Student Participation in Governance

PsyD students have formed a Student Government Association (SGA) to facilitate an exchange of ideas and information; to increase communication among students, faculty, staff, and administration; to develop proposals for ongoing improvement in the program; and to help solve problems that students encounter. Each class elects representatives to the association and to serve on various program committees, such as the PsyD steering committee. An annual activities fee supports events sponsored by the PsyD SGA.

Admission Requirements

The PsyD program builds upon the foundation of coursework and experience obtained during undergraduate and prior graduate education. Applicants for doctoral study should possess a master's degree in psychology or a closely related field that reflects a graduate-level foundation of knowledge in the following domains: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, psychological measurement, research methodology, and techniques of data analysis.

The PsyD admission committee takes into consideration the breadth and depth of an applicant's foundation of general knowledge of psychology and clinical and research experience in granting admission. Scores on the Graduate Record Examination (GRE), in addition to a review of undergraduate and graduate transcripts, provide an assessment of an applicant's general knowledge. The profession of clinical psychology requires individual and interpersonal competencies in addition to academic preparation. Interpersonal attributes and skills are therefore taken into consideration in assessing an individual's qualification for admission.

Admission requirements include

- Application for Admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A master's degree from a regionally accredited institution.
- Official transcripts sent electronically via one of the approved companies listed on the GSEP website from the institutions that awarded the baccalaureate and master's degrees to the applicant as well as all transcripts from all other colleges or universities attended.
- An autobiographical statement of 3 to 10 typed pages that addresses factors in the applicant's past that led to an interest in psychology, current interests in psychology, reasons for applying to Pepperdine University, and professional plans 10 years after graduating.
- A brief resume of professional experience both inside and outside the field of psychology (include current professional activities).
- Two recommendations: if possible, one from a college professor familiar with the applicant's academic performance and one from a clinical supervisor familiar with the applicant's clinical skills. The

online Professional Recommendation form should be emailed to **gsep-admissions@pepperdine.edu**.

- Scores from the Graduate Record Examination (GRE), taken within the past five years.
- The Clinical and Research Experience form, as provided in the Application for Admission.
- Personal interviews may be required.
- Optional: It is recommended that applicants submit course descriptions of master's degree courses to assist the PsyD admission committee in assessing the breadth and depth of the applicant's academic preparation.

After the initial screening of the applications, selected applicants will be invited for interviews by the PsyD admission committee. Special arrangements for telephone interviews may be made for applicants who reside outside the Southern California area. The committee bases its decisions on an entire mosaic of attributes and performance rather than on any single factor. Students completing their master's degrees at Pepperdine University should not assume automatic admission into the doctoral program.

Course Requirements

Approximately 82 units are required to complete the PsyD degree. This program is designed to be completed in four years: three years of coursework (including completion of the clinical dissertation) and practicum training followed by a one-year full-time internship. Only in exceptional circumstances, and with approval, may students deviate from the required course sequence. Students may transfer or challenge a maximum of 9 graduate semester units. These courses must be equivalent to psychology courses offered in the PsyD program. They must be taken at a regionally accredited school after the student has received the bachelor's degree and may not be extension courses. The credit earned must not have been used toward the granting of another degree. The following is a list of courses and their sequence. The University reserves the right to make modifications in the curriculum.

YEAR 1

Fall

PSY 705	Sociocultural Foundations of Behavior	(3)
PSY 706	Ethical, Legal, and Professional Issues	(3)
PSY 707	Interviewing and Intake Evaluation	(2)
PSY 709	Psychometrics and Measurement Construction	(1)
PSY 710	Cognitive Assessment	(3)
PSY 714	Advanced Clinical Psychopathology	(3)
PSY 770	Doctoral Practicum: Clinical Skills Intensive A	(2)
PSY 790	Dissertation Development	(0)

Spring

PSY 701	Research Methods in Clinical Psychology	(2)
PSY 708	Foundations of Conceptualization and Psychotherapy in a Multicultural Context	(2)
PSY 711	Personality Assessment	(3)
PSY 715	Cognitive-Behavioral Foundations in Clinical Psychology: Assessment and Intervention	(3)
PSY 716	Developmental Foundations in Clinical Psychology	(3)
PSY 771	Doctoral Practicum: Clinical Skills Intensive B	(2)
PSY 791	Dissertation Intensive A	(1)

Summer

PSY 704	Cognitive-Affective Foundations of Behavior	(3)
PSY 717	History and Systems of Clinical Psychology	(2)
PSY 772	Doctoral Practicum: Clinical Skills Intensive C	(1)
PSY 792	Dissertation Intensive B	(1)

YEAR 2**Fall**

PSY 713	Advanced Psychological Assessment	(3)
PSY 718	Interventions with Children and Adolescents	(3)
PSY 730, 732, 734, 736, 738	Theories and Techniques	(3)
PSY 773	Doctoral Practicum: Case Conceptualization, Assessment, and Treatment Planning	(1)
PSY 793	Dissertation Intensive C	(1)

Spring

PSY 702	Data Analysis in Empirical Research	(2)
PSY 703	Social Foundations of Behavior	(2)
PSY 731, 733, 735, 737, 739	Theories and Techniques	(3)
PSY 774	Doctoral Practicum: Case Conceptualization, Assessment, and Treatment Planning	(1)
PSY 794	Dissertation Project A	(1)

Summer

PSY 743	Group Interventions	(1)
PSY 750–755	Electives	(2)
PSY 775	Doctoral Practicum: Case Conceptualization, Assessment, and Treatment Planning	(1)
PSY 795	Dissertation Project B	(1)

YEAR 3**Fall**

PSY 712	Biological Foundations of Behavior	(3)
PSY 730, 732, 734, 736, 738	Theories and Techniques	(3)
PSY 776	Doctoral Practicum: Clinical Supervision.....	(1.5)
PSY 796	Dissertation Project C	(1)

Spring

PSY 731, 733, 735, 737, 739	Theories and Techniques	(3)
PSY 756	Proseminar in Professional Development	(1.5)
PSY 777	Doctoral Practicum: Consultation and Clinical Supervision	(1)
PSY 797	Dissertation Writing A	(1)

Summer

PSY 798	Dissertation Writing B ⁹	(1)
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YEAR 4**Fall**

PSY 780	Doctoral Internship	(0.5)
PSY 799	Dissertation Completion (if needed).....	(2)

Spring

PSY 780	Doctoral Internship	(0.5)
PSY 799	Dissertation Completion (if needed).....	(2)

Summer

PSY 780	Doctoral Internship ¹⁰	(0)
PSY 799	Dissertation Completion (if needed).....	(2)

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

¹⁰Enrollment in PSY 780 Doctoral Internship (0 units) does not constitute full-time status for financial aid eligibility; however, it does allow for deferral of student loan repayment.

Course Descriptions

PSY 700 Special Topics in Psychology (1–3)

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

PSY 701 Research Methods in Clinical Psychology (2)

The purpose of this survey course is to expose students to the variety of quantitative and qualitative research methods and designs most frequently used in research relevant to the practice of clinical psychology. These include randomized clinical trials, quasi-experimental research, case control studies, descriptive survey research, psychometric studies, meta-analytic studies, case study research, phenomenological research, and evaluation research. Attention will be given to issues of cultural diversity in research, research validity and bias, the connection between research questions and appropriate methodologies, and the link between science and practice.

PSY 702 Data Analysis in Empirical Research (2)

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

PSY 703 Social Foundations of Behavior (2)

This course presents a foundation of classic and contemporary approaches to social bases of behavior. This includes review of research methods and major studies involving the social construction of self and identity, social cognition, attitudes, interpersonal attraction, pro-social behavior, aggression, social influence, and group dynamics.

PSY 704 Cognitive-Affective Foundations of Behavior (3)

This course presents a survey of classical and contemporary approaches to the study of cognition and affect leading to an understanding of the cognitive-affective bases of behavior. It will explore the methods and findings of research focused on affect/emotion, sensation, perception, attention, memory, and learning. Later in the semester, it will explore theories of higher level processing in areas such as problem solving, abstract thinking, the impact of emotion on information processing, the cognitive effects on executive functioning, free will, and questions of consciousness and self-awareness. From an examination of these foundational topics, the course will move to a focus on the relationships between information processing and emotion, special topics of social cognition, and an in-depth examination of systems of implicit and explicit memory. Each area of study will include

relevant anatomical, biological, and neuroscientific information to ground the study of emotional experience and cognitive functioning in the brain and body through a focus on current findings in the cognitive and affective neurosciences.

