



**PEPPERDINE**

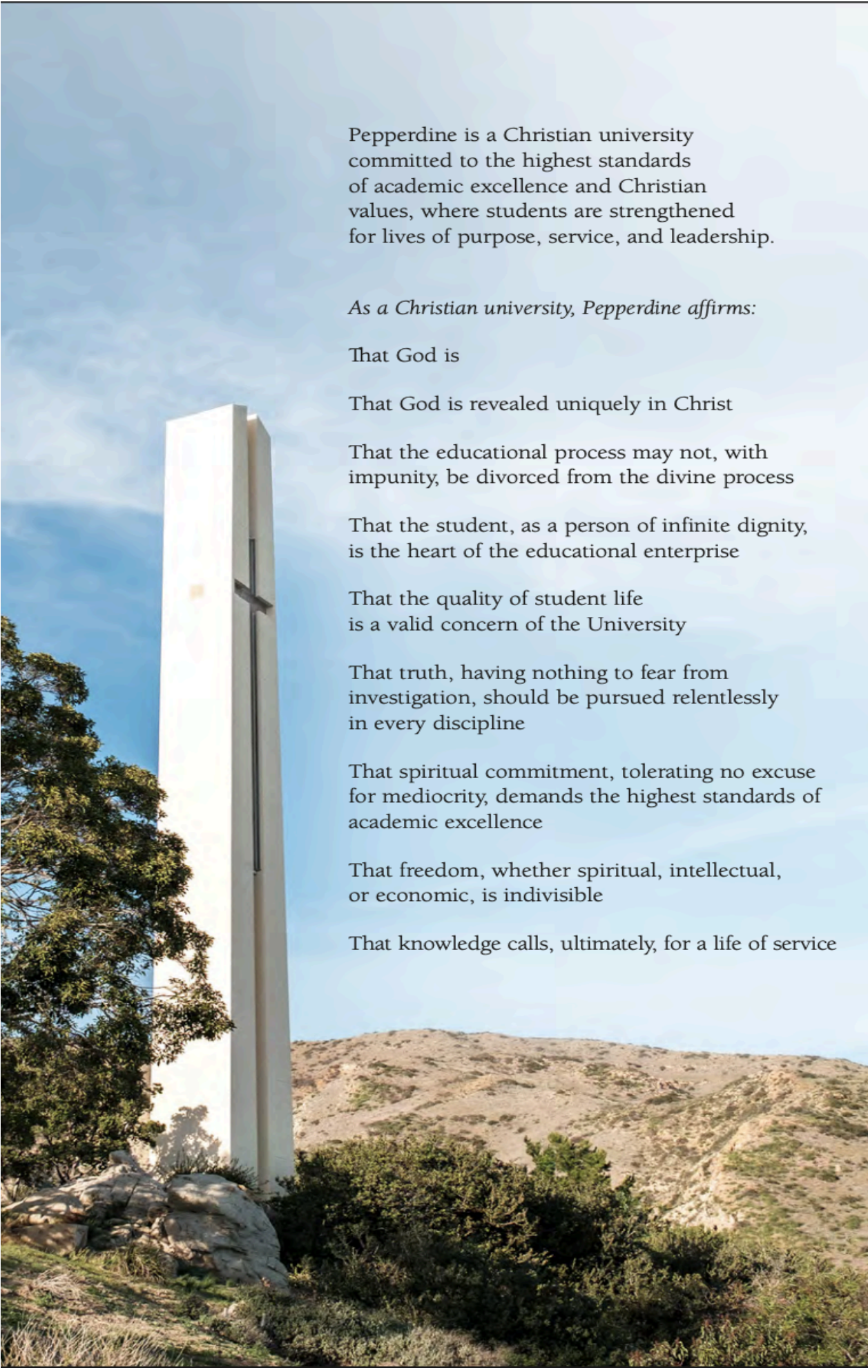
**College of Health Science,  
School of Nursing  
School of Speech-Language Pathology**

**2025-2026  
Academic Catalog**

For More Information  
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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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## 2025-2026 Academic Calendar

### School of Nursing

The academic calendar for the School of Nursing is based on three semesters. The fall and the spring semesters align exactly with the academic calendar of Pepperdine's Seaver College. The summer semester is a thirteen-week semester. Classes meet on all holidays not noted below. The School of Nursing reserves the right to amend the calendar as needed. Please check the College of Health Science, School of Nursing academic calendar for updates and changes.

#### Fall Semester, 2025

##### Dates

Tuesday, August 12 - Sunday, August 17  
 Monday, August 18  
 Friday, August 22  
 Saturday, August 23  
 Monday, September 1  
 Friday, September 5  
 Friday, September 5  
 Friday, September 12  
 Wednesday, September 17  
 Friday, September 19  
 Friday, September 26  
 Friday, October 3 - Sunday, October 5  
 Friday, October 10 - Monday, October 13  
 Monday, October 13  
 Tuesday, November 4 - Monday, November 10  
 Friday, November 7  
 Monday, November 17 - Monday, December 1  
 Monday, November 24 - Friday, November 28  
 Monday, December 8 - Thursday, December 11  
 Friday, December 12  
 Wednesday, December 24  
 Friday, January 1

##### Events

New student orientation  
 Classes begin  
 Last day of Add/Drop period; last day 100% refund period  
 Withdrawal period begins; refund percentage applies  
 Labor Day Holiday (no classes meet)  
 Student Dedication Ceremony (Fall entry students)  
 Last day of 75% refund period  
 Last day of 50% refund period  
 Founder's Day  
 Last day of 25% refund period  
 Faculty conference  
 Waves Weekend  
 Fall Break (no classes meet)  
 Last day to withdraw with a grade of W  
 BSN student registration for spring semester  
 ELM student registration for the spring semester  
 Online course evaluation period begins at 7 am  
 Thanksgiving Holiday (no classes meet)  
 Final exams  
 Fall 2025 degree conferred date  
 Winter break; all offices closed  
 New Year's Holiday

#### Spring Semester, 2026

##### Dates

Thursday, January 8 - Sunday, January 11  
 Friday, January 9  
 Monday, January 12  
 Friday, January 16  
 Saturday, January 17  
 Monday, January 19

##### Events

New student orientation  
 Student Dedication Ceremony (Spring Entry students)  
 Classes begin  
 Last day of Add/Drop period; last day 100% refund period  
 Withdrawal period begins; refund percentage applies  
 Martin Luther King Day (no classes meet)

Friday, January 30  
 Friday, February 6  
 Friday, February 13  
 Monday, March 2 - Friday, March 6  
 Tuesday, March 10 - Monday, March 16  
 Friday, March 13  
 Monday, March 16  
 Sunday, April 5  
 Monday, April 13 - Monday, April 27  
 Monday, April 27 - Thursday, April 30  
 Saturday, May 2

### **Summer Semester, 2026**

#### **Dates**

Monday, May 11  
 Friday, May 15  
 Saturday, May 16  
 Friday, May 29  
 Friday, June 5  
 Friday, June 12  
 Friday, June 12  
 Friday, July 31  
 Wednesday, July 22  
 Saturday, August 8  
 Friday, May 22 - Monday, May 25  
 Friday, June 19  
 Friday, July 3  
 Monday, August 3 - Thursday, Aug 6

Last day of 75% refund period  
 Last day of 50% refund period  
 Last day of 25% refund period  
 Spring Break (no classes meet)  
 BSN student registration for summer and fall semesters  
 ELM student registration for summer semester  
 Last day to withdraw with a grade of W  
 Easter  
 Online course evaluation period begins at 7 am  
 Final exams  
 Spring 2026 degree conferred date

#### **Events**

Classes begin  
 Last day of Add/Drop period; last day 100% refund period  
 Withdrawal period begins; refund percentage applies  
 Last day of 75% refund period  
 Last day of 50% refund period  
 Last day of 25% refund period  
 ELM student registration for fall semester  
 Last day to withdraw with a grade of W  
 Online course evaluation period begins at 7 am  
 Summer 2026 degree conferred date  
 Memorial Day Holiday (no classes meet)  
 Juneteenth Holiday (no classes meet)  
 Fourth of July (no classes meet)  
 Final exams

## School of Speech-Language Pathology

The academic calendar for the School of Speech-Language Pathology is divided into three fifteen-week trimesters. Classes meet on all holidays not noted below. The School of Speech-Language Pathology reserves the right to amend the calendar as needed. Please check the College of Health Science, School of Speech-Language Pathology academic calendar for updates and changes.

### Fall Trimester, 2025

#### Dates

Tuesday, September 2  
 Tuesday, September 2 - Friday, September 5  
 Monday, September 8  
 Saturday, September 6  
 Wednesday, September 17  
 Friday, September 19  
 Friday, September 26  
 Friday, September 26  
 Friday, October 3 - Sunday, October 5  
 Friday, October 3  
 Friday, October 17 - Monday, October 20  
 Tuesday, November 4 - Monday, November 10  
 Monday, November 24 - Friday, December 5  
 Thursday, November 27 - Sunday, November 30  
 Friday, December 5  
 Monday, December 8 - Thursday, December 11  
 Friday, December 12  
 Tuesday, December 24-Wednesday, December 31

#### Events

Classes begin  
 School of Speech-Language Pathology Immersion Period #1 (cohort 1)  
 Last day of Add/Drop period; last day 100% refund period  
 Student Dedication Ceremony (cohort 1)  
 Withdrawal period begins; refund percentage applies  
 Founder's Day  
 Last day of 75% refund period  
 Faculty conference  
 Last day of 50% refund period  
 Waves Weekend  
 Last day of 25% refund period  
 Fall Break (no classes meet)  
 Registration for the spring semester  
 Online course evaluation period begins at 7 am  
 Thanksgiving Holiday (no classes meet)  
 Last day to withdraw with a grade of W  
 Final exams  
 Fall 2025 degree conferred date  
 Winter break; all offices closed

### Spring Trimester, 2026

#### Dates

Monday, January 5  
 Monday, January 5 - Friday, January 9  
 Friday, January 9  
 Saturday, January 10  
 Monday, January 19  
 Friday, January 23  
 Friday, January 30

#### Events

Classes begin  
 School of Speech-Language Pathology Immersion Period #1 (cohort 2)  
 Last day of Add/Drop period; last day 100% refund period  
 Student Dedication Ceremony (cohort 2)  
 Withdrawal period begins; refund percentage applies  
 Martin Luther King Day (no classes meet)  
 Last day of 75% refund period  
 Last day of 50% refund period

Friday, February 6  
 Friday, February 20 - Monday, February 23  
 Tuesday, March 10 - Monday, March 16  
 Monday, March 30 - Sunday, April 10  
 Sunday, April 5  
 Friday, April 10  
 Monday, April 13 - Thursday, April 16  
 Friday, April 17

### **Summer Trimester, 2026**

#### **Dates**

Monday, April 27  
 Monday, April 27 - Friday, May 1  
  
 Tuesday, April 28  
 Friday, May 1  
 Saturday, May 2  
 Friday, May 15  
 Friday, May 22 - Monday, May 25  
 Friday, May 22  
 Friday, May 29  
 Monday, June 8 - Friday, June 12  
 Friday, June 19  
 Friday, July 3  
 Monday, July 20 - Friday, July 31  
 Friday, July 31  
 Monday, August 3 - Thursday, August 6  
  
 Monday, August 3 - Thursday, August 6  
 Friday, August 7

Last day of 25% refund period  
 Spring Holiday (no classes meet)  
 Registration for the summer semester  
 Online course evaluation period begins at 7 am  
 Easter  
 Last day to withdraw with a grade of W  
 Final exams  
 Spring 2025 degree conferred date

#### **Events**

Classes begin  
 School of Speech-Language Pathology Immersion Period #1 (cohort 3)  
 Student Dedication Ceremony (cohort 3)  
 Last day of Add/Drop period; last day 100% refund period  
 Withdrawal period begins; refund percentage applies  
 Last day of 75% refund period  
 Memorial Day Holiday (no classes meet)  
 Last day of 50% refund period  
 Last day of 25% refund period  
 Registration for fall semester  
 Juneteenth Holiday (no classes meet)  
 Fourth of July (no classes meet)  
 Online course evaluation period begins at 7 am  
 Last day to withdraw with a grade of W  
 School of Speech-Language Pathology Immersion Period #2 (cohort 1)  
 Final exams  
 Summer 2025 degree conferred date

## President's Message



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

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

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

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

**Jim Gash**

*President and Chief Executive Officer*



## Dean's Message



Welcome to Pepperdine's newest college, the Pepperdine College of Health Science. Borne from the vision of President Jim Gash and the University Board of Regents, and transformed into reality by the dedicated and sacrificial efforts of health science faculty and staff working alongside all segments of Pepperdine's community, the College of Health Science is thrilled to begin making its mission a reality in 2025. It is my privilege to serve as the Founding Dean of the college and to welcome our inaugural classes of students who will enroll in the academic programs defined in this catalog.

The College of Health Science is committed to providing all students a premier educational experience that is grounded in the highest standards of academic, clinical, and scholarly excellence. Enriched by Pepperdine's Christian mission and as faithful followers of the great physician, Jesus Christ, the college simultaneously seeks to imbue its academic programs with Christian values and perspectives to develop caring and compassionate healthcare professionals. Through these twin commitments, academic excellence and Christian values, the College of Health Science will develop skilled and caring healthcare professionals who seek to lead while serving our communities and the world.

My vision for the College of Health Science is articulated in its vision statement.

*The College of Health Science will be a preeminent healthcare college known for the integration of faith and the development of skilled and caring healthcare professionals who will serve our communities and the world as servant-minded leaders.*

In the College of Health Science, you will discover academic programs that will invest in you academically, personally, and professionally. Our faculty and staff will know you, your passions and your goals, and they will help you realize your dreams to become a purpose-driven and servant-minded healthcare professional. Our new state-of-the-art simulation and skills laboratories will enhance your educational experience. Clinical affiliations with premier healthcare systems and providers across Southern California and the United States will enrich your clinical development and enable you to become a skilled and caring practitioner. I'm convinced that we have developed a college and academic programs that are unique in the health sciences and I invite you to discover that there is no other place like Pepperdine University.

I am blessed to have the honor of leading the College of Health Science. A college that will transform lives, improve healthcare, and serve our communities and the world. I welcome you to the Pepperdine community and pray that the light of God that shines within you will serve as a beacon to light our communities and the world.

Michael Feltner,  
Founding Dean  
Pepperdine College of Health Science

## 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 proposed College of Health Science would become the University's sixth school, with an anticipated opening date 2025.