PSY 705 Sociocultural Foundations of Behavior (3)

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

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

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

PSY 707 Interviewing and Intake Evaluation (2)

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

PSY 708 Foundations of Conceptualization and Psychotherapy in a Multicultural Context (2)

This course introduces students to clinical theory and technique and provides a foundation to conduct psychotherapy that is conceptually grounded and responsive to client culture, context, characteristics, and preferences. Emphasis is placed on the development of clinical applied skills, which will be employed in concurrent clinical training. Particular focus is placed on the development of skills required to establish therapeutic alliances and to initiate and sustain therapeutic processes. Students will gain exposure and practice within two general approaches to psychotherapy: (1) a relational, supportive-expressive, and insight-oriented approach (drawing primarily from a psychodynamic psychotherapy model) and (2) a collaborative, active, and goal-oriented approach (drawing primarily from cognitive and behavioral theories). Lecture, demonstration, video, role-play, and other strategies will be used to contribute to the development of culturally responsive conceptualization and psychotherapy competencies at a level of readiness for participation in practicum. This course provides didactic support in coordination with the clinical skills intensive course sequence and clinical and peer supervision.

PSY 709 Psychometrics and Measurement Construction (1)

This course considers issues in psychometrics and measurement construction including scale development, norms and standardization, reliability, validity, and ethical considerations. Special attention is given to cultural equivalence of psychological tests for use in diverse populations.

PSY 710 Cognitive Assessment (3)

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

PSY 711 Personality Assessment (3)

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

PSY 712 Biological Foundations of Behavior (3)

This course presents the biological underpinnings of behavior based on contributions from neuroscience. This introduction to the study of brain-behavior relationships will consider the role of genetics; describe the basic structure of the nervous system, neuroanatomy, and neuropathology; discuss the major hypotheses concerning the neurobiology of major depression, bipolar spectrum disorder, and schizophrenia; and introduce contributions from neuropsychology.

PSY 713 Advanced Psychological Assessment (3)

This course focuses on battery in clinical practice, where interview and observational data are integrated with findings from measures of cognitive and personality functioning to yield appropriate diagnoses and recommendations in professional psychological reports.

PSY 714 Advanced Clinical Psychopathology (3)

This course reviews the major categories of psychopathology as described in the DSM-5. Lectures and assignments focus on issues of symptomatology, etiology, prognosis, and psychosocial and psychopharmacological treatment. Research data are integrated with practical issues of multidisciplinary case management.

PSY 715 Cognitive-Behavioral Foundations in Clinical Psychology: Assessment and Intervention (3)

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

PSY 716 Developmental Foundations in Clinical Psychology (3)

This course is a survey of psychoanalytic developmental theory including historical and theoretical overviews of psychoanalytic metapsychology

and a review of observational and experimental research. Freudian theory, ego psychology, object relations, self psychology, as well as more recent contributions from psychoanalytic developmental research and neuroscience will be presented. The course will include clinical applications to the diagnosis and treatment of borderline, narcissistic, and neurotic conditions.

PSY 717 History and Systems of Clinical Psychology (2)

This course presents an overview of the philosophical foundations of psychology as a science and the history of the development of clinical psychology as a field and profession. Particular emphasis is placed on the epistemological roots and assumptions that influence the science of contemporary clinical psychology.

PSY 718 Interventions with Children and Adolescents (3)

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

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

This course prepares students to conduct psychotherapy drawing upon psychoanalytic clinical theory and empirical evidence. A systematic review of the essential features of psychodynamic psychotherapy is presented, including attention to the therapeutic relationship, psychoanalytic listening, affect amplification, defense analysis, transference/countertransference/ intersubjectivity, and the resolution of conflict and symptom amelioration. Emphasis is placed on the integration of theory and practice, including skill development in the application of psychodynamic principles and techniques.

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

The course builds upon psychoanalytic clinical theory and presents a survey of approaches to time-limited psychodynamic psychotherapy, including evidence-based treatments. The second part of the course examines the etiology of borderline personality functioning drawn primarily from contributions of Otto Kernberg and perspectives from neuroscience. Overviews of empirically supported treatments, such as transference-focused psychotherapy for borderline personality disorder (BPD) and mentalization-based treatment of BPD, are provided, including exercises to enhance the development of clinical intervention skills.

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

This course explores theories and techniques within the “extended family” of humanistic psychotherapies including person-centered, experiential, existential, and transpersonal. Core philosophical foundations, case

conceptualization, and psychotherapeutic processes will be covered. The course will place emphasis on the significance of the “person of the therapist” and exploration of the inner life of the therapist as important for practicing effectively from this orientation.

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

This course continues the exploration of humanistic, existential, and experiential perspectives in psychotherapy and beyond. Attention will be given to evidence-based approaches (e.g., emotion-focused therapy, motivational interviewing) as well as mindfulness and contemplative practices that draw upon the orientation’s foundational theories and concepts. Emphasis is placed on broader community, societal, and intergroup challenges related to the human condition and human connection in the context of diversity. Specific psychotherapy applications will be explored as well as applications in contexts such as education, social justice work, and international conflict.

PSY 734 Theories and Techniques of Cognitive-Behavioral Therapy: A (3)

This course prepares students to conduct individual psychotherapy from a cognitive-behavioral perspective. It covers the theoretical underpinnings of cognitive-behavioral therapy prior to focusing on the case conceptualization and intervention techniques employed by practitioners of the model. Students will become familiar with a variety of behavioral and cognitive interventions designed to change affective states, thought patterns, and problematic behaviors. Prerequisite: PSY 715.

PSY 735 Theories and Techniques of Cognitive-Behavioral Therapy: B (3)

This course emphasizes the application of the theory and therapeutic strategies covered in PSY 734 to a variety of specific disorders and clinical populations.

PSY 736 Theories and Techniques of Couple and Family Therapy: A (3)

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

PSY 737 Theories and Techniques of Couple and Family Therapy: B (3)

Students continue the study of couple and family therapy using approaches that change through action, perception, and cognitions, including strategic, structural, and cognitive-behavioral models. Collaborative therapies based on postmodern principles, such as narrative and solution-focused therapy, are also examined. Students analyze case material and make written and oral case presentations.

PSY 738 Theories and Techniques of Multicultural and Community Interventions: A (3)

This course prepares students to conceptualize, plan, and implement psychological interventions from a cultural-ecological perspective. It covers core theoretical models within multicultural psychology and community-clinical psychology that are foundational to professional practice within the cultural-ecological paradigm. Students will become familiar with culture-specific interventions, culturally responsive modifications of existing psychotherapy and assessment approaches, integrative psychotherapy approaches for culturally responsive practice, as well as religious and spiritual considerations in culturally responsive community clinical practice. Prerequisite: PSY 705.

PSY 739 Theories and Techniques of Multicultural and Community Interventions: B (3)

This course focuses on additional intervention approaches within a cultural-ecological paradigm. These include community consultation skills, prevention program development, culturally competent supervision, and social justice applications. Prerequisite: PSY 738.

PSY 743 Group Interventions (1)

This course provides an introduction to the theory and practice of group interventions. Various forms of group intervention will be presented, including psychoeducational, psychotherapy/counseling, skills development, self-help, and process groups. Features of group process and roles of facilitators will be discussed as well as consideration of multicultural factors and ethical issues in the conduct of group interventions.

PSY 750 Special Topics in Psychopathology (1–3)

Electives are offered according to current student and faculty interest. Probable offerings include affective disorders, anxiety and stress disorders, substance abuse, eating disorders, developmental disabilities, and personality disorders.

PSY 751 Special Topics in Clinical Problems (1–3)

Probable offerings include sexual dysfunction; loss and bereavement; physical illness, disability, and pain management; gerontology for the clinician; and problems of abuse and violence.

PSY 752 Special Topics in Clinical Assessment (1–3)

Probable offerings include advanced projective testing, advanced neuropsychological assessment, and comprehensive forensic evaluations.

PSY 753 Special Topics in Therapeutic Interventions (1–3)

Probable offerings include psychodrama, hypnotherapy, and advanced techniques of family therapy.

PSY 753A Multicultural Counseling: Focus on Africa and the African Diaspora (3)

Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment

procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed. This course includes a special focus on principles of African Psychology and Caribbean Psychology through an immersion experience of one week. Students will gain an understanding of African and Caribbean perceptions of development, social interactions, health, violence, and psychotherapy.

PSY 754 Special Topics in Professional Roles and Issues (1–3)

Probable offerings include forensic psychology, the religiously committed client, and supervision and training.

PSY 755 Special Topics in Mental Health Service Delivery (1–3)

Probable offerings include inpatient treatment, aftercare and day treatment, mental health administration, and private practice and consultation.

PSY 756 Proseminar in Professional Development (1.5)

This course presents issues relevant to contemporary clinical practice. The course content is developed in response to innovations in internship training and the changing nature of health service delivery. Special topics such as psychopharmacology, consultation, supervision, and management are offered.

PSY 770 Doctoral Practicum: Clinical Skills Intensive A (2)

Students are introduced to foundational and science-informed principles in applied clinical psychology. Attention is directed to an examination of the therapeutic processes encountered in clinical practicum; and emphasis is placed on the integration of theory to practice, the role of personal factors in psychotherapy, and multicultural competence. Clinical Skills Intensive A focuses on factors associated with the establishment of the therapeutic alliance, diagnosis, and case conceptualization. Students are engaged in a minimum of 10 hours per week of clinical activity in field placements.

PSY 771 Doctoral Practicum: Clinical Skills Intensive B (2)

Students are introduced to foundational and science-informed principles in applied clinical psychology. Attention is directed to an examination of the therapeutic processes encountered in clinical practicum. Clinical Skills Intensive B focuses on implementing treatment plans, assessing the effects of therapeutic interventions, and addressing strains within the therapeutic alliance. Students are engaged in a minimum of 10 hours per week of clinical activity in field placements.

PSY 772 Doctoral Practicum: Clinical Skills Intensive C (1)

Students are introduced to foundational and science-informed principles in applied clinical psychology. Attention is directed to an examination of the therapeutic processes encountered in clinical practicum. Clinical Skills Intensive C focuses on evaluating therapeutic processes and outcomes, self-assessment of clinical competence, and evidence-based practice. Large-group sharing and didactic presentations will supplement the small-group process. Students are engaged in a minimum of 10 hours per week of clinical activity in field placements.

PSY 773–775 Doctoral Practicum: Case Conceptualization, Assessment, and Treatment Planning (1, 1, 1)

Students are introduced to foundational and science-informed principles in case conceptualization, assessment, and treatment planning for applied clinical psychology. Attention is directed to (1) an examination of theoretical perspectives most appropriate for current clinical work; (2) developing premises, supporting materials, and conclusions for conceptualizations; and (3) developing treatment plans consistent with the underlying conceptualization addressing both short-term and longer term goals and diagnostic impressions. One course objective is to examine the congruence between assessment, diagnosis, case conceptualization, and the development of treatment goals. Students are engaged in a minimum of 15 hours per week of clinical activity in field placements. Required components of this course include for the student to remain in good standing and successfully meet all relevant requirements at the field placement site.

PSY 776 Doctoral Practicum: Clinical Supervision (1.5)

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

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

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

PSY 780 Doctoral Internship (0.5, 0)

Students enrolled in this course are participating in a pre-doctoral clinical internship. As part of internship, students provide an array of clinical activities including assessment, consultation, treatment planning, clinical intervention, and program evaluation. When possible, students also participate in additional professional development activities such as applied research, clinical supervision, program development, and clinical teaching. Students enroll in 0.5 units in the Fall term, 0.5 units in the Spring term, and 0 units in the Summer term.

PSY 787, 788, 789 Directed Study (1, 2, 3)

Students research specialized areas in psychology.

PSY 790 Dissertation Development (0)

This course orients and prepares students to commence the doctoral dissertation process. Topics include the practitioner-scholar model, evidence-based practice for psychologists, an overview of dissertation methodology options, and professional development.

PSY 791 Dissertation Intensive A (1)

Students initiate review of the literature to inform the development of the dissertation topic, research questions, and methodological focus. Library skills and organizational processes are emphasized.

PSY 792 Dissertation Intensive B (1)

Students continue the review of literature to support the dissertation topic and development of the dissertation methodology. Preparation of the dissertation proposal is initiated.

PSY 793 Dissertation Intensive C (1)

Students finalize the dissertation proposal and sit for the preliminary oral examination.

PSY 794 Dissertation Project A (1)

Students begin implementation of the dissertation methodology and are expected to make continuous progress in carrying out the dissertation project.

PSY 795 Dissertation Project B (1)

Students continue implementation of the dissertation methodology and are expected to make continuous progress in carrying out the dissertation project.

PSY 796 Dissertation Project C (1)

Students complete implementation of the dissertation methodology and analysis.

PSY 797 Dissertation Writing A (1)

Students complete dissertation analysis and begin writing the final dissertation manuscript.

PSY 798 Dissertation Writing B (1)

Students complete writing the final dissertation manuscript and sit for the final oral examination.

PSY 799 Dissertation Completion (2)

Students enroll in PSY 799 if the dissertation is not complete by the end of PSY 798. Students may enroll in PSY 799 a maximum of three semesters and are expected to complete the dissertation within that time. Further enrollment in PSY 799 is approved by petition only. Note: While on internship or until completion of the dissertation, students enroll in 2 units of dissertation supervision in each academic term, including the Summer session, until the dissertation is completed.

PSY 800 Dissertation Supervision: Research Emphasis (1, 1.5, 2.0)

Dissertation supervision is tailored to aid the student in the development of a dissertation that (1) is conducted within an existing applied scholarship community research lab; (2) utilizes an existing database or accesses data from an external source; or (3) involves original data collection (qualitative, quantitative, participatory action research, etc.), applied resource/program development or evaluation, or another approved methodology (e.g., clinical case study, original theory development). Permission must be obtained from the PsyD executive committee to enroll in this course. Note: While on internship or until completion of the dissertation, students enroll in 2 units of dissertation supervision in each academic term, including the Summer session, until the dissertation is completed.

PSY 801 Dissertation Completion (1)

Dissertation students who have successfully completed the final oral defense of their dissertation and the manuscript modifications required by the dissertation committee may enroll in this course for a fee of \$100. Students are eligible to enroll in this course for up to two consecutive semesters. If the dissertation has not been cleared and forwarded for binding after two semesters, students will need to re-enroll in the appropriate PSY dissertation research course. Enrollment in PSY 801 constitutes less than half-time enrollment status (unless concurrently enrolled in PSY 780, Doctoral Internship), which will impact financial aid eligibility and loan deferment.







REGULATIONS
AND
LEGAL NOTICES

Students and prospective students should read this academic catalog carefully. This academic catalog, along with other published policies, describes student rights and duties with respect to the University. Students enrolled at Pepperdine University must abide by the rules, regulations and policies of Pepperdine University.

Academic Dispute Resolution

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

Students seeking an exception to academic policy (e.g., waiver of prerequisites) or seeking readmittance to a program should make their request directly to the program director or chair. Such requests are not subject to this procedure.

Step 1: Discussion Between Disagreeing Parties

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

Step 2: Submission of the Dispute to the Division Associate Dean or Their Designee

The challenging party may submit a written complaint by email identifying the course, term, grade received (if applicable to the dispute), the reason for the complaint, and any supporting documentation (e.g., syllabi, returned assignments, tests, papers, etc.) to the division associate dean, with a copy to the other party, within 14 business days (excluding University holidays and term breaks) of unsuccessfully attempting to resolve the dispute

with the other party pursuant to Step 1. If the division associate dean is a party in the dispute, the complaint and documentation should be submitted to the applicable program director or chair. If the challenging party does not timely submit the complaint and supporting documentation (i.e., by the last day of the following term in which the dispute arose), the associate dean or associate dean's designee ("designee") will conclude the dispute and no additional action will be taken (except in cases where the challenging party has been granted a time extension by the division associate dean or designee). The other party may email a written response and supporting documentation to the division associate dean or designee, with a copy to the challenging party, within 14 business days (excluding University holidays and term breaks) of the date of the challenging party's email transmitting the complaint and documentation. The division associate dean or designee may elect to meet (in-person or virtually) with the disagreeing parties to determine whether resolution of the dispute can be reached. If resolution is not reached at this step, the division associate dean or designee will forward the complaint, response, and supporting documentation to the GSEP Appeals Committee as described in Step 3.

Step 3: Referral to the GSEP Appeals Committee and Review of Recommendation by the GSEP Dean

As described above, if the matter is not resolved at Steps 1 and 2, the division associate dean or designee will refer the dispute to the chair of the GSEP appeals committee ("chair"). The GSEP dean will be copied on the referral.

The chair is responsible for calling the committee together and for scheduling the hearing as soon as it is reasonable and practical (excluding University holidays and term breaks) upon receiving the referral and documentation from the division associate dean or designee. The parties involved will be notified of the time and place of the hearing (hearings may also be conducted virtually) at least 10 business days prior to its occurrence. Although all relevant documentation should have been submitted by the parties during Step 2, if either party wishes additional documentation to be considered at the hearing, they must submit the documentation to the chair and the other party by email at least 3 business days prior to the hearing. If either party wishes to present witnesses at the hearing, the party must make their request to the chair by email at least 3 business days prior to the hearing. The chair will determine at their sole discretion whether to allow a witness to participate in the hearing. Both parties will be notified the day prior to the hearing whether any witnesses will participate. Each party (and witnesses if applicable) will be permitted to present their viewpoint to the committee, and the committee may ask each party and/or witness follow-up questions.

The purpose of the hearing is for the GSEP appeals committee to make a recommendation regarding whether the challenged decision should be upheld, reversed, or modified. Within 10 business days of the conclusion

of the hearing (excluding University holidays and term breaks), the GSEP appeals committee will communicate in writing to the GSEP dean its recommendation.

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

ADA Compliance

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability, or those regarded as having a disability, shall unlawfully be denied access to or participation in any services, programs, or activities of Pepperdine University.