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 Pepperdine College of Health Science (PCHS)** launched in the fall of 2025, provides a world-class education for the next generation of healthcare professionals so they may lead with knowledge, wisdom, compassion, and confidence in today's evolving medical and allied health landscape. The College of Health Science is Pepperdine's academic home for undergraduate and graduate healthcare education degree programs. The college encompasses the School of Nursing, offering a bachelor of science (BSN) and entry level master of science, clinical nurse leader (ELM-CNL) in nursing; the School of Speech-Language Pathology, offering an online master of science in speech-language pathology and a post-baccalaureate program to prepare students for graduate study in speech language pathology; and the School of Physician Assistant Studies currently developing a master of science in physician assistant studies degree program. Through rigorous coursework and clinical training under the instruction of experienced faculty and medical practitioners, students are prepared for dynamic careers in their chosen healthcare profession. The College plans to add additional degree programs in the coming years to meet the demands of the growing healthcare field. A vibrant extension of Pepperdine's Christian mission, the College of Health Science integrates faith and learning across all programs to provide students a faith-informed perspective of healthcare that embraces Jesus' call to love our neighbor through compassion, selfless service, and exceptional care.

**Seaver College** is the University's residential college of letters, arts, and sciences, enrolling approximately 3,550 undergraduate and graduate students who are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum requires each student to develop as a broadly educated person. Seaver College offers 45 bachelor's degrees, five master's degrees, and one post-baccalaureate certificate program in diverse fields of study.

**The 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 900 students. Special programs include the acclaimed Straus Institute for Dispute Resolution; the Parris Institute for Professional Excellence; the Palmer Center for Entrepreneurship and the Law; the Nootbaar Institute on Law, Religion, and Ethics; and numerous clinical education offerings. The 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.

**The Graziadio Business School** is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 1,800 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; Master of Science (MS) degrees across a variety of business disciplines; and the undergraduate Bachelor of Science in Management (BSM). Special programs include joint degrees with Pepperdine University's School of Law, School of Public Policy, and Seaver College 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 various Pepperdine campuses located in Malibu, West Los Angeles, Calabasas, Encino, and Irvine, as well as online.

**The Graduate School of Education and Psychology (GSEP)** enrolls approximately 3,650 students. With its main headquarters located at the West Los Angeles Graduate Campus, the school also offers select programs at graduate campuses in Calabasas, Irvine, and Malibu, as well as online. The Graduate School of Education and Psychology offers master's and doctoral programs in education and psychology, which are founded on the scholar practitioner model. The education programs prepare teachers who are leaders in technological innovation and collaborative learning environments, as well as those who create vision and manage change in business, health, and other social-service professions. Students in the psychology programs are educated in current and emerging human-service fields, including clinical psychology, applied behavior analysis, and marriage and family therapy. The focus is placed on the scholar-practitioner model of learning, with emphasis on discovery, scholarship, research, and clinical application. In conjunction with an excellent professional education, students are provided with personal attention in a Christian, values-centered context.

**The School of Public Policy** enrolls approximately 50 students and offers its master of public policy (MPP) built on a distinctive philosophy of nurturing leaders to use the tools of analysis and policy design to affect successful implementation and real change. This requires critical insights balanced with personal moral certainties that only a broad exposure to great ideas, courageous thinkers, and extraordinary leaders can encourage. It prepares graduates for careers as leaders and seeks also to strengthen the institutions that lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations. Joint-degree programs include the MPP/JD and the MPP/MDR in conjunction with the Caruso School of Law and the MPP/MBA in conjunction with the Graziadio Business School. Special programs include the Davenport Institute for Public Engagement and Civic Leadership and its trainings and professional certificates for municipal and civic leaders, the Edwin Meese III Institute, the Washington DC Scholars Program at Pepperdine's Washington, DC campus, and the DC Track, a bicoastal study option in the final semester.

## **The College of Health Science**

### **Vision and Mission**

The mission of the College of Health Science is derived from the University's mission statement.

Pepperdine University's College of Health Science commits itself to the highest standards of academic excellence, clinical preparation, and Christian values to develop skilled and caring healthcare professionals who seek to lead while serving our communities and the world.

Similarly, the vision statement for the College of Health Science is also derived from the University's vision.

The College of Health Science will be a preeminent healthcare college known for the integration of faith and the development of skilled and caring healthcare professionals who will serve our communities and the world as servant-minded leaders.

### **Educational Philosophy**

The College of Health Science emphasizes both academic excellence and Christian values. Degree programs are designed to address timely community needs for providers of health services and care. Specialization in a particular field offers students in-depth training for clinical practice while they develop a personal standard of conduct that reflects the Pepperdine mission of strengthening lives for purpose, service, and leadership.

Health science faculty members are committed to excellent teaching, meaningful scholarship, and exemplary clinical conduct. Faculty members publish broadly, present papers at meetings of professional societies, hold offices in professional organizations, and engage in meaningful, practical contributions to the health science professions across many specializations. While engaging in many scholarly and professional activities, faculty members remain committed to nurturing the intellectual and professional growth of students. Students have the unique opportunity of establishing close, professional mentoring relationships with their professors.

Obtaining a degree or professional certification in health science signifies that the recipient has completed rigorous academic and clinical preparation under the guidance of professors who are committed to high academic and professional standards and to Christian values. The graduate leaves with a rich foundation of knowledge essential to a meaningful personal life and a system of values necessary for navigating the growing complexities of health science theory and practice.

### **Student Life**

A college education is a healthy blend of a strong curriculum and co-curriculum. Pepperdine University is known for both high academic standards and vibrant student life. Numerous student activities and services work to build the campus community while challenging all

students, faculty, and staff to value learning and faith, citizenship and community, diversity and inclusiveness, and the importance of a global world view. This holistic approach prepares students to become well-rounded, engaged, and socially responsible citizens.

Pepperdine schedules a wide variety of social and community activities during the school year, and all students are encouraged to participate in these activities.

You can learn more about our community by visiting the [Student Life website](#). Students can learn more about community standards by reading the [Student Code of Conduct](#). In addition, the School of Nursing Student Handbook and Speech-Language Pathology Student Handbook contain information regarding standards of clinical conduct for students.

## **Academic Policies**

Students are responsible for understanding and fulfilling the requirements of the degree they are pursuing. The Pepperdine University College of Health Science faculty and staff will assist each student, but it is the student who must ensure that all requirements have been completed in the manner outlined in this catalog.

The University reserves the right to change its academic policies and requirements. Such changes will be publicized to minimize inconvenience to students. While most policy changes apply uniformly to all students, individuals may be allowed to fulfill the degree requirements outlined in this catalog from their first year of enrollment.

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

### **Academic Dismissal**

Students who are unable to meet academic program standards may be reviewed for academic dismissal from their program. Academic dismissal review will occur after the academic advising and remediation plans described in that section of this catalog have been exhausted.

In addition to academic dismissals for low grades and failure to meet minimum GPA requirements, students may be dismissed from their academic program for violating any of the University's regulations outlined in the [Student Code of Conduct](#) policies, the Academic Integrity policy (see below), or the College of Health Science Professionalism Policy.

Upon academic dismissal from the University, students will receive a letter from the dean or the program director of the school. 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 dean or the program director. Students who wish to dispute recent grades resulting in academic dismissal must follow the [Grade Dispute Policy](#) procedures outlined in this academic catalog.

### **Academic Integrity**

Academic Integrity is a crucial part of the educational process. It makes possible an atmosphere conducive to the development of the total person and stimulates not only intellectual growth but also spiritual, ethical, and emotional growth. Academic integrity fosters a spirit of community among students, faculty, and administrators that allows such development.

Furthermore, it creates a climate of mutual trust, respect, and interpersonal concern in which openness and integrity prevail. The College of Health Science emphasizes the dignity of each individual in pursuing self-improvement and developing full personal potential, not tolerating dishonesty, cheating, or plagiarism in any form.

Most, but not all, violations of academic integrity involve one of the following four general categories of behavior.

- **Plagiarism**  
Plagiarism occurs when a writer appropriates another's ideas, research, or writing without proper acknowledgement of the source or uses another's words without the use of quotation marks.
- **Cheating**  
Cheating is the use of unauthorized materials, information, or study aids in an academic exercise as well as unauthorized collaboration in any form.
- **Fabrication**  
Fabrication is the falsification or invention of information in an academic exercise or to university officials. Fabrication also includes lying to a member of the administration, faculty, or staff.
- **Facilitating Academic Dishonesty**  
The facilitation of academic dishonesty occurs when students knowingly or negligently aid others or allow their work to be used in a dishonest academic manner. Students also facilitate academic dishonesty when they are aware of, but fail to report, violations of the code of academic integrity. Students who facilitate academic dishonesty are as guilty of violating academic integrity as those who plagiarize, cheat, or fabricate materials.

Students committing acts of academic dishonesty will face disciplinary action according to the Pepperdine Student Code of Conduct. Violations of academic integrity will be handled by the Student Progress Committee, which will make a recommendation to the dean.

### **Appeal Process**

If a student feels their interests were not dealt with sufficiently, a written appeal must be submitted to the dean of the school. The dean of the school must sign the appeal indicating their recommendation and forward it to the Dean of the College of Health Science. Neither the dean of the school nor the program director can suppress or withhold such a signature. If the student is petitioning regarding a particular course, the recommendation should come from that instructor instead of the program director/dean.

### **Grade Dispute Policy**

The College of Health Science reserves the right, in its sole discretion, to process disputes of course grades submitted pursuant to this procedure under other applicable University procedures (e.g., Student Code of Conduct, Academic Progress, Non-academic Student Grievance Procedure, Disability Accommodation Complaint and Appeal Procedure, and Sexual Misconduct Policy), where it deems appropriate.

Grades measure student performance and serve as a means of determining graduation eligibility and honors. As such, the College of Health Science recognizes that a fair and rigorous assessment of student coursework is vital to the mission of the school and wishes to ensure that disagreements arising over assigned grades are handled promptly, fairly, and professionally.



The grade dispute process must be initiated by the student before the midpoint of the next academic trimester or semester, depending upon the student's school of enrollment.

Most grade issues can and should be resolved privately between the student and instructor. This is the starting point with all grade disputes. If the matter is not satisfactorily resolved by these means, the following appeals procedure shall apply:

- The student shall submit a written appeal to the program director/dean with a copy to the instructor, identifying the course, trimester/semester, grade received, and the reason for the appeal.
- The student shall assemble all relevant class materials (syllabi, returned assignments, tests, papers, etc.) distributed or returned by the instructor to the student. These materials need to be compiled within two weeks of the date of the written appeal. If the student cannot assemble all such documents, the grade dispute is concluded with no grade change.
- Concurrently, the instructor will assemble all relevant class materials retained for this student (final exams, midterms, etc.) within two weeks of the date of the written appeal. A copy of these documents, along with the syllabus, grade book, and the instructor's written response to the student appeal, is to be forwarded by the instructor to the dean/program director.

The dean/program director will appoint a committee of faculty members within the program who teach the course (or a similar one) in question. This committee will then evaluate the student's course materials.

At the conclusion of the committee's evaluation, it will submit a written recommendation and explanation to the dean or the program director. The recommendation must be one of the following:

- Uphold the grade given by the instructor, or
- Require that the instructor re-grade one or more assignments, followed by a recalculation of the student's grade, or
- Require that the instructor formulate a repeat of one or more class assignments or assessments, followed by a recalculation of the student's grade, or
- Recommend a specified grade change.

Based on the committee's findings, it shall be the decision of the dean or the program director as to whether the grade shall be changed. This decision will be final. No further appeal is possible.

### **Credit Hour Policy**

One credit hour earned in lecture, seminar, discussion, and clinical work should represent one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week during an academic term. A minimum of 45 hours of student work is expected for each credit hour in classes in which the instructional time is partially or wholly occupied with seminar, field, or clinical work. This 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.).

### **Definition of the Grade-Point System**

A	4.00	B-	2.70	D+	1.30
A-	3.70	C+	2.30	D	1.00
B+	3.30	C	2.00	D-	0.70
B	3.00	C-	1.70	F	0.00

### **Degree Audit Report**

The Degree Audit Report (DAR) is a record of the student's personalized degree plan and an analysis of academic progress of the student based on the catalog requirements for a degree. The DAR is available to students and faculty members through WaveNet and serves as an important advising tool.

### **Incomplete and In-Progress Courses**

A grade of I, indicating incomplete work, is assigned to a student who has attended class but fails to complete the final exam or final major project because of a documented emergency in the last quarter of the term. The grade of I may be given only when (1) the student is passing the course at the time an illness or emergency arises; (2) the student does not have excessive unexcused absences; and (3) the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades additional time to improve their grades. Students enrolled in the School of Speech-Language Pathology or School of Nursing should consult the school's academic policies for specific guidelines regarding incomplete grades.

### **Transcripts of Academic Records**

Official transcripts of academic records are furnished upon payment of a fee for each transcript issued. Official transcripts are offered both electronically or can be delivered via mail. All mailed copies are provided in a sealed envelope. If the seal is broken, the transcript ceases to be official. Students may request transcripts at [pepperdine.edu/registrar/transcripts](http://pepperdine.edu/registrar/transcripts). Current students may obtain unofficial transcripts through WaveNet.

A student who has outstanding balances on a student account or a default on other financial obligations to the University may be prevented from registering for classes. In addition, the University will not publish the student's grades for any term in which there is a pending balance.

Additionally, degrees and/or certificates will not appear 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, including diploma, will be released.

### **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 Probation**

At the end of each grading period, cumulative grade point averages for students are reviewed. Students who are unable to maintain the minimum cumulative grade point average for their degree program will be placed on academic probation and may be subject to remediation in accordance with their chosen academic degree program. The minimum GPA to avoid placement on academic probation for the Master of Science in Speech-Language Pathology and Entry Level Master's in Nursing, Clinical Nurse Leader programs is 3.0. The minimum requirement for the Bachelor of Science in Nursing program is 2.0.

A student on academic probation who reaches the minimum cumulative grade point average may be removed from academic probation pending the terms of their remediation agreement, if applicable. 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 either dismissal, continued probation or remediation.

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.

Students are encouraged to consult their school or program-specific academic policies for detailed information regarding academic advising, academic probation, and remediation procedures.

### **Attendance Policy**

Attendance, including virtual attendance, at every class and laboratory meeting is expected of each student. Virtual attendance is defined as participation in online coursework through either synchronous or asynchronous means. In the event of extenuating circumstances, an excused absence may be granted if the student communicates in writing with the faculty member and provides any documentation requested. Typically, only one excused absence per trimester or semester will be granted. If a student demonstrates a pattern of absence, even if excused, it may result in remediation (See [Academic Advising and Remediation](#)). Repeated absence may result in deferral of a course(s) to the next trimester or semester it is offered. (See [Add/Drop Policy](#), [Leave of Absence](#)).

## **Add/Drop Policy**

Students may add and/or drop courses during add/drop periods designated on their specific academic calendar. The student's transcript will not show any course that has been dropped during this period. Students who drop all of their courses after the initial registration through the last day of add/drop will be charged a \$150 withdrawal fee. Additional information is available from the Registrar's Office and the PCHS Academic Advising Office. Students are responsible for dropping any class that is cancelled but may add another class in its place. Due to the prescribed sequencing of courses in all PCHS academic programs, adding or dropping courses may impact a student's timely progress toward degree completion. For this reason, students should meet with their academic advisor before making any changes to their prescribed courses in a given academic trimester or semester.

## **Course Auditing**

Students may request to audit certain courses, with the consent of the instructor, by submitting a written request to the school or program dean. Course audit requests must be made during designated registration and add/drop periods for a term. An audited course appears on the student's academic transcript with a final grade of AU to indicate the audit. Degree requirements cannot be met through course auditing. Audited courses are not associated with grade points or course loads. Students may not take a course for credit that has been previously audited. Similarly, students are not permitted to challenge any course for credit if they have previously audited the course.

Course audits are subject to a \$100 fee per course paid in advance, prior to registration. Students who are enrolled for credit in a Pepperdine course simultaneously are not required to pay the audit fee for an audited course. Additional fees may apply to specialized classes, and must also be paid prior to registration. 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. Regular class participation is expected of all auditing students. Persons who only audit courses for a term are considered visitors during that particular term. Students who are not currently enrolled at the University must apply and obtain nondegree student status before auditing courses.

## **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. All required courses for College of Health Science degree programs must be taken for a grade and cannot be taken for credit/no credit status. 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.

## **Intent to Graduate and Degree Posting**

To apply for graduation and degree posting, potential graduates must complete a Graduation Application form. The College of Health Science will notify students, during the term in which final degree requirements will be satisfied,<sup>1</sup> when to complete the application. In the application, students will confirm their intent to graduate and their diploma address information through WaveNet. The deadline to complete the application is indicated in the notification sent by the College of Health Science via Pepperdine email. Submission of the application is required for degree posting.

Degrees are posted on the student's transcript at the end of the term (trimester or semester) in which all requirements for the degree have been satisfied if a valid Graduation Application is on file. Students failing to submit their Graduation Application in the term their degree requirements have been satisfied will be awarded their degree in the term when the application is submitted. The degree posting date reflects the official date of graduation on both the diploma and transcript of academic record.

Students should expect to receive their diplomas approximately 120 days after the official posting date of program completion given all financial obligations and student record holds have been cleared.

Students are considered graduates and College of Health Science alumni immediately following degree posting. Alumni will lose WaveNet access, including email access, 90 days after degree posting.

## **Enrollment Verification**

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

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

## **Pre-Admission Coursework**

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

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<sup>1</sup> 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

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.

## **Registration**

An official registration period is scheduled before the beginning of each term. Each student 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. Students are not able to add/modify their class schedule after the add/drop period has ended. Students who do not complete registration properly or who fail to secure final approval from the Student Accounts Office and the Office of the Registrar are not considered officially enrolled and will be denied all credit for the term. A student may not attend class without being officially enrolled. Violation of this policy is subject to academic review and may result in academic dismissal. Students are advised to review their school or program-specific academic policies for comprehensive information on registration procedures.

## **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 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.

## **Student Complaints**

The College of Health Science 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. Students are encouraged to consult their school or program-specific academic policies for detailed information on grievance policies and procedures.

## **Leave of Absence**

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

International students in F-1 visa status must obtain clearance from the Office of International Student Services before taking a leave of absence or withdrawing from classes.

Students are advised to review their school or program-specific academic policies for comprehensive information on registration procedures.

### **Readmission and Re-enrollment**

Students who withdraw after being accepted to or attending a College of Health Science academic program must follow procedures that vary depending on circumstances of the withdrawal.

- Students who choose to withdraw before the start of their first term must withdraw through the Office of Admission.
- Students withdrawing after attending a class must withdraw through the Office of the Registrar.
- Students who withdraw and wish to return to a College of Health Science degree program must reapply in accordance with the admission policy of their school or program.

### **Medical or Mental Health Emergencies and Withdrawals**

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

### **Withdrawal from Classes**

A student may officially withdraw with a grade of W from any class with the permission of the instructor and the dean prior to the withdrawal date indicated in the academic calendar. Students who stop attending but do not officially withdraw from their courses will be automatically assigned a grade of F by the instructor.

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

### **Withdrawal from Classes Due to Involuntary Military Service**

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

If the involuntary withdrawal occurs during the period of a term where the grade of I, indicating

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

Furthermore, once students complete their involuntary tours of duty, upon request, Pepperdine will readmit them within the first 12 months following completion of their tours of duty without requiring them to reapply to the University. The students' tours of duty time will not count as part of the time limit set for degree completion. Pepperdine will readmit service members with the same academic status they had when they last attended the school or were accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. Students must notify the school of their military service and intention to return to school as follows:

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

Along with a letter of intent of withdrawal, students must submit a copy of their military orders. For readmission, students must submit a copy of their discharge papers along with a request for readmission. A student's readmission rights terminate in the case of a dishonorable or bad conduct discharge, general court-martial, federal or state prison sentence, or other reasons as described in 34 CFR 668.18(h) federal regulations.

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

### **Withdrawal from the University**

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

A student who withdraws from classes will be subject to the tuition refund policies and financial aid may be adjusted. Students who withdraw from all courses in the term between the initial registration and the last day of the add/drop period will be charged a \$150 withdrawal fee.

Exceptions to any of the policies mentioned in this section must be approved by the dean of the student's school or academic program and will be made in consultation with the Office of the



Registrar.

## **Student Services**

### **Academic and Program Counseling Services**

In keeping with Pepperdine's long-standing tradition of concern for students, every effort is made to provide personalized guidance desirable at the undergraduate and graduate levels but often unavailable at larger institutions. For this reason, faculty members, program directors, academic advisors, or program administrators make a concerted effort to be available to assist in resolving issues related to a student's 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 the College of Health Science catalog.

#### **Academic Program Advisement**

Each student is assigned an academic advisor as well as a faculty advisor to assist with completing degree requirements. Students are encouraged to maintain close contact with their advising team to ensure the 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.

#### **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.

#### **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 Success**

The College of Health Science is committed to fostering academic achievement and persistence through personalized support services tailored to address students' individual needs—both in person and online. The department offers a range of resources including subject-specific tutoring, academic coaching, writing support services, and access to simulation labs that reinforce learning

through hands-on practice. Services are tailored to help students develop effective study strategies, strengthen content mastery, and build confidence in their academic journey. Whether on campus or virtual, PCHS' Student Success Center provides holistic, accessible support to empower every student to thrive.

### **Use of Data for Evaluation Purposes**

The College of Health Science evaluates its programs on an ongoing basis. The data from such evaluations provides 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 the PCHS 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 is 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.

### **WaveNet**

[Wavenet](#) is Pepperdine's student system portal. Through the use of WaveNet, students can access email, class schedules, final course grades, request enrollment verification and transcripts, access the Canvas site, and much more.

### **Navigate360**

[Navigate360](#) is designed to help you stay on track throughout your time as a Pepperdine College of Health Science student. Within the app and through the desktop platform, you can manage holds on your account, message your support team, schedule appointments with advisors, form study groups with classmates, plan upcoming academic terms, and more.

## **Student Care and Wellness Services**

### **Resilience-Informed Skills Education Program**

Resilience-Informed Skills Education (RISE) is a University-wide program to help students develop resilience by learning strategies and practices in a variety of areas, including physical, social, cognitive, spiritual, service, and life-skills. Pepperdine seeks to develop students who live lives of purpose, service, and leadership. They will be better able to do this if they are equipped to be resilient in the face of adversity, stress, and great challenges. RISE offers resilience coaching, classes, lectures, films, research, and other programs, which will be advertised throughout the year. Students interested may contact the RISE program director, Stacey Lee Gobir, at (310) 506-6710 or find more information on the [RISE website](#).

### **Student Care Team**

The Student Care Team (SCT) is a multi-departmental team committed to the care and well-being of all students. SCT provides University-wide assistance to students in the following areas: coordinated care to address life skills and linkage to resources on and off-campus (i.e., counseling, academic support, food, housing, and emergency relief).

Students are welcome to contact the SCT directly if they can benefit from this support. Referrals from faculty, staff, parents, and peers are also accepted. The priority of the SCT is to help students overcome adversities and thrive. For more information, visit the [SCT website](#) or email [Pepperdine Student Care Team](#).

### **Student Health Center**

The [Student Health Center](#) (SHC) provides high-quality, no- or low-cost healthcare services Monday through Friday, 8 AM to 5 PM, to any enrolled Pepperdine student, regardless of insurance type. As part of the Thrive Wellness Program, in-person office visits are offered free of charge. Students may schedule an appointment by calling (310) 506-4316, option 3, or by using the appointment feature on their [Patient Portal](#).

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](#).

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. Visit [TimelyMD](#) for more information.

### **University Immunization Requirement**

Students are encouraged to visit the [University Immunization Requirement webpage](#) for up-to-date information regarding requirements. Students who are not in compliance with these requirements should expect to receive secure messages in their patient portal from our medical staff.

### **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 in the [Student Code of Conduct](#).

### **Counseling Center**

The Counseling Center promotes mental health in the Pepperdine community. Academic success, social relationships, physical health, and spiritual well-being are often affected by mental health issues. Students are encouraged to be mindful of this important component of self-care and to utilize resources that will help them to thrive.

All currently enrolled Pepperdine students are eligible for free confidential counseling services at the Counseling Center. Services address day-to-day stressors, such as time management,

relationships, and sleep difficulties. The professionals on staff are also prepared to respond to more serious mental health concerns, including eating disorders, substance abuse, anxiety, and depression. The center offers 24/7 crisis support for all Pepperdine students by calling (310) 506-4210.

Any service provided by the Counseling Center is free of charge. This includes care from the psychiatric staff, who provide mental health medication management in coordination with counseling support. The Counseling Center has partnered with a telehealth provider that offers therapy appointments or psychiatric appointments in the evenings or on weekends. Visit the Counseling Center website for more details.

Beyond counseling, the center staff also offers consultations for persons who want to assist someone else. If a student, parent, or faculty member would like to know how to support a student with mental health concerns, the staff will help to identify an appropriate response, including, if necessary, how to suggest the student seek professional services.

To make an appointment or speak with Counseling Center staff, email [Student Counseling Center](#) or call (310) 506-4210. The Counseling Center is located in the Student Assistance Center. Students may meet with a counselor in person or via telehealth (by phone or video call). For more information, visit the [Counseling Center](#) website. To learn more about counseling related to drug and alcohol issues, students should call the office or visit the website and click on the link “Alcohol & Drugs.”

### **TimelyCare- 24/7 Virtual Health Care Services**

Pepperdine University has partnered with TimelyCare to offer students **free** access to medical support through the [TimelyCare platform](#). TimelyCare serves as a 24/7 virtual extension of the Student Health Center, with the goal of supporting student well-being. Through TimelyCare on their phone or other device, students can select from a wide-ranging menu of virtual care options from licensed physicians in all 50 states.

The partnership with TimelyCare allows Pepperdine to deliver a hybrid model of care in collaboration with on-campus resources. Benefits to students include:

**Convenient 24/7 care** – Physical health issues often present themselves outside regular business hours

**Reduced wait times** – Typical consultations for on-demand services through TimelyCare begin within 5-10 minutes

**Diverse clinician network** – In addition to being from diverse backgrounds, TimelyCare clinicians are trained to be culturally competent.

**Peace of mind** – TimelyCare is a safe, secure, and HIPAA-compliant platform that follows campus-specific protocols to facilitate care coordination and follow-up to ensure continuity of care.

### **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 is available through the [Thrive Student Wellness Program](#).

### **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](#):

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](#).

\* 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.

### **Student Practice Insurance**

Students of speech-language pathology and nursing are required to have student practice insurance, in addition to standard health insurance coverage. The University will arrange for student practice insurance for all fully admitted students participating in clinical experiential learning or practicum courses involving client interaction. School of Speech-Language Pathology students are automatically enrolled in University coverage, and nursing students are automatically enrolled once they begin clinical rotations in a healthcare setting. The student practice insurance fee is incorporated into the program fee.

## **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.

The Office of Student Accessibility (OSA) provides accommodations to students with disabilities through an interactive process, including appropriate documentation and discussion of the nature of the student's disability and academic needs. To apply for accommodations, students should contact OSA, ideally prior to the beginning of the academic term.

In cases where accommodations are approved by OSA, the student can either send, or ask OSA to send, the accommodation letter to the faculty member(s) for the class(es) in which the student would like to utilize the accommodations, at which point the faculty member(s) will have the opportunity to object if the approved accommodation is inappropriate for the particular class(es). Should the need for accommodation arise during the term, students are encouraged to get in

touch with OSA as soon as possible to discuss potential accommodations and appropriate implementation for the remainder of the course. Kindly note that disability-related accommodations are not available unless and until approved by OSA and, when approved, such accommodations do not operate retroactively.

Students may generally expect a two-week time frame in which the documentation and accommodation application 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.

Inquiries should be addressed to the Office of Student Accessibility at (310) 506-6500. Please visit the website at [pepperdine.edu/student-accessibility](http://pepperdine.edu/student-accessibility) for further information regarding OSA's policies and procedures, documentation guidelines, accessibility forms, and resources for students.

### **Athletic Events and Facilities**

Individuals possessing valid Pepperdine identification cards will have free admission to all home athletic events. Pepperdine's National Collegiate Athletic Association (NCAA) Division I athletic programs boast a rich history with 10 NCAA national championships, more than 350 All-Americans, approximately 60 Olympians (coach and player), and more than 200 conference titles. Students with valid Pepperdine identification cards are eligible to receive entry and exit giveaways, subject to availability.

Additionally, individuals possessing valid Pepperdine identification cards have access to use athletic facilities during specified times. Facilities include tennis courts, a 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 [online](#) and have them shipped directly.

West Los Angeles Bookstore  
Malibu Bookstore

(310) 568-5741  
(310) 506-8569

### **Career Services**

At the College of Health Science, we are committed to preparing students for successful careers in the healthcare field. In addition to extensive hands-on training gained through clinical placements in premier healthcare systems across Southern California and rigorous coursework, students will have access to faculty mentors, administrators, and clinical staff designed to support their transition into the healthcare workforce. Students are also encouraged to participate in a variety of career-focused events throughout the year, including employer panels, networking receptions, and industry-specific career fairs—each designed to connect students with healthcare professionals, organizations, and potential employers.

**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 Calabasas Campus is situated adjacent to a number of restaurants and cafés, all within walking distance. The campus also has a student lounge equipped with vending machines for drinks, sandwiches, and snacks. The lounges are open during regular building hours. The Malibu campus has a full-service cafeteria and a snack bar, which offer a wide range of items.