In carrying out this policy, the University recognizes that disabilities include mobility, sensory, health, psychological, and learning disabilities. It is the University's intent to provide reasonable accommodations to qualified individuals with disabilities. The University is unable, however, to make accommodations that are unduly burdensome or that fundamentally alter the nature of the service, program, or activity.

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

Code of Ethics

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

Complaint Process

Pepperdine University takes very seriously complaints and concerns regarding the institution.

If a student has a complaint regarding the Graduate School of Education and Psychology, the student may present a complaint or grievance according to the applicable policies and procedures found in this academic catalog.

If the student believes that the complaint or grievance warrants further attention after exhausting the procedures set forth in this academic catalog, that student may contact the WASC Senior College and University Commission (WSCUC) at wscuc.org/resources/comments if the complaint

is about the institution's compliance with academic program quality and accrediting standards. WSCUC is the academic accrediting body for Pepperdine University.

If the student believes that the complaint or grievance continues to warrant further consideration after exhausting the processes of either WSCUC or Pepperdine, that student may submit a complaint to the attorney general of the State of California by filing a complaint form with the Public Inquiry Unit of the California State Department of Justice at Public Inquiry Unit: (800) 952-5225 (phone) or (916) 323-5341 (fax) or online at oag.ca.gov/contact/general-comment-question-or-complaint-form.

The Attorney General's Office will review the process through which Pepperdine attempted to resolve the complaint. If the process complies with the University's written policies and procedures, the Attorney General's Office will, for the purposes of state oversight, consider the matter closed. If the attorney general determines that the process through which the University attempted to resolve the complaint did not comply with the University's written policies and procedures, the attorney general may request reconsideration by the Graduate School of Education and Psychology.

Nothing in this disclosure limits any right that a student may have to seek civil or criminal legal action to resolve complaints.

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

An individual may also contact the Bureau for Private Postsecondary Education (bppe.ca.gov/about_us/contact.shtml) for review of a complaint. The bureau may be contacted by mail at Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818; by phone at (888) 370-7589; or by fax at (916) 263-1897.

Continuation in Program Policy Review Procedures

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

Students will be subject to review under this procedure when referred by their program director to the chair of the Faculty Panel (FP). The student will be copied on the referral letter. The FP provides formal review of student academic, clinical, and professional performance, and makes recommendations to the Executive Committee (EC) for the PsyD program and associate dean for the master's programs, regarding academic status,

matriculation, clinical training (including readiness for clinical training), and performance improvement plans. The FP also responds to additional issues as specified in the referral letter. Because the FP does not have decision-making authority, its recommendations are communicated solely to the EC or associate dean.

Composition

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

Process

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

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

1. Prior to the review meeting, the FP chair may consult with the panel members and other administrators to clarify the referral issues, the review process, or to obtain additional background information or other documents.
2. The FP review meeting begins with an introduction of the FP members and participants.
3. The FP chair then presents the substantive issues under review, including a discussion of relevant University, GSEP and/or program policies, performance expectations, and professional standards.

4. Administrators (if any) who are not FP panel members will be excused from the meeting.
5. The student is given the opportunity to respond to the issues raised in the referral letter and the FP chair facilitates a discussion. An opportunity for questions is afforded the FP and student of other participants and witnesses. Once questions are completed, all participants are excused from the FP.
6. The FP meets privately and begins its deliberations. It may request additional information or clarifications from other administrators, faculty members, external institution personnel, and the student.
7. The student may provide additional statements or comments in writing to the FP chair within five calendar days of the review meeting to clarify or to add to their responses given during the meeting.
8. The FP communicates its recommendations in writing within 10 business days of the conclusion of the FP's deliberation to the EC chair or associate dean. The EC chair or associate dean may consult with the FP chair to clarify any points in the FP's letter.
9. The EC chair or associate dean may request a meeting with the student prior to making its decision. Once the EC or associate dean makes a decision, the EC chair or associate dean issues a decision letter to the student (with copies to the program director and the FP chair) advising the student of the EC or associate dean's decision concerning each of the referral issues.
10. The student has the right to appeal the EC or associate dean's decision within 10 calendar days of the determination letter date to the GSEP dean by emailing the executive assistant to the dean. The GSEP dean's decision is final.

General Notices

Applicability of Academic Catalog Provisions

The academic offerings and policies in this academic catalog are applicable only to students who enroll prior to the Fall 2024 term and who attend Pepperdine University starting Fall 2023.

Provisions Subject to Change

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

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

Use of the Name of Pepperdine University or the Graduate School of Education and Psychology

Students in the Pepperdine University Graduate School of Education and Psychology, either individually or collectively, shall not, without the written consent of the proper authorities, use the name of Pepperdine University or the Graduate School of Education and Psychology in connection with any activity of any kind outside of the regular work of the school. Violation of this rule may result in disciplinary sanctions.

Issues of Health and Safety

Campus Safety App

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

Campus Security and Fire Safety Report

A copy of Pepperdine University's annual campus security and fire safety report is available at the Pepperdine University Department of Public Safety website: pepperdine.edu/publicsafety/department/safety. A hard copy of this report is available upon request by contacting the Department of Public Safety at (310) 506-4700.

Medical and Mental Health Emergencies and Withdrawals

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

Reporting a Threat

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

Security of Student Belongings

The University is not responsible for loss of, theft of, or damage to students' personal possessions. Theft and security concerns should be reported immediately to the Department of Public Safety. Students are responsible for their possessions while on University property and are encouraged to lock their rooms and utilize laptop locks and other devices to safeguard their property while using University facilities. Residence hall lobby and suite doors must remain closed and locked at all times. Additionally, students are encouraged not to leave valuables unattended and unsecured. The University encourages students to obtain their own theft and casualty insurance. Such coverage may exist as part of parents' homeowner insurance policies or may be added for an additional fee. It is also recommended that students record the serial numbers of electronic devices such as laptop computers and digital cameras. Residents are encouraged to take valuables home with them during University breaks.

Non-Academic Student Grievance Procedure

Purpose and Applicability

The purpose of this Non-Academic Student Grievance Procedure is to provide for the resolution of student grievances, including allegations of discrimination and harassment pursuant to the University's Non-Discrimination and Anti-Harassment Policy. This procedure is applicable to non-academic student grievances filed by a student against faculty, staff, or any nonstudent third party. This policy is not applicable to grievances filed against another student. To file a grievance against another student, please see the "Reporting Misconduct" section of the Student Code of Conduct at pepperdine.edu/studentcodeofconduct. Additionally, this procedure does not apply to complaints made by a student regarding sexual misconduct and/or sexual harassment. Such complaints shall be governed according to the University's Sexual Misconduct Policy at pepperdine.edu/studentcodeofconduct.

This procedure is designed to allow students to address complaints in a prompt, fair, consistent, and objective manner. Any act of reprisal by a University employee or by one acting on behalf of the University, including the intimidation of a grievant, respondent, or witness during the pendency of an investigation, will result in prompt disciplinary action. (This procedure shall not be used to bring frivolous or malicious complaints. If a complaint has been made in bad faith, appropriate disciplinary action may be taken against the person bringing the complaint.)

Informal Resolution

Before initiating a formal grievance, a student has the option to—but is not required to—discuss the matter in dispute with the person against whom the student has a grievance and seek a mutual resolution of concerns.

The student may be encouraged to return to this informal level of resolution at any time during this procedure. It is the University's belief that most grievances can and will be resolved at this level.

Initiation of Complaint

If an informal resolution does not result, the student must submit a complaint to the grievance officer to initiate a formal grievance. Initially the student's concerns may be communicated orally; however, they must be in writing before any review or other action takes place. (Assistance will be provided to students with disabilities who are unable to write a complaint.) This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint should specify the University policy, procedure, or norm violated and specifically set forth all relevant factual details (including any supporting documentation). A student may elect to withdraw a complaint at any time; however, the University reserves the right to investigate all complaints where necessary to protect the interests of the University community.

Review by Grievance Officer

The associate dean by division (or dean's designee) shall serve as the grievance officer concerning complaints against faculty, staff, or nonstudent third parties. The dean of the Graduate School of Education and Psychology shall serve as the grievance officer concerning complaints about the associate dean, and in this instance, the provost will serve as the reviewing officer if the case involves a request to appeal the grievance officer's decision.

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

If the grievance officer determines that the allegations in the complaint do warrant further investigation and consideration, then the grievance officer shall forward, via university email (@pepperdine.edu or other relevant email addresses for third-party respondents), notice of the complaint and its substantive allegations to the person against whom the complaint is made ("respondent") and, if discrimination or harassment is alleged, the University equal employment opportunity officer. This shall be done as soon as possible, but in no event later than 21 business days after the grievance officer receives the student's written complaint.

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

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

The grievance officer may choose to appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter. In such instances, the ad hoc committee should have the necessary training or expertise to investigate the complaint and offer advice on the handling of the matter.