**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 cardholders to view their account balance or transaction history and report a lost or stolen card.

**Housing Assistance**

In the belief that undergraduate students benefit greatly from living on campus, all new four-year pathway Bachelor of Science in Nursing students are required to live in Pepperdine housing. All candidates who are admitted will need to complete their housing contract. To ensure the availability of campus housing, a request for housing must be made to the Housing and Residence Life Office. Students should contact the [Housing and Residence Life Office](#) for the most current information about housing policies and availability.

**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](http://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 at 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](#).” Information about all Information Technology services is available at [community.pepperdine.edu/it](http://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 College of Health Science are served primarily by the Malibu campus Payson and Calabasas libraries, but have access to University libraries on the Malibu Drescher campus, as well as in Irvine and West Los Angeles. Students, faculty, staff, and alumni may use the library facilities at all Pepperdine locations.

Students in all health science programs benefit from specialized library resources to support their academic and clinical research. Pepperdine libraries provide access to key databases such as CINAHL, PubMed, and the Cochrane Library, as well as extensive collections of peer-reviewed journals and evidence-based practice tools.

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.

Library resources are described and may be accessed through the [Pepperdine Libraries](#) or [WaveNet](#). 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 Information**

The Calabasas Graduate Campus offers free parking. Registering your vehicle with the Department of Public Safety is required in order to park on any Pepperdine campus. Students can register their vehicles by visiting [Pepperdine University's Department of Public Safety](#).

The California Vehicle Code, Section 21113(a), empowers University Regents to establish parking and traffic regulations on University property. Unless otherwise provided for by these regulations, all of the provisions of the California Vehicle Code relating to traffic upon the highways shall be applicable on Pepperdine University property.

### **Shuttle Services**

The University provides free shuttle service on the Malibu campus, as well as a shuttle from the Malibu campus to local shopping centers. Consult the website for detailed [shuttle schedules](#). Please download the Pepperdine app for a real-time shuttle tracker.

### **Blue Route**

The Blue Route circles the Malibu campus clockwise and leaves the main lot every 15 minutes beginning at 7:30 am and ending at 5:15 pm.

### **Orange Route**

The Orange Route circles the Malibu campus counterclockwise with two shuttles. The first Orange Route shuttle leaves the main lot every 20 minutes beginning at 7:40 am and ending at 10:30 pm. The second Orange Route shuttle circles the campus counter-clockwise and leaves the main lot every 20 minutes beginning at 7:50 am and ending at 5:30 pm.

### **Malibu Shopping Shuttle**

The shopping shuttle leaves the main lot at 1:10 pm, 3:10 pm, and 5:10 pm. The shuttle runs Monday through Saturday. The last pickup in Malibu for return to the Malibu campus is at 5:50 pm at the Ralph's grocery store. Note: The Malibu Shopping Shuttle serves the Pepperdine community Monday through Saturday during the Fall and Spring semesters. During the Summer, the Malibu Shopping Shuttle runs Monday through Friday.

Points of Interest:

- Whole Foods Market, Blue Bottle Coffee, and Howdy's (The Park Shopping Center)
- Chipotle, Malibu Kitchen, Wells Fargo, SunLife Organics, and Sephora (Cross Creek, Malibu Village, and Malibu Country Mart)
- Ralph's Grocery Store, CVS, Chase Bank, Subway, and Starbucks (Malibu Colony Plaza)

### **Pepperdine Community**

[Pepperdine Community](#) 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 College of Health Science.

### **Professional Activities**

The College of Health Science'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.

### **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) 854-6000.

### **Veteran Services**

Veterans are advised to read "Veterans Information" in the "Regulations and Legal Notices" section of this academic catalog.

## **Alumni-Student Relations**

The Pepperdine Alumni Association membership is over 132,000, connecting alumni, students, parents, faculty, and staff from all the Pepperdine schools: George Pepperdine College/Seaver College, Graduate School of Education and Psychology, Pepperdine Graziadio Business School, Caruso School of Law, and School of Public Policy. The association helps Pepperdine provide valuable benefits and engagement programs to its alumni. Membership is free. For more information about the benefits and programs, visit the [alumni website](#) 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 PCHS group to post or apply for career opportunities and also find out about upcoming events.

## **School of Nursing**

### **Admission Information**

This section provides basic information regarding admission to undergraduate and graduate programs in the School of Nursing within the College of Health Science. The College of Health Science Office of Admission will provide further admission information upon request. Prospective students are encouraged to experience Pepperdine University by setting up a campus visit. Please contact the College of Health Science Office of Admission for more information.

Pepperdine University is a faith-based university committed to the highest standards of academic excellence and Christian values. As a student in the School of Nursing at Pepperdine, you will be strengthened for a life of purpose, service, and leadership. Applicants are admitted on the basis of academic and personal qualities. While the University believes that families and students have the primary responsibility for meeting the cost of an education, the College of Health Science Office of Financial Assistance is dedicated to providing the tools and resources necessary to help bridge the gap between the cost of Pepperdine and the family's contribution. For further information, see the "Financial Assistance" section of this catalog.

Students are advised that admission is contingent upon the truthfulness of the information contained in the application file. Discovery of false or incomplete information subsequent to the offer of admission is, at the college's discretion, grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.

### **Undergraduate Admission**

The School of Nursing offers the Bachelor of Science Degree in Nursing and seeks to enroll students who show significant promise of achieving academic success. The Admission Committee reviews the student's current academic record to determine and evaluate the GPA, the number and kinds of classes taken, the trends in the grades, and scores from the SAT I or ACT, if submitted.

Personal qualities that will enable a student to benefit from the educational and social experience at Pepperdine and in the School of Nursing, contribute positively to the campus community, and that increase the likelihood of a student being a high-quality, caring, and compassionate nurse upon graduation are also important considerations. The information included in the application for admission and the recommendations the student submits are vital to the personal approach taken in the admission process. The School of Nursing wishes to view the total person and let all the information contribute to the appropriate admission decision for the school and for the student.

All BSN students are required to complete the application process prior to the Regular Decision

application deadline of January 15. Two-Year Pathway BSN applicants must also send all supporting documents, including fall semester college transcripts, by the Regular Decision deadline of January 15. Complete files will be carefully processed and evaluated on an individual basis by the Admission Committee and the School of Nursing Admission Committee. Admission decisions will be sent according to the following schedule. This calendar should be followed in order to receive full consideration by the committee.

### **Important Admission Dates**

#### **Undergraduate Application Deadlines and Decision Notifications–Fall**

Regular Decision deadline, Four-Year and Two-Year Pathway BSN students	January 15
Regular Decision notification, Four-Year and Two-Year Pathway BSN students	Rolling
Four-Year and Two-Year Pathway BSN enrollment confirmation reply deadline	May 1

#### **Application Deadlines and Decision Notifications–Spring**

Application deadline, Two-Year Pathway BSN students	October 1
Decision notification, Two-Year Pathway BSN students	Rolling
Enrollment confirmation reply deadline	December 1

All candidates who are offered admission to the School of Nursing are required to submit a \$750 nonrefundable tuition prepayment, which is applicable to tuition charges at registration, and complete the Enrollment Confirmation Form as evidence of their intention to enroll. Full details regarding these steps are specified on the Enrollment Confirmation website. Directions to this website will accompany the admission decision.

In the belief that students benefit greatly from living on campus, all new four-year pathway Bachelor of Science in Nursing students are required to live in Pepperdine housing and carry a meal plan for four semesters. All candidates who are admitted will need to complete their housing contract. To ensure availability of campus housing, a request for housing must be made of the Housing and Residence Life Office. Students should contact the [Housing and Residence Life Office](#) for the most current information about housing policies and availability.

Sixteen two-year pathway BSN students are permitted to enroll during the spring semester. Applications and supporting documents for students seeking admission to the spring semester, which begins in early January, should be completed by October 1.

### **Limitations and Conditions**

Offers of admission are conditional on the receipt of official academic records. To enroll in course work in the School of Nursing, all students must submit an official, final high school transcript with a posted graduation date, and an official standardized test score report directly from the testing agency that matches the student's self-reported scores. If a student's academic performance significantly declines between the time of application submission and the receipt of final transcripts, or if their self-reported test scores are inaccurate, an offer of admission may be revoked. Admitted students are also expected to uphold the policies and character expectations of the school, as well as federal and state laws and policies. Therefore, an offer of

admission may be revoked for conduct incidences that occur between the time of application and the point of enrollment.

An admission offer is valid for the term indicated on the admission decision. An admitted student who declines an offer of admission and who desires to enroll in the School of Nursing in a term other than the admitted term, must reapply as a new student. Complete instructions for the Admission Process are available on the Office of Admission website at [Bachelor of Science in Nursing \(BSN\) | Pepperdine University](#). Students who reapply will be reevaluated with all other applicants for the new term. Admission to a future term is not guaranteed.

### **Admission of First-Year Students**

To be considered for admission, a first-year applicant must supply the following:

- A completed current application for admission to Pepperdine University. It is necessary to respond to all essay questions on the application. The application must be submitted online. Complete instructions for the admission application may be secured from the Office of Admission website at [Bachelor of Science in Nursing \(BSN\) | Pepperdine University](#).
- Payment of a nonrefundable \$70 application processing fee.
- A transcript from an accredited high school or equivalent, indicating all work completed at the time of application. While a rigid pattern of class requirements is not specified, the student is urged to prepare adequately for success in college. To prepare for the core curriculum and foundation requirements in the School of Nursing, a strong college preparatory program is recommended, including coursework in humanities, science, social science, and several years of mathematics, English, and Spanish.
- Students who have attended institutions outside of the United States must arrange for their secondary schools to send official transcripts, along with English translations, for review by credential evaluators in the Office of International Student Services. If currently attending a US high school, students should have their counselors upload copies of transcripts from all secondary schools attended outside and within the United States via approved vendors. Grades transferred or translated from a previous school onto a current transcript are not accepted. For specific questions regarding submission of transcripts, please contact [admission-oiss@pepperdine.edu](mailto:admission-oiss@pepperdine.edu).
- Students from educational systems with external exams (i.e., (I) GCSE/ AS/A level, IB, CSEC/CAPE, CBSE/CISCE, etc.) should submit certified external exam certificates/results in addition to internal marks to finalize the high school transcript requirement.
- Pepperdine is a test optional university. If a student decides to submit a test score, they must take the SAT I or ACT by December in order to meet the January 15 Regular Decision deadline. The optional ACT writing test and SAT writing/essay section are neither required nor recommended.
- An academic letter of recommendation from a counselor or teacher in a core subject (English, math, science, history, etc.) that indicates the applicant's potential to succeed in the School of Nursing. Letters of recommendation may be addressed to the Office of Admission; however, online recommendations submitted with the application are

preferred.

### **Admission of Transfer Students**

Students may enter the two-year pathway of the Bachelor of Science in Nursing program for the first time as transfer students. The School of Nursing welcomes students who have achieved a level of maturity and competence through college experiences elsewhere.

Transfer students must supply the following:

- An application for admission, including a response to all essay questions and a nonrefundable \$70 application processing fee.
- An academic letter of recommendation from a college counselor or professor.
- Official transcripts from the high school of graduation and from each college attended, whether or not work was completed. In addition to the official high school transcript indicating any completed course work, applicants who did not graduate from high school must also submit official GED (General Educational Development) or CHSPE (California High School Proficiency Examination) documentation indicating a passing score.
- Students who have attended institutions or high schools outside of the United States must arrange for their secondary schools to send official transcripts, along with English translations. Any external/school leaving exam results/certificates must be submitted directly from the school or testing agency. For any questions regarding submission of international transcripts, please contact [admission-oiss@pepperdine.edu](mailto:admission-oiss@pepperdine.edu).
- ACT or SAT I scores are optional.

Students who have attended regionally accredited colleges will receive advanced standing according to the number of acceptable college units previously completed. Credit received on a basis other than the semester unit will be converted to the semester system.

The College of Health Science grants unit credit for all transferable courses completed with a grade of C or higher at other regionally accredited colleges within seven years of the term of matriculation at Pepperdine. The Academic Advising Center will review other courses on a case-by-case basis. All such credits are transferable, with the exception of remedial-level courses, and nonacademic courses as determined by the Academic Advising Center. No grades from courses transferred to the College of Health Science will count toward the student's GPA.

Students transferring to the College of Health Science from two-year or four-year colleges will receive credit for a maximum of 64 semester units. No student may count more than 2 units of physical education coursework toward graduation. Credits taken at a two-year college after the student has earned a total of 64 units at any college or school, including Pepperdine University colleges or schools, will not be transferred. At least 64 units of course work must be taken in the School of Nursing. The last 28 units worth of requirements must be taken in the School of Nursing.



Degree audit reports will be issued to transfer students by the Academic Advising Center following acceptance into the School of Nursing. Students wishing to explore the possibility of elective courses counting for any degree requirements should submit a Request for Transfer or Substitution of Units Form to the Academic Advising Center. Students must provide documentation from the school catalog or copies of the specific pages of the course descriptions in question. For courses from international institutions, the Office of International Student Services will review international institutions and courses internally using consistent and reputable resources. International evaluations by outside vendors will not be utilized.

Transfer students who enter with 30 or more transferable semester units are not required to take Foundations of Reasoning (FOR 101).

### **Admission of International Students**

Since its founding, Pepperdine University has welcomed students from other countries. Students from more than 70 countries are currently enrolled at Pepperdine University. Complete instructions for the admission application may be secured from the Office of International Student Services (OISS) website at [pepperdine.edu/international-students/admissions](http://pepperdine.edu/international-students/admissions). International first-year applicants must submit proof of English proficiency, which may be demonstrated by one of the following:

- SAT I Evidence-Based Reading and Writing score of at least 600
- ACT Reading score of at least 24
- C1 Advanced or C2 Proficiency (Cambridge English: Advanced or Proficiency) of 186 and above
- TOEFL iBT (or TOEFL iBT Home Edition) score of at least 85; Pepperdine does not accept TOEFL “My Best Scores”
- Duolingo English Test score of at least 120
- IELTS (or IELTS Indicator) Overall Band score of at least 6.5
- Grade of B or better in a transferable English composition course (not ESL) at an accredited US college or university
- Grade of C or better on UK system AS or A-Level English Exams (not ESL) or Hong Kong system HKALE English Exam
- Score of at least 5 on IB 1 English course (not ESL)
- Grade of B or better in ELS Language Centers’ Master level 112 class
- 4 years of study at a high school in which English is the medium of instruction—subject to verification by an admission counselor

All test scores must be taken within two years of application.

International students who need an F-1 visa to study in the United States must follow additional steps to secure a Pepperdine form I-20. OISS issues the I-20 after students accept their offer of admission by submitting their enrollment form and tuition prepayment (deposit). Please refer to the ISD (International Student Data) form on your OISS Portal for further information regarding obtaining your Pepperdine I-20. For additional information on the F-1 visa process, visit [pepperdine.edu/international-students/visas/f-1-visa.htm](http://pepperdine.edu/international-students/visas/f-1-visa.htm). If you are unable to access the online

application, please visit the [OISS website](#) or call (310) 506-4246 or email: [oiiss@pepperdine.edu](mailto:oiiss@pepperdine.edu).

### **Admission of International Nondegree Students**

Non-US citizens and non-US Permanent Resident visa holders must meet all School of Nursing Admission requirements to enroll as a traditional nondegree student and may enroll for one term only. Those who wish to audit courses must also complete a College of Health Science International nondegree application. Please note that students in nonimmigrant visitor status (B1/B2, Waiver/ ESTA) are not eligible for nondegree enrollment. Also, students who enroll with nondegree status are not eligible for financial assistance or issued a Form I-20 for study. The application, instructions, and deadlines can be found at: [pepperdine.edu/international-students/admissions/non-degree.htm](http://pepperdine.edu/international-students/admissions/non-degree.htm). Please contact the Office of International Student Services with any further questions about nondegree admission for international students at [admission-oiiss@pepperdine.edu](mailto:admission-oiiss@pepperdine.edu).

### **Admission of Homeschooled Students**

The School of Nursing accepts applications from homeschooled students. All regular admission policies and deadlines pertain to homeschooled students as outlined by the University. Documentation of grades and courses completed will be required for purposes of admission. An official transcript indicating graduation date is required for enrollment. If a transcript cannot be obtained, homeschooled students are required to demonstrate high school proficiency by submitting passing scores on the General Educational Development Test (GED), the California High School Proficiency Examination (CHSPE), or another official proficiency examination (subject to University approval). While not required, ACT and/or SAT I test score is preferred.

### **Admission of Veterans**

The College of Health Science is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.). Veterans who seek admission should follow the regular admission policies, but should also contact the Veterans Affairs Coordinator in the Office of the Registrar. This should be done as early as possible to expedite handling of applicants' VA forms and counseling. Veterans must be admitted to the University in order to qualify for benefits.

Please contact the Veterans Office for additional information at (310) 506-7999.

### **Nondegree Status**

Students may apply for enrollment with nondegree status if they do not wish to pursue a degree but intend to have credits received from the University transferred elsewhere or desire to take courses for personal enrichment only. Nondegree students may not advance register and must reapply for each term. No amount of coursework taken with nondegree status will assure a student of regular admission. Students who enroll with nondegree status are not eligible for

financial assistance.

The nondegree application and all supporting documents must be received by the Office of Admission no later than two weeks prior to the start of classes for the term requested.

### **30 Semester Unit LVN to RN Provisional Pathway**

Licensed Vocational Nurses (LVN) seeking to establish eligibility to take the California Board of Registered Nursing examination for RN licensure may apply for admission as nondegree students. LVN students admitted under this provision will receive a transcript and letter of completion upon fulfilling all course requirements with a minimum cumulative Pepperdine GPA of 2.000. Interested students should speak with a School of Nursing academic advisor for more information, including admission and course requirements, prior to applying. The LVN to RN nondegree provisional pathway operates on a space-available basis for all didactic and clinical course requirements.

### **Credit for Learning Prior to Pepperdine Enrollment**

Students may receive academic credit for learning completed prior to enrolling at Pepperdine University through the Advanced Placement (AP) program, International Baccalaureate (IB) program, Credit by Examination (CLEP) process, prior experiential learning, military service, and via a challenge exam process. Details are provided in the academic policies section of the School of Nursing section of the catalog.

## **Graduate Admission**

The School of Nursing offers the Entry Level Master's Degree in Nursing, Clinical Nurse Leader, and seeks to enroll students who demonstrate academic excellence, strong personal character, and a commitment to leadership and service in the nursing profession.

Applicants are admitted based on holistic review of their academic records, personal attributes, and readiness for the rigorous graduate curriculum. The Admissions Committee evaluates the applicant's academic achievements, professional goals, and relevant experiences to determine their potential for success in the program.

The individual seeking admission to this graduate program is expected to have completed a bachelor's degree from a regionally accredited college or university prior to the time of graduate matriculation. Individuals who have attended colleges that are not regionally accredited will receive advanced standing only as approved by the Dean of the School of Nursing. Only those applicants who show substantial promise of successfully completing the graduate course of study for which they apply are accepted.

It is the responsibility of the applicant to be certain that all requirements have been met at the time the file is considered for the admission decision.

## Application Process

Applicants must apply through NursingCAS, a centralized nursing application service partner. The application process includes the submission of all required materials directly through the NursingCAS platform. The following steps are required:

1. **Complete the NursingCAS Application:** Applicants must create an account and complete the application form for Pepperdine University's Entry Level in Nursing, Clinical Nurse Leader.
2. **Submit Official Transcripts:** Transcripts from all previously attended colleges and universities must be sent directly to NursingCAS.
3. **Provide Letters of Recommendation:** two letters of recommendation from academic or professional sources must be submitted through NursingCAS.
4. **Statement of Purpose:** A personal statement outlining the applicant's motivation for pursuing a graduate nursing degree, career goals, and how they align with Pepperdine's mission of purpose, service, and leadership.
5. **Resume:** A comprehensive summary of professional and academic experiences must be included.
6. **Application Fee:** A nonrefundable application processing fee must be paid through NursingCAS.

## Admission File Requirements

A completed file for admission to the Entry Level Master's in Nursing, Clinical Nurse Leader program includes:

- A completed NursingCAS application
- Payment of a nonrefundable \$70 application processing fee
- Two letters of recommendation
- Official transcript of record from each college or university the applicant has attended, including extension work
- Statement of Purpose
- Resume

## Deadlines

Applicants must complete their application files for the fall semester by March 31 and the spring semester by September 1. Students are usually notified of their status by May 15.

## Limitations

Admission to a graduate program is valid only for the term indicated in the acceptance letter. The School of Nursing does not defer admission. Admission files are archived for two years. Students may request in writing that their files be reactivated within that period.

## Classification of Graduate Admission Status

Admission for graduate work is not necessarily synonymous with admission to the program leading to the master's degree, and permission to enroll in graduate programs does not imply that the student is, or will be, automatically guaranteed the right to continue in the degree program.

**Regular Status:** For admission with regular status, applicants must meet the minimum requirements for admission together with any and all requirements specified by the School of Nursing.

Students may be admitted with regular status to work toward the master's degree if they have maintained a 3.000 GPA or better in the field of their undergraduate major, and a 3.000 overall undergraduate academic GPA in an accredited institution. They must also have maintained a 3.000 GPA in all graduate work.

Students who do not have all the prerequisites for admission to graduate study in the academic discipline may be admitted with regular status with prerequisites. Such prerequisite courses are indicated in the acceptance letter and must be made a part of the student's program of study, thus increasing the number of credit units required for graduation.

**Provisional Status:** Provisional status may be granted to students whose academic records indicate deficiencies but suggest some promise of success in graduate study. Students with provisional status must earn grades of A (4.000) or B (3.000) in their first 12 units of graduate credit in order to continue graduate study. A B- (2.700) is not an acceptable grade for clearing provisional status. Grades must be B (3.000) or above.

Students may attend with provisional status for one term only, renewable with permission until provisions are met. No amount of credit taken while having provisional status will assure a student of regular admission.

**Nondegree Status:** Students may apply for nondegree enrollment if they do not wish to pursue a degree but intend to have credits received from the University transferred elsewhere, or desire to take courses for personal enrichment only. No amount of nondegree coursework taken will assure admission. Students with this status may not advance register and are not eligible for financial assistance.

## Admission of International Graduate Students

Since its founding, Pepperdine University has welcomed students from other countries. Students from more than 70 countries are currently enrolled at Pepperdine University. Complete instructions for the international graduate application process are available at <https://www.pepperdine.edu/international-students/new-students/graduate/>

International graduate applicants whose native language is not English must demonstrate

English proficiency by submitting one of the following:

- An official transcript with the degree posted from a University whose instruction is primarily in English
- Score of 600 or more on the paper-based TOEFL (Test of English as a Foreign Language)
- Score of 100 or more on the internet-based TOEFL TOEFL must be taken within two years of application.

The School of Nursing graduate application and complete instructions are available at <https://healthscience.pepperdine.edu/entry-level-masters-in-nursing/>. If you are unable to access the online application, please contact the School of Nursing Dean's Office, Pepperdine University, 26750 Agoura Rd, Calabasas, California 91302.

International students who need an F-1 visa to study in the United States must follow additional steps to obtain a Pepperdine form I-20. Non-US citizens on eligible visas are subject to various regulations by the US government regarding work authorization, number of units, modality of study, etc. International students must plan to enroll in a full-time course load each term and may not seek any form of employment unless prior authorization is first approved by the Office of International Student Services (OISS). For more information, please visit the [OISS website](#), call (310) 506-4246 or email [oiss@pepperdine.edu](mailto:oiss@pepperdine.edu).

### **Admission of Veterans**

Individuals applying for graduate study who plan to use veterans' benefits should consult the information for veterans in the "Undergraduate Admission" section of this catalog.

## Financial Information

Tuition and fees cover only a portion of the total cost of educating a student. Because Pepperdine University is a private, independent institution receiving no operating support from public funds, gifts from alumni and supportive friends and foundations, as well as income from endowments, provide both operational and capital funds not paid by student charges.

### Current Charges

The following charges are for the academic year beginning August 2025. 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

Application for admission (nonrefundable) .....	\$70
Enrollment confirmation deposit <sup>1</sup> (nonrefundable)	750

#### Tuition

##### Bachelor of Science in Nursing

Fall and Spring semesters, per semester, flat rate (12–18 units).....	\$35,930
Per unit (fewer than 12 units and above flat-rate load)	2,255

##### Entry Level Master's in Nursing, CNL

Fall and Spring trimesters, per trimester, flat rate (12–18 units).....	\$35,930
Summer trimester, per unit	2,255

#### Fees

Campus life fee, per semester <sup>2</sup> (nonrefundable).....	\$126
Wellness fee, per semester	280
Graduate scholarly development fee, per semester	60

#### Food and Housing Charges

##### Fall and Spring Semesters

Suite-style house, double room, with Meal Plan F per semester <sup>3</sup> .....	\$10,565
Suite-style house, double room, with Meal Plan E per semester <sup>3</sup>	9,755
Seaside Hall, double room with Meal Plan F per semester <sup>3</sup>	10,865

##### Summer Terms

Double room with Meal Plan C per four-week block.....	\$1,585
Apartment single per four-week block	2,505

Please check the [Housing and Residential Life website](#) for additional on-campus housing and

food options.

### **Housing Cancellation Fee Schedule**

#### **New undergraduate first-year or transfer students**

Cancellation prior to first scheduled check-in date..... No penalty

#### **New graduate students**

Cancellation \$500

### **Returning undergraduate or graduate students**

Cancellation after housing is contracted..... \$250

Cancellation on or after May 1 500

Cancellation on or after June 1 600

Cancellation on or after July 1 700

Cancellation on or after August 1 800

Cancellation on or after check-in day for returning students 900

Returning student no-show 900

#### **Spring and Summer**

See contract

### **Other Charges (nonrefundable)**

Late registration fee..... \$150

Withdrawal fee 150

Challenge examination fee 250

Auditing fee, per class (not required of enrolled students) 100

Transcripts, per official copy 10

Finance charge (per day)<sup>4</sup> (.027%) per day

Two-payment option service charge<sup>5</sup> 25

Three-payment option service charge<sup>6</sup> 50

Returned check charges 25

### **Departmental Fees (nonrefundable)**

#### **Natural science laboratory fees**

Tier I laboratory fee..... \$50

Tier II laboratory fee 100

#### **Private music instruction, per unit (includes practice room)**

Music majors, minors, and ensemble participants<sup>7</sup>..... \$325

Non-music majors<sup>7</sup> 325

Music fee for students taking 0 units in a music ensemble 50

Art studio fee 40

Digital art studio fee 60

FA 313 Materials, Techniques, and Skills in Music 70

FA 314 Materials, Techniques, and Skills in Art 70

MUS 145 Performance Skills for Guitarists 160

MUS 345 Performance Skills for Guitarists 160



MUS 382 Songwriter Showcase	100
MUS 392 Recital I	300
MUS 492 Recital II	350
MUS 493 Composition Recital	125
THEA 224 Intermediate Musical Theatre	125
THEA 243 Stage Makeup	95
THEA 325 Production Number Choreography	125
THEA 327 Advanced Musical Theatre	125
THEA 440 Scene Painting	125

Certain other courses have fees that are listed with the course description in the Schedule of Classes. All course/departmental fees are nonrefundable.FF

1. *All new students are required to submit this deposit to guarantee the right to register; nonrefundable, but credited toward tuition charges upon enrollment.*
2. *Subject to change by student referendum; applicable to all Pepperdine undergraduate students.*
3. *A limited number of single-occupancy rooms are available in the residence halls for students with medical accommodations; the deposit is nonrefundable but is credited toward tuition upon enrollment.*
4. *A .027% per day delinquency charge (liquidated damages under Cal. Civ. Code 1671b) is applicable to all delinquent balances. The imposition of such a delinquency charge does not constitute an agreement to forebear collection of the delinquent payment.*
5. *Students who are eligible for and choose to use the two-payment option will be assessed a \$25 service charge per term, due with the first payment.*
6. *Students who are eligible for and choose to use the three-payment option will be assessed a \$50 service charge per term, due with the first payment.*
7. *Registration for private music instruction requires the approval of the music program director. Consult the Schedule of Classes for further information.*

## Estimate of Charges

Because each student may elect various services with associated charges, it is not possible to determine precisely a student's charges before registration. The following schedule, however, lists the direct costs charged to the student account for one academic year for a typical undergraduate resident student living in a campus apartment, not including books and supplies, transportation, and personal expenses.

### Estimated Charges for the 2025–2026 Academic Year

#### **Bachelor of Science in Nursing (two semesters)**

Tuition: flat rate (12–18 units).....	\$71,860
Food and housing (Lovernich Apartment, Meal Plan F)	22,480
Campus life fee	252

Wellness fee	560
Total	95,152

**Entry Level Master's in Nursing, CNL (three trimesters)**

Tuition: Fall and Spring trimesters, flat rate (12–18 units).....	\$71,860
Tuition: Summer trimester, per-unit	2,255
Wellness fee	560

**Cost of Attendance**

The cost of attendance (COA) is provided as a guide when estimating the costs of specified programs at Pepperdine. The COA is based on normal charges incurred by most students; however, individual charges may vary based on the student's choice of housing, meal plan, program of study, total units enrolled, and other miscellaneous items.