Within 21 business days of receipt of the respondent's written response, the grievance officer shall make a decision by a preponderance of the evidence based on the written complaint, the response (if any), and any other information the grievance officer determines is relevant. The decision shall be in writing and consist of factual findings, conclusions, and a remedy if one is appropriate. The grievance officer will provide a copy of the decision to all parties. In instances where discrimination or harassment is alleged, the grievance officer will provide a copy of the decision to the complainant and/or target of the alleged discrimination or harassment and the University equal employment opportunity officer. The decision will explain the investigative process and contain a summary of the facts gathered, a determination as to whether discrimination or harassment occurred, the reasons for the decision, and any appeal procedures. If discrimination or harassment is found to have occurred, the decision will also include any remedial or corrective actions that have been, or will be, taken to prevent any retaliation or recurrence (1) institutionally and (2) directly relating to the complainant, including notice of all sanctions against the respondent in order for the sanctions to be fully enforced.

Request for Appeal of Grievance Officer's Decision

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

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

Within 15 business days from the date of receipt of the written appeal, the reviewing officer shall make a final decision based on the written complaint, the written response, the grievance officer's written decision, the written request for appeal, and any written response to the request for appeal. The decision of the reviewing officer shall be final. The reviewing officer will provide a copy of the decision to all parties and to the University equal employment opportunity officer.

All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the grievance officer for seven years after graduation.

Nondiscrimination Statement

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

Revocation of Admission and Rescindment of Degree

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

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

Discovery of either of the above circumstances is grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and any academic credits earned. If either of the above circumstances is discovered after a degree has been awarded, the University may rescind the degree. The determination of either of the above circumstances rests solely within the University's discretion.

Student Code of Conduct

Each student is responsible for knowing and adhering to the University's Student Code of Conduct. This code will help clarify the expectations and standards for life in the University community. Students will also find information regarding related student policies (e.g., Alcohol and Other Drugs, Good Samaritan, Sexual Misconduct); reporting misconduct; and disciplinary procedures. While the code and related policies provide students an effective set of guidelines for personal conduct, the University retains the right to instate additional policies and regulations or to modify existing ones as needs may dictate. The most updated Student Code of Conduct and related policies and regulations can be found online at pepperdine.edu/studentcodeofconduct.

Student Records Policy

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

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 45 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and, in some instances, to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admission, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the University with written permission to release their records, specifying which records and to whom the release should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents

of students who are dependents for federal income tax purposes. Parents requesting information may generally be granted access upon submission to the University of a signed statement or other evidence of federal income tax dependency.

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

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

Student Theses, Dissertations, and Group Projects

Certain student academic works, including student theses, dissertations, and group projects, may be made accessible to the public in hard or electronic copy. Such works may be available in the University’s libraries, in public online databases and repositories maintained by the University, and by professors in their classes and off-campus presentations.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the Office of Student Information and Services, Pepperdine University, 24255 Pacific Coast Highway, Malibu, California 90263. Copies may also be obtained online at pepperdine.edu/registrar/policies.

Right to File a Complaint

Any student alleging failure of the University to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-8520. Students are encouraged to utilize the internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Veterans Information

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

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





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------------	----------------------

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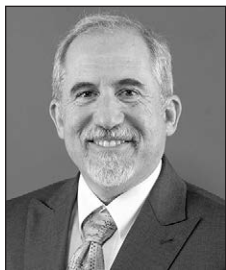
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Dr. Madjidi holds master's degrees in business administration and structural engineering and applied dynamics. He earned his doctoral degree in institutional management from Pepperdine University.



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

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

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

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

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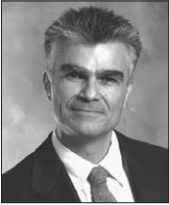
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University Phone Directory

West Los Angeles Graduate Campus	(310 area code)
General Information	568-5600
Advancement	568-2880
Alumni Relations	568-5649
Bookstore	568-5741
Career Services	568-5666
Enrollment Services	258-2850
Financial Aid	568-5775
Information Technology	506-4357
Library (Circulation)	568-5685
Library (Reference)	568-5670
Psychological and Educational Clinic	568-5752
Registration and Records	568-2328
Student Accounts	568-5588
Writing Support	258-2815
Malibu Campus	(310 area code)
General Information	506-4000
Equal Opportunity Office	506-4397
Health Insurance	506-4316
Information Technology	506-4357
International Student Services	506-4246
Library (Circulation)	506-7273
Office of Student Accessibility	506-6500
Office of Student Information and Services	506-7999
Public Safety	506-4442
Student Accounts	506-8000
Student Health Center	506-4316
Travel Agency	854-6000

Drescher Graduate Campus (Malibu) (310 area code)

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

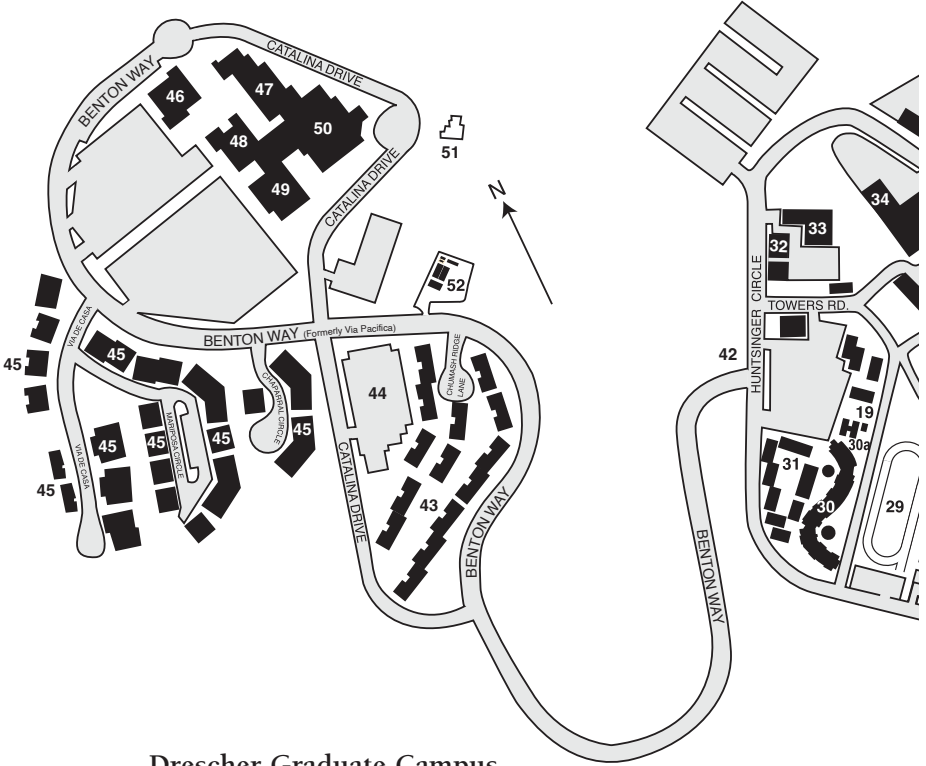
Calabasas Graduate Campus (818 area code)

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

Irvine Graduate Campus (949 area code)

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

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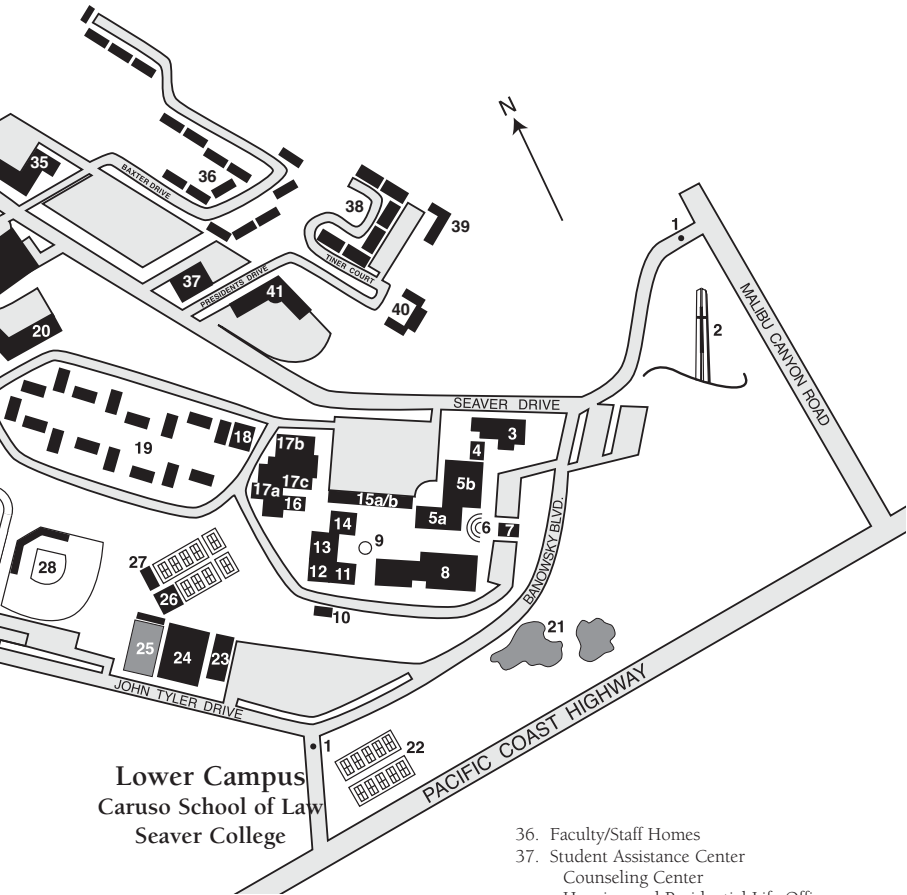