These numbers are used when calculating and awarding financial aid as the estimated general charges for a student. Charges incurred by the student for books and supplies, transportation, and personal expenses are not charged to the student account. A student may receive a refund check for these items only if an excess of aid results in a credit balance in the student account after financial aid has been applied to all allowable charges.

**2025–2026 Cost of Attendance—Bachelor of Science in Nursing**

Flat-rate tuition (12–18 units per semester).....	\$71,860
Food and housing (Lovernich Apartment, Meal Plan F)	22,480
Campus life fee	252
Wellness fee	560
Books and supplies	1,000
Transportation	1,000
Personal expenses	1,500
Total	98,652

*\*In order to offset the loan fees deducted from the Federal Direct Loan disbursements, an average loan fee, which is currently \$68 for Federal Direct Subsidized/Unsubsidized and \$1,302 for Federal Direct PLUS loans, will be added to the cost of attendance for students/parents who take out those loans.*

**2025–2026 Cost of Attendance—Entry Level Master's in Nursing, CNL**

Tuition: Fall and Spring trimesters, flat rate (12–18 units).....	\$71,860
Tuition: Summer trimester, per-unit	2,255
Scholarly development fee	120
Books and supplies	1,500
Transportation	1,200

Personal expenses 1,500\*

*\*In order to offset the loan fees deducted from the Federal Direct Loan disbursements, an average loan fee, which is currently \$858 for Federal Direct loans, will be added to the cost of attendance for students who take out those loans.*

## **Billing**

The online student account serves as the official student “bill.” The account will be updated 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 the account balances due, and for making the appropriate arrangements for payment and aid to be received by the Student Accounts Office by the due date.

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

## **Payment Policies**

Students are responsible for the payment of any outstanding balance on their student accounts. All tuition, fees, and food and housing charges are due by the first business 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 who leave the University for any reason must formally withdraw through the Office of the Registrar (OneStop). Failure to complete this withdrawal process will result in continued obligation for tuition and other charges through the remainder of the term.

## **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. International wire payments through Flywire can be initiated online through WaveNet and the “Make a Payment” link. For a domestic wire payment, please contact the Student Accounts Office for instructions and information about where to send payment. Online payments by check may be made by accessing the student’s account through WaveNet and the “Make a Payment” link.

Paper checks should be made payable to Pepperdine University and must include the student’s name and University-issued ID number. These checks may be dropped off at OneStop or mailed

directly to the University:

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

Books and supplies may be purchased at the University bookstore and require separate payment made directly to the bookstore. 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's student account.

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

### **Payment Options**

The University offers several payment options for students to pay their tuition and food and housing charges.

#### **Simple Payment Option**

The balance of the student's account is due in full by the first business day after the add/drop period each term.

#### **Installment Payment Options (two-payment or three-payment options)**

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

A two- or three-payment option must be chosen during the first week of school prior to the first payment due date of that term. A student may choose a payment option by selecting the option online through his/her WaveNet account and the Payment Plan link, by sending an email request from the student's Pepperdine email account to [HealthScienceSA@pepperdine.edu](mailto:HealthScienceSA@pepperdine.edu), by calling the Student Accounts Office, or making the request at Student Accounts or OneStop.

Finance charges will accrue daily on all past due amounts and will be applicable to each installment payment that is not received by Pepperdine 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 prepay for any future terms, prior to registrations. The installment payment option is not applicable for the summer term.

## **Two-Payment Option**

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

### **Fall Term**

First installment due on or before:	First business day after the add/drop period for the term
Second installment due on or before:	30 calendar days from the first installment payment due date

### **Spring Term**

First installment due on or before:	First business day after the add/drop period for the term
Second installment due on or before:	30 calendar days from the first installment payment due date

## **Three-Payment Option**

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

### **Fall Term**

First installment due on or before:	First business day after the add/drop period for the term
Second installment due on or before:	30 calendar days from the first installment payment due date
Third installment due on or before:	30 calendar days from the second installment payment due date

### **Spring Term**

First installment due on or before:	First business day after the add/drop period for the term
Second installment due on or before:	30 calendar days from the first installment payment due date
Third installment due on or before:	30 calendar days from the second installment payment due date

### **Penalties on Delinquent Balances**

The amount due for each term 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 accounts online, for noting their account balances due, and for making the appropriate arrangements for payment and aid to be received by the Pepperdine Student Accounts Office by the due date. Finance charges will accrue daily on any past due balances.

### **Class Change Policy**

Students may change courses during the add/drop period. Students registered for fewer than 12 units who subsequently add units, bringing their total unit load to 12 or more, must pay the flat-rate amount. If units are added that result in additional charges being due, the charges must be paid at the time of the change or be handled in accordance with the installment options. Students who drop units within the flat rate (12–18) are not eligible for a refund. Students are responsible for dropping any class that is cancelled and may add another class in its place. Students who withdraw from all classes after the initial registration and up until the last day of the add/drop period for the term will be charged a \$150 withdrawal fee.

### **Preregistration**

Any continuing student who has a current account will be permitted to preregister without additional payment until the designated due date. Students with accounts that have previously been in collections, however, are required to prepay for any future terms prior to registration. In the event that a student preregisters but fails subsequently to attend class, the student should formally withdraw through either OneStop or their program office to avoid continued obligation for tuition and term fees that will accrue daily finance charges if not paid.

The \$150 withdrawal fee will be applied to the accounts of students who preregister and do not attend class. The University reserves the right to cancel the course registration for any student who preregisters for a subsequent semester but fails to clear the student account balance of any outstanding charges by the end of the preceding semester.

### **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 tuition refund policies for dismissal and suspension are the same as for voluntary withdrawal.

Students are not entitled to a refund of tuition or fees if the School of Nursing, College of Health Science, or 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 OneStop of the student's intention to drop a course or withdraw from the University. The date this notice is received by OneStop is the effective date for determining the refund amount according to the schedule below.

Part-time and graduate students who withdraw after the add/drop period but prior to the fifth week of school are subject to the percentage refund schedule. Tuition for classes not meeting on a regular semester schedule will be refunded in the same proportion as the class time below is to the total class time for a regular semester. Specific dates are contained in the College of Health Science academic calendars.

Through the add/drop period*	100% minus \$150
Through the third week* of the semester	75%
During the fourth week* of the semester	50%
During the fifth week* of the semester	25%
After the fifth week* of the semester	0

*\*See the academic calendar on page 4 of this catalog for specific dates.*

## **Food and Housing**

Students are responsible for food and housing fees for the term of the Housing Contract once they have checked into an assigned room or apartment. For students arriving in the fall, the Housing Contract term is one academic year, typically from August to April. A contract can be cancelled only if a resident is withdrawing from the University, getting married, actively serving in the military, or graduating from the University. Residents who live in University housing and who withdraw from school during the year need to officially check out with their resident assistant (RA). Food and housing charges will be prorated from the date that they check out. Students who withdraw from the University or who petition and are approved for a contract release will be charged a contract release fee to their student account. Residents who are dismissed due to policy violations or move off campus without approval from the Housing and Residence Life Office are responsible for the entire food and housing charges for the contract.

## **Other Charges**

All other fees and charges are nonrefundable unless specifically stated in the catalog.

## **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 for the term please note:** financial aid is not applied to your charges until the start of the term. If you need help determining the amount to pay before that time, please contact the Office of Student Accounts or OneStop for assistance.

### **Refunds-Account Credit Balances**

Credit balances resulting from financial aid will be processed automatically starting the first day of classes for the term. 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 will be required to sign up for eRefund online with their bank information. Students who do not sign up for eRefund (electronic deposit) will be issued a check mailed to their local or permanent mailing address (if no local address) that is listed in WaveNet. Credits from Parent PLUS loans will be issued to the person that applied for the loan, and a check will be mailed to the address on the loan application, unless indicated on the PLUS application that the credit/refund should go to the student.

The amount of the refund is based on the tuition charged and financial aid disbursed at the time of processing. Due to federal regulations, issuance of a refund does not indicate a lack of balance owed, as federal aid does not apply toward all charges. In addition, because the refunds will 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 any financial adjustments need to be made to the student's account, the student(s) affected will be notified of the change as quickly as possible. A student receiving a refund with an amount that turns out to be too large will be responsible for repaying his/her student account based on the established due dates and policies.

To receive a refund for any credit balance not related to financial aid remaining on the student's account after all charges and credits have been processed, the student must make a request to the Office of Student Accounts for a refund, either in writing or through their Pepperdine email account.

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

Students should consult with the Office of Financial Assistance concerning the effect of withdrawal or change in course load on financial assistance (reference Return of Federal Funds section on page 64). The student must pay all charges owed as a result of withdrawal or dismissal as they become due.

### **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 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 appear on the student's official transcript until all University obligations (academic, financial, and otherwise) are fulfilled.

Unless prohibited by law, if a student defaults on a Pepperdine student loan or has an outstanding balance on their student account, all academic records—except academic transcripts—will be withheld until the loan is brought current or the balance is paid in full. Academic transcripts will exclude any grades for any terms in which a balance is owed, as well as any degrees earned. Students with loans are also required to complete an exit interview with the Office of Financial Assistance before any records will be released. Additionally, students agree to pay all collection costs in the event of default, including collection agency fees, attorney fees, and location services. Students are still able to review their records for inaccuracies, in accordance with FERPA.

### **Financial Assistance**

Pepperdine University offers financial assistance to eligible students through federal, state, private, and University-funded programs. However, the University believes that parents and students have the primary responsibility for meeting the cost of their education. NOTE: Funds provided by the University may not in themselves, or when combined with state grants, exceed the need level (as calculated by the federal formula) or the cost of attendance.

All financial assistance provided to School of Nursing students is administered by and coordinated through the College of Health Science Office of Financial Assistance.

Pepperdine University awards financial assistance on the basis of verified financial need or merit and does not unlawfully discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, disability, or prior military service.

### **Financial Assistance Eligibility**

To be eligible for federal, state, and need-based institutional aid, the student must:

- Be a US citizen or permanent resident.
- Complete the FAFSA by the priority deadline: [studentaid.gov](http://studentaid.gov).
- Be accepted for admission to the University as a regular, degree-seeking student.
- Nondegree students are ineligible for financial assistance.
- Be enrolled in good standing with at least half-time status (six or more units).
- Maintain satisfactory academic progress.
- Not be in default on any Title IV loans or owe a repayment on any Title IV grant.
- NOTE: Noncitizens and/or international students may qualify for private, University, merit-based, and/or athletic aid.

## College of Health Science Undergraduate Financial Assistance Policy

School of Nursing students are limited to a maximum of eight regular semesters (fall/ spring) of financial assistance. After eight regular semesters of aid, students will no longer be eligible to receive institutional, federal, or state aid. Students pursuing additional major(s) and/or minor(s) are also limited to the maximum of eight regular semesters of financial assistance as well as summer sessions completed before graduation. Students may also inquire within their major's department regarding departmental scholarship opportunities.

Financial assistance is intended for full-time students (12–18 units) per semester. Students enrolled in 19 units or more may qualify for loans to cover the difference. If during the fall/spring semester(s) a student's enrollment drops below full-time status, their institutional financial assistance (grants and scholarships) will be prorated based on the revised tuition charges. Institutional grants/scholarships will be prorated using the same tuition grant percentage (TGP) that they receive based on full-time enrollment during the current regular academic year. This TGP is not the same TGP used to calculate summer grant tuition percentages. The academic year federal and state aid will also be prorated. Students must enroll in a minimum of six units to qualify for most federal and state financial assistance. Students are encouraged to reference the proration guide and to utilize the online proration calculator on our website for additional information.

## Undergraduate Satisfactory Academic Progress Policy

Pepperdine University is required by federal regulations (34 CFR 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 Office of Financial Assistance 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 Office of Financial Assistance.

The SAP standards consist of the following:

- GPA Standard: students must maintain a minimum cumulative 2.000 GPA.
- Pace Standard: students must maintain a 67 percent completion rate of all attempted units per semester, which will be re-evaluated at the close of each term.
- Maximum Time Frame Standard: Students cannot exceed 150 percent of the units and time normally required to complete an academic program.

**GPA Standard:** This standard is a qualitative measure of progress as determined by the student's cumulative grade point average (GPA). Undergraduates must maintain at least a 2.000 Pepperdine cumulative GPA in all attempted units and complete a minimum of 12 units per semester. 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. Undergraduate and graduate students must successfully complete for credit 67 percent of the units they attempt. For example, students who attempt 16 units during their fall semester must pass 11 units or more to meet Pace Standard  $[(11/16) \times 100 = 68\%]$ . Please note the following regarding attempted units and completion rate (pace).

- Students must complete at least 67% of all attempted units including transfer units if applicable. For example if a student has attempted 18 units, the minimum earned hours must be 13. See the chart below for additional examples.

Credit Hours Attempted	Minimum Earned Hours To Meet Pace
16	11
14	10
12	9
6	5

- Classes with grades of A, B, C, D, and Cr (credit) are considered to have been completed. Classes with grades of 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. The maximum number of transfer units the University will accept is 64.

**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. An undergraduate degree requires 128 units, and students are expected to complete their undergraduate degree by the end of four years of full-time study. Therefore, the maximum time frame for an undergraduate student's degree completion is 192 attempted units (128 required units  $\times$  150% = 192 possible attempted units), or six years of full-time enrollment (4 years  $\times$  150% = 6 possible years), whichever comes first. 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.

## **Monitoring SAP Standards**

The Office of Financial Assistance will monitor GPA, Pace, and Maximum Time Frame Standards for undergraduate students at the end of each fall, 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 canceled 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 course work 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 a 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 will be notified via email of the decision to approve or deny financial aid eligibility. SAP appeals must be submitted by the stated deadline to the Office of Financial Assistance 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 semester, subject to availability of funds, after which the student must meet SAP or the requirements of his/her academic plan approved by Academic Advising/OneStop. Financial aid probation is for financial aid purposes only and is separate from academic or disciplinary policies for other University scholarships.

## College of Health Science Graduate Financial Assistance Process

The College of Health Science Office of Financial Assistance handles the following graduate programs: Entry Level Master's in Nursing, Clinical Nurse Leader and the Master of Science in Speech-Language Pathology.

Federal and private loans are available for College of Health Science graduate students who qualify. In order to qualify for a Federal Direct Loan, students and prospective students must submit the Free Application for Federal Student Aid (FAFSA). Students and prospective students selected for verification must complete the documents listed in their personalized "To Do List." After the financial aid file is complete, students and prospective students will be able to view their financial aid via WaveNet, where they can also accept or decline loans if applicable. If a loan is accepted, a Master Promissory Note (MPN) must be completed. All students and prospective students should sign into WaveNet often to check their "To Do List" for updated information requests.