Drescher Graduate Campus
Graduate School of Education and Psychology
Graziadio Business School
School of Public Policy

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OneStop
Tech Central 4. Pendleton Computer Center 5a. Payson Library 5b. Pendleton Learning Center 6. Amphitheatre 7. Stauffer Chapel 8. Tyler Campus Center
Beaman Patio
Bookstore
Hub for Spiritual Life
The Light House
Nature's Edge convenience store
Rockwell Dining Center
Waves Cafe | <ol style="list-style-type: none"> 9. Mullin Town Square
Adamson Plaza
Biggers Family Courtyard
Joslyn Plaza
Scaife Terrace and Bridge 10. Stauffer Greenhouse 11. Rockwell Academic Center 12. Keck Science Center 13. Appleby American Studies Center 14. Elkins Auditorium 15a. Black Family Plaza Classrooms 15b. Plaza Terrace (rooftop) 16. Weisman Museum of Art 17a. Cultural Arts Center 17b. Music Building 17c. Smothers Theatre 18. Howard A. White Center 19. Residence Halls |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Visitors may park in any legal parking space on campus.

MALIBU CAMPUS



Lower Campus
Caruso School of Law
Seaver College

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

Accreditation

Pepperdine University is accredited by
WASC Senior College and University Commission (WSCUC)
1080 Marina Village Parkway, Suite 500
Alameda, CA 94501
(510) 748-9001

wscuc.org

Specific Graduate School of Education and Psychology programs are
accredited by

The California Commission on Teacher Credentialing (CCTC)
1900 Capitol Avenue
Sacramento, CA 95811
(916) 445-0184

ctc.ca.gov

The American Psychological Association (APA)
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979

apa.org

Online Master of Business Administration



[Print this Page](#)

The Online Master of Business Administration (MBA) program is designed for individuals who possess business or managerial experience, need or desire a highly flexible educational delivery modality, and are interested in developing their functional competencies and leadership potential. Students gain a solid foundation of current business management concepts within a 52-unit curricular framework that is global, values-centered, and entrepreneurial. A significant amount of students' class assignments will require ongoing integration and application of acquired knowledge and skills from their professional lives.

The program has the following learning outcomes:

- Students will have the skills to analyze business situations in an integrated, multidisciplinary way and recommend solutions.
- Students will have the communication skills to persuasively and professionally articulate their thinking.
- Students will understand team dynamics and be effective team members and leaders.
- Students will incorporate ethical considerations when making decisions.

The program follows a trimester-based academic calendar, and typical course-load consists of 4-8 units per trimester. For graduate-level students, the completion of 4 or more units per trimester is considered standard academic progress.

[OLMBA program learning goals and outcomes](#) state the educational expectations of student achievement for each degree program. These goals are defined by faculty members to clarify how they intend for graduates to be competent and effective as a result of successfully completing the program.

Students enrolled in a program that is billed per-unit tuition may not enroll in courses that do not meet or exceed the degree completion requirements as outlined in the catalog.

Immersion Experience

During the first trimester of study, all members of the class are required to participate in a 3-day Personal and Leadership Development Workshop ([BSCI 650](#)). The workshop is designed to build a cohesive learning team for the class as well as explore the dynamics of interpersonal communication, personal ethics and values, and team development. This course is graded on a credit or no credit basis.

Global Business Intensive Courses

Two units of credit may be earned by attending one of the Global Business Intensive courses offered at locations in Asia, Europe, Latin America, the Caribbean, and North America. These are short-term intensive courses which students take during trimester breaks.

Study Abroad Program

Students may spend a trimester abroad as a full-time student at one of the Graziadio School international partner business schools. Upon approval by the appropriate academic discipline(s), 12 units of course work of comparable scope and content may be taken at the international partner school to satisfy elective requirements. Students will enroll at the Graziadio School in the appropriate number of PGBS Study Abroad course units. When the courses are completed at the international partner university, their course designation will be added to the enrollment record so that they will appear on the student's transcript. These courses will be graded credit or no credit only.

Attendance

Students are responsible for all synchronous or asynchronous instruction. Live (synchronous) sessions are required instructional elements of every online class, and real-time attendance and engagement is expected of students on a consistent basis. To ensure the fulfillment of all course objectives and deliverables, faculty may require attendance at certain live sessions without exception. Failure to attend the first class session may result in being permanently dropped from the course. In cases where an absence from a session has been approved by the instructor, the student will be assigned work to demonstrate mastery of the required content. Failure to complete this work will impact a student's grade.

Access to On-Ground Courses

Online students who wish to enroll in an Online MBA relevant, on-ground course may submit a request for consideration on a space-available basis. Prior to the formal submission of the request, students should consult with their advisor to understand the potential impact of taking the desired on-ground course on their overall program completion plan and timeline. Requests are individually reviewed by the Program Office, and approval is not guaranteed.

Change in Program Modality

Students are generally expected to complete their program coursework in the same modality they had chosen upon program entrance. Under compelling and verifiable circumstances, a student may formally petition for a permanent change in program modality (i.e., from online to on-ground). Petitions should be directed to the Program Office, detailing the nature of the circumstances and providing relevant documentation.

Transfer of Graduate Credit

Students who have completed equivalent graduate-level courses at other AACSB and regionally accredited institutions may, upon the approval of the Program Committee, transfer up to 12 units into the Online MBA Program. However, certain courses in the curriculum - specifically [BSCI 650 Personal and Leadership Development Workshop \(1\)](#), [BSCI 651 Behavior in Organizations \(4\)](#), [PGBS 670J Integration in Business Operations \(1\)](#), and [STGY 659 Strategic Management \(4\)](#) - may not be waived.

To be considered for a transfer, courses must have been taken within five years prior to the student's start of enrollment in the Online MBA Program at the Graziadio School. Only courses in which grades of "B" or better were earned will be accepted. Accepted transfer courses appear on the student's Pepperdine transcript as "credit" only and are not factored into the cumulative grade point average.

Requests for the consideration of transfer coursework must be submitted in writing to the Program Office within the first trimester of enrollment and accompanied by the following:

- Syllabus and catalog description of the previously taken course as the basis for requesting the waiver
- Official transcript from the institution at which the course was taken, indicating successful completion
- Any other information that the MBA Program Committee may require to evaluate the equivalency of the previously taken course

Decisions regarding transfer credit requests will be communicated to students in writing by the Program Office.

Fast-Track Online MBA Option

The Fast-Track degree completion plan within the Online MBA Program is available for candidates who have earned an undergraduate degree in business from an AACSB accredited program and meet the following additional criteria: (a) minimum grade point average of 3.5 in their undergraduate major (business) related coursework; and (b) minimum of two years of professional work experience. The Fast-Track option allows for the waiver of up to 12 units of MBA core courses, excluding the course associated with the student's intended concentration. The only exemption to this policy may apply to students who have earned an undergraduate degree in the same discipline as their intended Online MBA concentration (e.g., Accounting, Finance, Marketing, etc.).

In addition to meeting the criteria above, Fast-Track candidates must have earned grades of "B+" or better in their undergraduate upper-division courses that correspond with the MBA core courses to be waived. The upper division undergraduate coursework must have been completed within seven years of their initial term of enrollment in the Online MBA Program.

Pathways to Online MBA Program

Admission Requirements for the Pathways to Online MBA Program

1. To be considered eligible for admission to the Pathways program, a student must have an earned grade point average of 3.0 or higher in the Graziadio School's BSM program in one of two situations:
 - Graduated with a BSM degree from the Graziadio School no more than five years prior to the term of matriculation.
 - Currently admitted to and have completed 40 or more units of the Graziadio School's BSM program and have no outstanding lower-division course work.
2. Applicants must have a minimum of three years of work experience.
3. A minimum grade of "B" is required in each BSM course for which the equivalent Online MBA core course is waived through the Pathways to Online MBA program. Students who have not achieved this minimum "B" grade in the BSM course will be required to complete the equivalent Online MBA core course in addition to the normal course requirements of the Pathways to Online MBA program.
4. The number of units required for the Pathways to Online MBA program is based on the earned grade point average (GPA) in the Graziadio School BSM program, as follows:
 - 3.4 GPA or greater in the BSM program may qualify for the MBAJ program and waive up to 22 units and the Graduate Management Admission Test (GMAT) (see MBAJ section for further information and application process).
 - 3.30 - 3.39 GPA in the BSM program may waive up to 16 units and the GMAT. A minimum of 36 units to be completed at the MBA level.
 - 3.20 - 3.29 GPA in the BSM program may waive up to 12 units and the GMAT. A minimum of 40 units to be completed at the MBA level.
 - 3.10 - 3.19 GPA in the BSM program may waive up to 8 units and the GMAT. A minimum of 44 units to be completed at the MBA level.
 - 3.00 - 3.09 GPA in the BSM program may waive the GMAT. A minimum of 52 units to be completed at the MBA level.
 - For GPA's lower than 3.00, the standard requirements for admission and completion of the Online MBA program apply.