## College of Health Science Graduate Student Satisfactory Academic Progress Policy

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 Office of Financial Assistance 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 Office of Financial Assistance. 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 semester, which will be re-evaluated 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 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 8 units during their fall semester must pass 6 units or more to meet Pace Standard  $[(11/16) \times 100 = 68\%]$ . 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. See the chart below for examples.

Credit Hours Attempted	Minimum Earned Hours To Meet Pace
12	9
8	6
4	3

- Classes with grades of A, B, C, D, and Cr (credit) are considered to have been completed. Classes with grades of 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. “Normal time” is calculated at 8 units per term at 2 terms per year. 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.

### Monitoring SAP Standards

The Office of Financial Assistance will monitor GPA, Pace, and Maximum Time Frame Standards for graduate students at the end of each fall, 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 course work 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 a 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 will be notified via email of the decision to approve or deny financial aid eligibility. SAP appeals must be submitted by the stated deadline to the Office of Financial Assistance 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 semester, subject to availability of funds, after which the student must meet SAP or the requirements of his/her academic plan approved by Academic Advising/OneStop. Financial aid probation is for financial aid purposes only and is separate from academic or disciplinary policies for other University scholarships.

### **All College of Health Science Students: Conduct**

Eligibility for financial assistance provided from University resources is partially based upon a student's personal conduct and citizenship. Students who demonstrate behavior inconsistent with established University guidelines and policies for personal conduct, as outlined in the [student conduct codes](#), may forfeit their institutional awards. Students who engage in illegal activities as defined by state and federal law may forfeit all financial assistance immediately, even if charges are not formally filed against them.

### **All College of Health Science Students: 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.

## **How to Apply for Financial Assistance**

### **For Spring Two-Year Pathway BSN Applicants**

**Step 1: Complete the 2025–2026 Free Application for Federal Student Aid (FAFSA).** The FAFSA is available at [studentaid.gov/](https://studentaid.gov/). The FAFSA is required to determine your eligibility for need-based institutional awards, Cal Grants (California residents only), federal grants, federal loans, and Federal Work Study. Submit the FAFSA no later than October 15 to be considered by Pepperdine's priority deadline (the FAFSA may still be completed after January 5 for consideration of federal aid only). Use 2022 tax figures to complete your FAFSA. Apply for a Federal Student Aid ID or FSA ID at [studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa) for faster processing. An FSA ID is required for all students, as well as their contributors, to complete the FAFSA. If you have any questions about the progress of the application, please call FAFSA at (800) 433-3243.

**GPA Verification Form (California residents only):** All California residents should apply for the Cal Grant by completing and submitting a GPA Verification and FAFSA form. These forms must be completed by the May 2 deadline to be considered for Cal Grant eligibility. The completed GPA Verification Form should be mailed via certified or registered mail directly to the California Student Aid Commission as indicated in the instructions.

**Step 2: Submit required verification documents by December 4 priority deadline.** Only students selected for verification should submit additional documents. These will be listed in the student's "To Do List" by late November. Students should review their "To Do List" often because verification items are subject to change. Documents submitted that are not required or requested will be discarded. Priority deadline is December 4 for submitting verification documents.

Financial aid offers processed prior to December 15 will be estimated. Financial aid is based on estimated data provided on the FAFSA, which have not been verified. Final aid (which may differ from the tentative package) will be provided when the results of the FAFSA and other required documents are submitted, reviewed, and processed by the Office of Financial Assistance. Verification documents submitted after January 5 may take two to four weeks to process.

### **For Fall Four-Year and Two-Year Pathway BSN Applicants**

**Step 1: Complete the 2025–2026 Free Application for Federal Student Aid (FAFSA).** The FAFSA is available at [studentaid.gov/](https://studentaid.gov/). The FAFSA is required to determine your eligibility for



need-based institutional awards, Cal Grants (California residents only), federal grants, federal loans, and Federal Work Study. Submit the FAFSA no later than February 15 to be considered by Pepperdine's priority deadline (the FAFSA may still be completed after February 15 for consideration of federal aid only). Use 2022 tax figures to complete your FAFSA. Apply for a Federal Student Aid ID or FSA ID at [studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa) for faster processing. An FSA ID is required for all students, as well as their contributors, to complete the FAFSA. If you have any questions about the progress of the application, please call FAFSA at (800) 433-3243.

**GPA Verification Form (California residents only):** All California residents should apply for the Cal Grant by completing and submitting a GPA Verification and FAFSA form. These forms must be completed by the May 2 deadline to be considered for Cal Grant eligibility.

**Step 2: Submit required verification documents by May 15 priority deadline.** Only students selected for verification should submit additional documents. These will be listed in the student's "To Do List" by late April. Students should review their "To Do List" often because verification items are subject to change. Documents submitted that are not required or requested will be discarded. Priority deadline is May 15 for submitting verification documents.

Financial aid offers processed prior to May 3 will be estimated. Financial aid is based on estimated data provided on the FAFSA, which have not been verified. Final aid (which may differ from the tentative package) will be provided when the results of the FAFSA and other required documents are submitted, reviewed, and processed by the Office of Financial Assistance. Verification documents submitted after July 1 may take two to four weeks to process.

### **For Returning Students on Financial Assistance**

**Step 1: Complete the 2025–2026 Free Application for Federal Student Aid (FAFSA).** The FAFSA is available at [studentaid.gov/](https://studentaid.gov/). The priority deadline is March 15 to continue to be considered for need-based aid. Need-based aid includes, but is not limited to, Federal Work Study, and FSEOG. If you have forgotten your FSA ID PIN, log on to [studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa) and go to "manage my FSA ID" to retrieve or reset your login credentials.

**Step 2: Submit required verification documents by July 1 priority deadline.** Only students selected for verification should submit additional documents. These will be listed in the student's "To Do List" by late April. Students should review their "To Do List" often because verification items are subject to change. Documents submitted that are not required or requested will be discarded. Priority deadline is July 1 for submitting verification documents.

### **Important Information for All Students**

Federal and state aid will not disburse until verification documents are received, reviewed, and processed. A student's prompt response is required if additional documentation is necessary. Failure to complete verification may result in cancellation of federal and state aid.

Students must submit verification documents as soon as possible, but not later than October 15. Any changes in financial assistance due to verification will be updated on WaveNet. Failure to submit all required verification documents by the priority deadline may cause delays or cancellation of disbursement of federal and state financial assistance. Finance charges accrue daily on past due balances. If financial assistance is delayed or canceled, it is the responsibility of students and/or parents to find other resources to pay all charges prior to the due date in order to avoid finance charges.

Non-US citizens with US permanent residency must submit clear photo copies of the front and back of their green cards. Verification of all documents submitted will be completed with the US Citizenship and Immigration Services (USCIS). Non-US citizens without US permanent residency are not eligible to receive financial assistance.

For more information regarding any aspect of financial assistance, review [Pepperdine's Financial Assistance website](#).

### **Independent Student on Financial Assistance**

For the 2024–2025 year, a student is automatically determined to be an independent applicant for federal student aid if he or she meets one or more of the following criteria:

- Student was born before January 1, 2001.
- Student is married or separated (but not divorced) as of the date of the application.
- At the beginning of the 2025–2026 school year, the student will be enrolled in a master's or doctoral degree program
- Student is currently serving on active duty in the US Armed Forces, or is a National Guard or Reserves enlistee called into federal active duty for other than training purposes.
- Student is a veteran of the US Armed Forces.
- The student has one or more children who receive more than half of their support from the student between July 1, 2024, and June 30, 2025.
- Student has dependent(s) (other than children or spouse) who live with the student and who receive more than half of their support from the student, now and through June 30, 2025.
- At any time when the student was age 13 or older, both of the student's parents were deceased, the student was in foster care, or the student was a dependent/ward of the court.
- The student is now, or was upon reaching the age of majority, an emancipated minor (released from control by parent or guardian) as determined by a court in the student's state of legal residence.
- The student is now, or was upon reaching the age of majority, in legal guardianship (not "custody") with someone other than a parent or stepparent as determined by a court in the student's state of legal residence.
- Student was determined to be an unaccompanied youth who was homeless by a high

- school liaison or school district homeless liaison on or after July 1, 2023.
- Student was determined to be an unaccompanied youth who was homeless by the director of an emergency shelter or transitional housing program funded by the US Department of Housing and Urban Development on or after July 1, 2023.
- Student was determined to be an unaccompanied youth who was homeless or was self-supporting and at risk of being homeless by a director of a runaway or homeless youth basic center or transitional living program on or after July 1, 2023.
- Student is determined by the college financial aid administrator to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless.

## **Federal and State Programs**

### **Federal Direct Loans (subsidized)**

Federal Direct Subsidized Loans are available to students who demonstrate financial need. No interest accrues on the loan while the student is enrolled in at least half-time status. The current interest rate for the Federal Direct Subsidized Loan is fixed at 6.53 percent and it typically changes annually each July 1. The Department of Education deducts an origination fee, currently 1.057 percent, from the loan disbursement. Origination fees typically change annually each October 1. Repayment begins six months after graduation or after a student drops below half-time status. A completed FAFSA is required.

### **Federal Direct Loans (unsubsidized)**

Federal Direct Unsubsidized Loans are available to students who do not demonstrate financial need, and interest will accrue during enrollment and grace period. The current interest rate for the Federal Direct Unsubsidized Loan is fixed at 6.53 percent for undergraduate and 8.08 percent for graduate students, and it typically changes annually each July 1. The Department of Education deducts an origination fee, currently 1.057 percent, from the loan disbursement. Origination fees typically change annually each October 1. Repayment begins six months after graduation or after a student drops below half-time status. A completed FAFSA is required.

### **Federal Direct Loan Limits**

Federal Direct Loan limits are determined by the student grade level: freshman, \$5,500; sophomore, \$6,500; junior, \$7,500; senior, \$7,500; and \$20,500 for graduate students. A completed FAFSA is required.

### **Federal Direct PLUS Loan (parent loan) for Undergraduate Students and Federal Direct PLUS Loan (for graduate students)**

The Federal Direct PLUS Loan Program is for the parents of dependent undergraduate students and graduate students. Parents may borrow up to the cost of attendance minus any other financial assistance. The Federal Direct Graduate PLUS Loan program enables graduate students to borrow for their educational expenses, up to the full cost of attendance less other financial aid, as long as they qualify. For Direct PLUS Loans first disbursed on or after July 1,

2024, and before July 1, 2025, the interest rate is 9.08 percent. This is a fixed interest rate for the life of the loan. The Department of Education deducts an origination fee, currently 4.228 percent, from the loan disbursement. Origination fees typically change annually each October 1.

Income level is not a criterion for determining eligibility for this loan. Loan approval is based on credit worthiness. A completed FAFSA is required.

### **Federal Pell Grant**

The Federal Pell Grant is federally funded and is awarded to families who demonstrate high financial need. All financial assistance applicants must apply by completing the FAFSA by the posted deadline. Federal Pell Grants are available to undergraduate students pursuing their first baccalaureate degree. Funds can be used for tuition, fees, books, housing, food, or other personal expenses. Current awards vary from year to year, based on enrollment.

### **Federal Supplemental Education Opportunity Grant (FSEOG)**

The FSEOG is available to families who demonstrate high financial need. The current amount of this grant varies from year to year and is based on the availability of funds and completion time of the FAFSA application. The offers range from \$500 to \$2,000 for the FSEOG, and the awards are first offered to the neediest Federal Pell grant eligible students until all funds are exhausted.

### **Federal Work Study Program**

Federal Work Study provides an opportunity for employment while enrolled in college. Many jobs are campus based. Through Federal Work Study, students can earn up to the amount of their offers by working for on-campus or off-campus employers. These offers range from \$1,000 to \$3,500 based on financial need and the availability of funds. An applicant must demonstrate financial need to qualify for this program. Initial offer amounts are based on the availability of funds and meeting the priority deadline. If you are interested in learning more about the student employment program, please visit the [Office of Student Employment](#) or contact them at (310) 506-4177.

### **California Grant (Cal Grant)**

Awards are offered by the state of California to California resident undergraduate students who are US citizens or eligible noncitizens. The Cal Grant A program provides funds to be used for tuition only. The Cal Grant A award is based on academic achievement and financial need. The Cal Grant B program provides a stipend for living expenses in the first award year; in subsequent years, funds for tuition as well as the stipend are provided. Students should apply for the Cal Grant by completing the FAFSA and the GPA verification form by the May 2 deadline.

NOTE: Students must list a four-year California college as one of their choices of schools on the FAFSA to be considered for the Cal Grant award.

## **Cal Grant A Transfer Students**

Cal Grant A community college reserve recipients may not transfer their award from a community college to a tuition/fee-charging school during their first year in the program. Community college reserve recipients who transfer during the first year will have their awards placed on hold until the next academic year. Students must notify the California Student Aid Commission's Central Inquiry Board when they wish to activate their award at a tuition/fee-charging school.

## **University and Private Assistance**

### **Pepperdine Grant**

Pepperdine Grant funds are made available from University resources. This grant is need-based with an academic component. It reflects the student's total need, as calculated by the FAFSA, and overall academic strength as an applicant to the University. This grant is awarded upon the time of admission and is renewable for up to four years at Pepperdine. The grant remains the same in dollar amount from year to year. Students must maintain a minimum 2.000 cumulative GPA and meet Satisfactory Academic Progress standards to continue receiving this grant each semester. To be considered for this award, incoming students must have an official FAFSA submitted by the priority deadline of February 15. Besides the FAFSA, no additional application process is required for an incoming student to be considered for this award. Once awarded, returning students with the Pepperdine Grant do not need to apply for the FAFSA each year for the grant to be renewed. This award will be prorated if the student drops below full-time status (12–18 units) during their time at Pepperdine. This award can only apply to tuition charges.

### **Merit Scholarships**

Pepperdine University's merit scholarship program rewards the academic achievement of entering first-year students. Award recipients typically represent the students admitted to Pepperdine with the highest GPAs (as Pepperdine calculates them), course rigor, and the highest standardized test scores. The number of award recipients varies, and individual award amounts vary with each student. The awards are renewable for as many as four years total or eight semesters as long as the student qualifies.

Students who receive merit scholarships must maintain full-time enrollment, a minimum 3.000 cumulative GPA, meet Satisfactory Academic Progress, and may not be placed on academic or disciplinary probation standards to continue receiving this scholarship each semester while at Pepperdine. For those students who apply and qualify for need-based financial assistance, the merit scholarship will become part of the financial assistance package, coordinated with other aid, and may be adjusted according to financial need.

### **Graduate Student Fellowships and Assistantships**

Fellowships and assistantships for a limited number of highly qualified graduate students may be available. Students should contact school deans for specific details on fellowships and

assistantships.

### **Departmental Scholarships**

Some of the schools in the College of Health Science at Pepperdine award scholarships to students who demonstrate strong talent in the specific areas aligned with the requirements of the academic program.