An Application for Admission packet may be obtained from the Program Office. The completed application must be submitted to the Graziadio School Admission Office.

Notification of Admission

The Admission Office will inform the applicant of the status of the application, but it is the applicant's responsibility to ensure that all required documents are on file by published deadlines for admission. Admission will be confirmed by a letter from the associate dean.

Course Requirements for the Pathways to Online MBA Program

The following courses may not be waived:

- [BSCI 650 Personal and Leadership Development Workshop \(1\)](#)
- [BSCI 651 Behavior in Organizations \(4\)](#)
- [PGBS 670J Integration in Business Operations \(1\)](#)
- [STGY 659 Strategic Management \(4\)](#)

Required Courses

The Online MBA program requires 52 units of coursework comprised of 38 units of core and 14 units of elective courses. [BSCI 650](#) and [BSCI 651](#) are to be taken concurrently and are generally completed in the first trimester. [PGBS 670J](#) is a summative experience, requiring students to integrate and apply knowledge acquired through the core curriculum. To be eligible to enroll in [PGBS 670J](#), the following pre-requisites must be satisfied: [ACCT 652](#), [BSCI 650](#), [BSCI 651](#), [DESC 656](#), [FINC 655](#), and [ECNM 657](#) or [MKTG 658](#). The [STGY 659](#) capstone course may only be taken upon successful completion of all core courses.

Below is a list of the core course requirements for the Online MBA program:

- [ACCT 652 Accounting Information and Control Systems \(4\)](#)
- [BSCI 650 Personal and Leadership Development Workshop \(1\)](#)
- [BSCI 651 Behavior in Organizations \(4\)](#)
- [DESC 656 Quantitative Analysis for Business Operations \(4\)](#)
- [ECNM 657 Prices, Profit, and the Market Economy \(4\)](#)
- [FINC 655 Financial Management of the Firm \(4\)](#)
- [ISTM 654 Information and Process Systems \(4\)](#)
- [LEGL 653 Political, Regulatory, Ethical, and Legal Issues of Business \(4\)](#)
- [MKTG 658 Marketing Management \(4\)](#)
- [PGBS 670J Integration in Business Operations \(1\)](#)
- [STGY 659 Strategic Management \(4\)](#)

Electives

As part of the Online MBA degree requirement, students will complete 14 units of elective coursework. Students need to earn 12 of the 14 units in a selected concentration area. The remaining 2 units of electives may be fulfilled by completing a PGBS elective course. The following concentrations are available online:

- [Business Analytics Concentration](#)
- [Digital Innovation and Information Systems](#)
- [Entrepreneurship](#)
- [Finance](#)
- [General Management](#)
- [Global Business*](#)
- [Leadership and Managing Organizational Change](#)
- [Marketing](#)

*The concentration is on pause and not available to new, incoming students.

Additional concentrations are available through the [Part-Time Master of Business Administration](#) program.

Elective course availability will vary per term and year based on instructor availability, enrollment, and program needs. Although elective courses are not guaranteed to be scheduled on a regular cycle, students will be provided a choice of relevant options from the program's elective list during course registration.



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Online Master of Science in Business Analytics

The Online Master of Science in Business Analytics (MSBA) degree is designed to prepare analysts with strong technical and quantitative skills who can inform evidenced-based decision making in business organizations.

The 31-unit program draws from the Decision Sciences and Information Systems & Technology Management disciplines, in addition to a defined set of “analytics-intensive” elective courses to allow students to specialize in a particular functional area.

The curriculum focuses on the following areas of student development: incorporation of ethical considerations in decision-making; communicating effectively through data visualization, writing, and oral presentations; Employing use of appropriate methodology, techniques, and software tools to analyze data and make evidence-based decisions.

[OLMSBA program learning goals and outcomes](#) state the educational expectations of student achievement for each degree program. These goals are defined by faculty members to clarify how they intend for graduates to be competent and effective as a result of successfully completing the program. Students enrolled in a program that is billed per-unit tuition may not enroll in courses that do not meet or exceed the degree completion requirements as outlined in the catalog.

Immersion Experience

In the first trimester of the program, Online MSBA students participate in a 3-day weekend-long Personal and Leadership Development Workshop ([BSCI 650](#)), scheduled over a weekend at a location in the greater Los Angeles area. It is designed to promote a cohesive learning environment and establish a strong foundation for interpersonal communication, personal ethics and values, and team development. This course is graded on a credit or no credit basis.

Attendance

Students are responsible for all synchronous or asynchronous instruction. Live (synchronous) sessions are required instructional elements of every online class, and real-time attendance and engagement is expected of students on a consistent basis. To ensure the fulfillment of all course objectives and deliverables, faculty may require attendance at certain live sessions without exception. Failure to attend the first class session may result in being permanently dropped from the course. In cases where an absence from a session has been approved by the instructor, the student will be assigned work to demonstrate mastery of the required content. Failure to complete this work will impact a student's grade.

Access to On-Ground Courses

Online students who wish to enroll in a MSBA Program relevant on-ground course may submit a request for consideration on a space-available basis. Prior to the formal submission of the request, students should consult with their advisor to understand the potential impact of taking the desired on-ground course on their overall program completion plan and timeline. Requests are individually reviewed by the Program Office, and approval is not guaranteed.

Required Courses

Behavioral Workshop Immersion

- [BSCI 650 Personal and Leadership Development Workshop \(1\)](#)

Core Decision Sciences Courses

- [DESC 620 Advanced Statistical Tools \(2\)](#)
- [DESC 622 Optimization Modeling \(2\)](#)
- [DESC 624 Predictive Analytics \(2\)](#)
- [DESC 626 Simulation Modeling \(2\)](#)
- [DESC 629 Communications With Data \(2\)](#)
- [DESC 637 Multiple Attribute Decision Analysis \(2\)](#)

Core Information Systems and Technology Management Courses

- [ISTM 622 Social Media Analytics \(2\)](#)
- [ISTM 624 Databases and Big Data Management \(2\)](#)
- [ISTM 626 Applying Analytics to Achieve Business Impact \(2\)](#)
- [ISTM 627 Marketing Informatics \(2\)](#)
- [ISTM 631 Programming for Business Analytics \(2\)](#)
- [ISTM 664 Business Process Analysis and Innovation \(2\)](#)

Business Analytics Electives

Elective course availability will vary per term and year based on instructor availability, enrollment, and program needs. Although elective courses are not guaranteed to be scheduled on a regular cycle, students will be provided a choice of relevant options from the program's elective list during course registration.

Complete 6 units from the following:

- [DESC 621 Valuation of Real Options \(2\)](#)
- [DESC 627 Supply Chain Management Analytics \(2\)](#)
- [DESC 628 Healthcare Analytics \(2\)](#)
- [DESC 636 Project Management \(2\)](#)
- [DESC 660 Entertainment, Media, and Sports Analytics \(2\)](#)
- [ISTM 630 Information Security Data Analytics \(2\)](#)
- [ISTM 660 Business Analytics and Intelligence \(2\)](#)
- [PGBS 698 Contemporary Issues in Business and Management \(0-4\)](#)
(contemporary issues offering must have an emphasis on business analytics)
- [STGY 621 Competitive Intelligence \(2\)](#)



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Online Master of Science in Human Resources



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The Master of Science in Human Resources (MSHR) degree provides a graduate academic learning experience designed to prepare and advance students toward professional careers in Human Resource Management. The degree program combines the theoretical foundations of human behavior with the key technical aspects of human talent management deployment. The program places special emphasis on core business principles in order to position graduates to serve as strategic business partners with the rest of the organization. The strategic management of human capital presents one of the great challenges and opportunities to 21st century organizations. To meet this, the next generation of forward thinking HR professionals will need an expanding portfolio of awareness and skills. This degree program aims to fulfill these needs and is designed to meet all of the official curriculum requirements outlined by the Society for Human Resource Management (SHRM).

The MSHR curriculum focuses on developing strong working knowledge of core human resource management principles and practices; developing a foundation of knowledge of the basic business disciplines; developing competency in managing people and teams; increasing self-awareness and personal understanding; and increasing multicultural competencies for students.

This 30-unit program, designed to be completed in four trimesters, originates from a rich tradition of applied behavioral science, integrated with targeted core business principles in order to expand HR theory and practice. Concepts from behavioral sciences include enhanced self-awareness, group dynamics, change management, and organizational development. Additionally, students receive exposure to business principles like financial accounting and economic concepts. Students will gain mastery of a full range of human capital management approaches through courses on job design, compensation, talent and performance management, and HR-specific classes on strategy, law, analytics, and digital-information platforms.

Emphasis is placed on the application of these concepts to current and future issues facing HR managers, such as increasing the relative influence of the HR function, developing and sustaining strategic alignment with the overall business, and the development/implementation of processes that demonstrate empirical results in individual, team, and overall organizational performance.

[OLMSHR program learning, goals and outcomes](#) state the educational expectations of student achievement for each degree program. These goals are defined by faculty members to clarify how they intend for graduates to be competent and effective as a result of successfully completing the program.

Students enrolled in a program that is billed per-unit tuition may not enroll in courses that do not meet or exceed the degree completion requirements as outlined in the catalog.

Immersion Experience

The program has two residency immersions where students will come together in-person for an integrative experience. The first session is a weekend workshop that helps socialize incoming students to our unique collaborative learning environment. Through the experiential nature of the workshop, students build a cohesive learning team for the class group and explore the

dynamics of interpersonal communication, personal ethics and values, and team development. Students will return for a second in-person session during their final trimester in the program as part of the Strategy capstone course.

Attendance

Students are responsible for all synchronous or asynchronous instruction. Live (synchronous) sessions are required instructional elements of every online class, and real-time attendance and engagement is expected of students on a consistent basis. To ensure the fulfillment of all course objectives and deliverables, faculty may require attendance at certain live sessions without exception. Failure to attend the first class session may result in being permanently dropped from the course. In cases where an absence from a session has been approved by the instructor, the student will be assigned work to demonstrate mastery of the required content. Failure to complete this work will impact a student's grade.

Access to On-Ground Courses

Online students who wish to enroll in a MSHR program relevant on-ground course may submit a request for consideration on a space-available basis. Prior to the formal submission of the request, students should consult with their advisor to understand the potential impact of taking the desired on-ground course on their overall program completion plan and timeline. Requests are individually reviewed by the Program Office, and approval is not guaranteed.

Pathways to MSHR

Graduates of the BSM Program who meet the eligibility criteria outlined below can complete the MSHR degree with as few as 28 units.

Up to 2 units of MSHR coursework may be waived for students who have completed the BSM degree with a minimum Program GPA of 3.0 and earned a grade of "B" or higher in the following BSM courses:

- [ACCT 472 Accounting](#) (4) for ACCT 591:Financial Accounting (2)

Required Courses

- [ACCT 591 Financial Accounting](#) (2)
- [BSCI 623 Organizational Behavior, Leadership, and Culture](#) (3)
- [BSCI 635 Leadership and Ethics](#) (2)
- [BSCI 650 Personal and Leadership Development Workshop](#) (1)
- [ISTM 629 Digital Platforms for Human Resources Processes and Information Management](#) (2)
- [LEGL 632 Fundamentals of the American Legal System and Employment Law](#) (3)
- [OTMT 674 Total Rewards](#) (2)
- [OTMT 683 Diversity, Equity, Inclusion, and Belonging](#) (2)
- [OTMT 684 The Business Case for Human Resources](#) (2)
- [OTMT 685 Human Resources Capstone](#) (1)
- [OTMT 686 Human Resource Consulting and Change Management](#) (2)
- [OTMT 687 Principles of Talent Management](#) (3)
- [STGY 655 Strategic Human Resources](#) (3)

Elective - Choose One:

- [OTMT 671 Cross-Cultural Management](#) (2)
- or
- [PGBS 693 Global Business Intensive](#) (1-4) (2 units required)

Online Master of Science in Management and Leadership



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The Master of Science in Management and Leadership (MSML) degree provides a graduate academic learning experience designed to develop managerial and leadership skills within a values-centered framework. The degree program provides an opportunity for functional and technical specialists to acquire knowledge and develop competencies to allow for successful transition to effective front-line supervisors, functional managers, and team leaders in 21st century organizations. In addition to understanding and applying contemporary management and leadership theories, students also will create a personal development plan, receive individual leadership coaching, complete a service-leadership project in the community, and undertake an applied consulting project in a client organization.

Four areas of student learning that are central to the MSML curriculum: Increasing self-awareness and personal understanding; Developing strong working knowledge of managerial and leadership capabilities in a values-centered framework; Developing competency in managing people and teams within public and private organizations; Increasing multicultural competencies.

This 36-unit program, which may be completed in as few as three trimesters, utilizes a leadership and systems theory orientation to the expansion of management and leadership capacities. Concepts from organization theory and the behavioral sciences—such as enhanced self-awareness, group dynamics, organization and work design, and culture—provide the foundation for the development of advanced knowledge and skills, including improved managerial and leadership influence and impact and multicultural competency. Emphasis is placed on the application of these concepts to current issues facing organizational managers, such as increasing influence, alignment, conflict management, systems thinking, team, productivity improvement, and overall organizational performance.

[OLMSML program learning goals and outcomes](#) state the educational expectations of student achievement for each degree program. These goals are defined by faculty members to clarify how they intend for graduates to be competent and effective as a result of successfully completing the program.

Students enrolled in a program that is billed per-unit tuition may not enroll in courses that do not meet or exceed the degree completion requirements as outlined in the catalog.

Immersion Experience

The program has two residency immersions, the first in-person and the second virtual, where students will come together for an integrative learning experience. The first immersion is a weekend workshop comprised of two 1-unit courses ([BSCI 650](#) and [OTMT 650](#)) that helps socialize incoming students to our unique collaborative learning environment. Through the experiential nature of the workshops students learn how to build cohesive learning teams and explore the dynamics of interpersonal communication, personal ethics and values, and team development. A collaborative learning environment is formed among the students as they complete strategic learning contracts and form anchor groups. In the second immersion, systems learning is used to revisit the learning plans and implement the Education-to-Community (E2C) Consultative Capstone Project.

Attendance

Students are responsible for all synchronous or asynchronous instruction. Live (synchronous) sessions are required instructional elements of every online class, and real-time attendance and engagement is expected of students on a consistent basis. To ensure the fulfillment of all course objectives and deliverables, faculty may require attendance at certain live sessions without exception. Failure to attend the first class session may result in being permanently dropped from the course. In cases where an absence from a session has been approved by the instructor, the student will be assigned work to demonstrate mastery of the required content. Failure to complete this work will impact a student's grade.

Access to On-Ground Courses

Online students who wish to enroll in an on-ground course may submit a request for consideration on a space-available basis. Prior to the formal submission of the request, students should consult with their advisor to understand the potential impact of taking the desired on-ground course on their overall program completion plan and timeline. Requests are individually reviewed by the Program Office, and approval is not guaranteed.

Change in Program Modality

Students are generally expected to complete their program coursework in the same modality they had chosen upon program entrance. Under compelling and verifiable circumstances, a student may formally petition for a permanent change in program modality (i.e., from online to on-ground). Petitions should be directed to the Program Office, detailing the nature of the circumstances and providing relevant documentation.

Pathways to MSML

Students who have completed the Bachelor of Science in Management program and who meet the eligibility criteria outlined below may waive up to 5 units of MSML coursework and complete the MSML program with as few as 31 units. To be considered eligible, students must submit an application for the Pathways to MSML and have completed the BSM Program with a minimum cumulative GPA of 3.0.

Students who earned a grade of "B" or higher in the equivalent BSM course would be able to waive up to 5 units of MSML coursework as follows:

- [BSCI 650 Personal and Leadership Development Workshop \(1\)](#)
- [BSCI 651 Behavior in Organizations \(4\)](#)

Required Courses

- [BSCI 650 Personal and Leadership Development Workshop \(1\)](#)
- [BSCI 651 Behavior in Organizations \(4\)](#)
- [OTMT 600 Strengths-Based Leadership Workshop \(0\)](#)
- [OTMT 601 Team Dynamics Workshop \(0\)](#)
- [OTMT 650 Leadership and Self \(1\)](#)
- [OTMT 672 Organizational Dynamics and Managing Change \(4\)](#)
- [OTMT 676 Talent Management \(4\)](#)
- [OTMT 678 Managerial Creativity and Innovation for Leadership \(4\)](#)
- [OTMT 679 Management and Leadership Capstone \(2\)](#)
- [OTMT 680 Leadership: Great Leaders, Great Literature \(4\)](#)
- [OTMT 681 Leading Cross Cultural and Virtual Teams \(4\)](#)
- [OTMT 682 Designing and Leading Organizations for Sustainable Effectiveness \(4\)](#)

- [OTMT 683 Diversity, Equity, Inclusion, and Belonging \(2\)](#)

Choose one of the following elective courses:

- [PGBS 693 Global Business Intensive \(1-4\)](#) (2 units required)
- [PGBS 698 Contemporary Issues in Business and Management \(0-4\)](#) (2 units required)
- [STGY 645 Responsible Business Practice Capstone \(2\)](#)



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