### **Outside/Private Scholarships**

Private scholarships, many of which are based on merit or special criteria, are an increasingly important source of funding for students. Your local high school counselor may be able to refer you to local scholarship sources. You may also research outside and private scholarship sources at [finaid.org](http://finaid.org). Outside and private scholarships must be coordinated with the need-based award according to established University policies.

## **Academic Policies**

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

The University reserves the right to change its academic policies and requirements. Such changes will be publicized to minimize inconvenience to students. Although most policy changes will apply to all uniformly, students may be allowed to fulfill degree requirements as stated in this catalog in the first year of the student's first enrollment.

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

### **Academic Advising and Remediation**

School of Nursing program advisors will hold an Advisory Meeting with each student every semester. Following the School of Nursing Advisement Guide, the advisor will review the student's progress in academic courses, clinical development, and progress toward graduation and certification requirements. If the advisor sees that the student is not performing to the program's expectations in any area, a remediation plan will be outlined and shared with the student in writing using Pepperdine email.

At the midpoint of each academic semester, nursing faculty will report all students with a mid-semester course grade below 75 percent. These students will be placed on a remediation plan. If a faculty member identifies a problem with the student's performance earlier in the semester, a remediation plan may be initiated at that time.

At the end of any semester, cumulative grade point averages for students are reviewed. Students who are unable to maintain the minimum cumulative grade point average for their degree program will be placed on academic probation and may be subject to remediation in accordance with their chosen academic degree program. The minimum GPA to avoid placement on academic probation for the Entry Level Master's in Nursing, Clinical Nurse Leader program is 3.000. The minimum requirement for the Bachelor of Science in Nursing program is 2.000. The terms of the probation will be determined by the Student Progress Committee on a case-by-case basis, including establishing a firm deadline by which the cumulative GPA must be increased to at least 3.000 for ELM-CNL students and 2.000 for BSN students. Typically students must meet the required GPA by the end of the subsequent semester for full-time students. Failure to achieve the required GPA by the deadline may result in dismissal from the program.

### **Chapel Program**

From its beginning, Pepperdine has included regular assemblies where students gather to worship, hear engaging speakers encourage and challenge them with God's word, and learn more about how they can make a difference in the world. The Pepperdine chapel program honors the vision of George Pepperdine, the University founder, as it endeavors to present, through teaching and example, the diverse manifestations of the Christian life. Chapel seeks to create open spaces, methods, conversations, and attitudes of Christian worship that cultivate continued growth through spiritual practices.

**First and second years.** School of Nursing undergraduate students in their first year will be enrolled in both CPL 100: Core Chapel and CPL 150: RISE Together and Connection Chapels, each of which will carry one half unit of credit. Second-year students will be enrolled in CPL 200: Connection Chapel, which will carry one half unit of credit each semester.

A letter grade will be assigned for each semester according to the number of chapel events attended. Thus, the maximum number of chapel credits that can be earned is two units, which do not count toward the 128 units required for degree completion. No tuition is charged for the chapel program, and all chapel credit accrued each semester is applied solely to the grade for that term.

**Third and fourth years.** Juniors and seniors are not required, but encouraged, to participate in chapel and spiritual life activities at both the Calabasas and Malibu campuses. All junior and senior students are encouraged to engage in the many optional spiritual life programs at Pepperdine and to take spiritual leadership roles in worship, student ministry, residential life, and other areas.

**Grading system.** Attendance at chapel programs will be used to determine a course grade. Units earned and grades assigned for the chapel requirement will be calculated as part of the overall GPA of all School of Nursing graduates and will be counted in the calculation of all graduation honors. The grade earned each semester is determined as follows. To earn an A grade, a student must attend all but one of the required number of chapel programs each semester. For each additional absence after the first, a student's grade will be lowered by one-half letter grade per absence from an A– (2 absences) to a C– (8 absences). Students missing nine or more chapel programs in a semester will receive a grade of F.

**Exemptions and exceptions.** As outlined in the [Housing and Residence Life](#) residency requirements, students are required to live on campus for their first four semesters as Pepperdine students. Any student required to maintain campus residence (domestic or abroad), as determined by the University, will also be required to complete the chapel program. Students with documented disabilities may request exemptions or accommodations through the [Office of Student Accessibility](#). Exemption requests require medical documentation. Additionally, in the event of an emergency, students may work with the [Student Care Team](#) to address short-term challenges and concerns.



## **Class Status**

Class status is based on earned units and is defined as follows:

0–29	First-year
30–59	Sophomore
60–89	Junior
90 and more	Senior

## **Leave of Absence**

Students may officially request a leave of absence for a term prior to registration through written notification to the dean of their school or program director. Leave of absence requests will only be considered before a student registers for the term; otherwise, it is considered a withdrawal and subject to the \$150 withdrawal fee. The decision to grant or deny a leave of absence shall reside solely with the school dean or program director. Students who extend their leave of absence for more than one term must abide by the Readmission policy.

International students in F-1 visa status must obtain clearance from the Office of International Student Services before taking a leave of absence or withdrawing from classes.

Students are advised to review their school or program-specific academic policies for comprehensive information on registration procedures.

## **Maximum Credits Awarded Before Entry to Pepperdine College of Health Science Undergraduate Students Only**

Undergraduate students applying to the College of Health Science may earn credit for a maximum of 66 units from prior learning before enrolling at Pepperdine University. The maximum number of credits earned applies to credits earned from Advanced Placement (AP), International Baccalaureate (IB), Credit by Examination (CLEP), Prior Learning, and Military Service. The last 28 units worth of requirements must be completed at the College of Health Science. All requests must be approved by the Dean of the School of Nursing. Fees may apply.

## **Credit for Prior Learning Policy**

Credit for prior learning is used to recognize or award credit for demonstrated college-level learning gained in settings outside of higher education. As defined by the [Council for Adult and Experiential Learning](#), prior learning arises from an individual's life learning and typically as a result of either military or work experience. In exceptional cases, prior learning may arise from community service, informal online learning, self-study, in-service training, trade or private schools, self-employment, and other college-level learning acquired outside traditional academic institutions.

Typically pathways for granting prior learning credit are:

- Kolb-model Experiential Learning Essays
- Credit for Military Experience (see Military Credit Policy)

- Submission of professional/technical training documents

Prior learning credit is only granted for undergraduate degree programs and is limited to no more than 32 units. Credit is only granted for documented and assessed college-level learning in an area of the program's curricular offerings. To be awarded credit in fulfillment of a degree requirement, the student's prior learning experience must be directly related to the content of the relevant academic discipline or course, and at the appropriate level of learning. Prior learning experiences not related to a program's content may be accepted for elective credit. Assessment of prior learning is focused on student learning, based on clearly-articulated standards and criteria at an acceptable level of learning, and aligned with applicable student and program learning outcomes.

Students should not assume granting of credit for prior learning until they receive written notification from the registrar and the credit appears in their academic record.

### **Military Credit Policy**

Only courses completed through the armed services will be considered for academic credit at Pepperdine University. Credit is typically based on military [evaluation recommendations](#) from the American Council on Education (ACE). The following criteria must be met for the awarding of credit based on military experience.

1. Military credit must be on an official transcript(s) from the American Council on Education.
2. Pepperdine University will accept:
  - ACE-recommended coursework in the lower-division baccalaureate/ associate degree category ("L").
  - ACE-recommended coursework in the upper-division baccalaureate category ("U").
3. Core curriculum credit and non-core curriculum elective credit will be evaluated on a case-by-case basis.
4. Air Force credit must come on an official transcript(s) from the Community College of the Air Force, the Air Force Institute of Technology, or the United States Air Force Academy.
5. Military transfer credit is limited to 32 units.
6. Courses for which credit is granted must be equivalent to Pepperdine University course offerings.
7. Veterans must submit form DD214 and active-duty military personnel must submit form DD295 to receive credit.

### **Credit By Examination**

A maximum of 32 units of credit by examination (including AP, CLEP, and IB credit) will be accepted toward the bachelor's degree.

### **Advanced Placement & International Baccalaureate**

The College of Health Science grants Advanced Placement (AP) and unit credit to

undergraduate students who have received scores of 3 or higher on many tests administered in the Advanced Placement Program of the College Entrance Examination Board. Some tests require a score of 4 or higher to be accepted for credit. Course credit is granted for grades of 5/6 or better on many of the Higher Level Examinations of the International Baccalaureate program.

### **College Level Examination Program (CLEP) Test**

Credit for undergraduate coursework in the College of Health Science may be earned through the College Level Examination Program (CLEP). All CLEP tests must be taken prior to enrollment in the College of Health Science. Four units of elective credit may be granted for each subject examination with a score of 50 or higher and each general examination with a score of 500 or higher. School of Nursing Core Curriculum requirements may be fulfilled only with approval from the Dean of the College of Health Science. CLEP credit cannot be granted in any area in which the student has equivalent course credit.

## **Policies for Challenging School of Nursing Courses**

### **Eligibility to Challenge Nursing Courses**

According to Pepperdine University policy and the California Board of Registered Nursing (BRN), students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing. Credit by examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course learning outcomes. Only courses designated by the School of Nursing may be completed by the challenge exam process. Students may obtain the list of challengeable courses from the School of Nursing Office.

Students desiring to challenge a course must obtain written permission from the Dean of the School of Nursing (or their designee), their faculty advisor, and the lead faculty in the area. The Dean (or their designee) will determine the faculty member to compose or administer a challenge exam.

Students must be in good academic standing in order to challenge a course. Challenge examinations may only be taken once. Students who challenge a course will be assigned a grade of Credit (Cr) for the course if they earn a grade of 73% or higher on the challenge examination(s). If the challenge examination grade is less than 73%, no grade is recorded and there is no penalty to the student. If a student fails to successfully earn a grade of Cr on the challenge exam, the course must be completed successfully in-person before progressing in the curriculum.

A maximum of 32 units of challenge credit may be utilized toward the BSN degree.

### **Challenge Examinations for Nursing Courses (Non-Clinical)**

The nursing student who wishes to challenge a core curriculum, foundation, or nursing course

may do so within the following constraints:

1. BIOL 230 Human Anatomy and BIOL 270 Human Physiology may be waived through CLEP exams.
2. Some core curriculum and foundation requirements may be waived through CLEP exams.
3. Comparable pre-licensure courses may be accepted for transfer credit only from regionally accredited institutions of higher education.
4. For clinical nursing courses, Kaplan (or similar) tests, simulation, and/or competency testing may be used as part of the challenge process.
5. Within a given discipline, a student cannot challenge a course which is at a lower level than one in which credit has been earned.
6. A student may not challenge a course which has been failed or previously audited.

### **Challenge Examinations for Courses with a Clinical Practicum Component**

For all courses having a clinical component, the School of Nursing challenge examination process consists of both a written examination and a clinical performance examination/evaluation. Clinical challenges are graded on a Cr/NC basis. A total score of 73% or higher must be achieved on both the written and clinical performance examinations to be granted credit for the challenged course. Kaplan tests (or similar), if available, or course final examinations may be used for challenging nursing courses with a clinical practicum component.

## Academic Programs

### School of Nursing

**The Bachelor of Science Degree is Offered with Majors in:**

Nursing

**The Master of Science Degree is Offered in:**

Nursing

Through its mission, vision, and values, the School of Nursing stresses academic excellence, clinical preparedness, and Christian values.

#### School of Nursing Mission

Grounded in Christian values, Pepperdine University School of Nursing's mission is to develop compassionate and caring nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide.

#### School of Nursing Vision Statement

Pepperdine University School of Nursing has a vision to be a leading force in transforming healthcare by developing compassionate nurse leaders who excel in academic achievement, scholarship, and clinical practice. We aspire to shape the future of nursing, while advancing the profession and improving healthcare systems worldwide, through excellence, innovation, and compassionate care. Honoring the sacred community, Pepperdine faculty, staff, and students will create an environment that embraces belonging and meets individuals where they live, work, play, and pray. Through community-based and family-centered healthcare experiences, we will promote high-quality, holistic, and compassionate care that nurtures the mind, body, and spirit.

#### School of Nursing Core Values

In harmony with the core values of Pepperdine University, the School of Nursing embraces seven core values, rooted in the Christian mission of the University, that guide our collective commitment to academic and clinical excellence, and service.

1. **Purpose, Service, and Leadership:** Pepperdine encourages students to pursue lives of purpose and service while developing as leaders who will positively impact the world.
2. **Faith and Christian Mission:** The university is grounded in Christian values and emphasizes spiritual formation and development, integrating faith with learning and life.
3. **Academic Excellence:** Pepperdine promotes rigorous scholarship and academic achievement, fostering an environment where students can reach their full potential.
4. **Belonging:** The university is committed to creating a community that values diversity and practices inclusion, ensuring that all students have a strong sense of belonging.
5. **Community:** Pepperdine cultivates a sense of community where individuals are connected through shared Christian values, a love of neighbor, and a devotion to service.
6. **Honor and Integrity:** The university upholds a commitment to honesty, responsibility,

and ethical behavior in all aspects of life.

7. **Care and Compassion:** Pepperdine School of Nursing nurtures a healing environment where there is a sensitivity to self and others, enabling a presence of an intersection of faith, hope, and love.

These values shape the educational experience of all School of Nursing students.

### **Bachelor of Science in Nursing**

The Bachelor of Science in Nursing (BSN) program is designed to develop highly skilled, compassionate, and caring nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide. The curriculum integrates core curriculum foundation courses that provide a strong framework for nursing courses while cultivating the development of critical thinking, communication, and other critical skills. Nursing specific courses will reflect a unifying theme, which includes the nursing process and is designed to provide students with knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice and to meet competency standards of a registered nurse. Grounded in the University's Christian mission, the curriculum cultivates the development of compassionate nurses who are prepared to provide evidenced-based care across the care continuum and lifespan in a variety of settings with diverse individuals and communities. At completion, all students are prepared as registered nurses and positioned to successfully pass the National Council Licensure Examination for Registered Nurses (RN), board certification examination to be licensed as a Registered Nurse.

The BSN program offers both two and four-year pathways for students. Students in the four-year pathway spend their first two years at Pepperdine's Malibu campus primarily completing core curriculum, foundational science, and introductory nursing courses. Their final two-years of study, consisting of both didactic and clinical practicum courses, are completed at the Pepperdine Calabasas campus, the location of the University's nursing simulation and laboratory facilities. Two-year pathway students complete all core curriculum and foundational science courses prior to enrolling at Pepperdine and complete a curriculum of nursing courses at the Calabasas campus.

The BSN curriculum has a strong clinical emphasis requiring students to complete over 750 hours of coursework training and providing direct patient care in five specialty areas: medical/surgical, psychiatric/mental health, obstetrics, pediatrics, and gerontology. Through clinical affiliation agreements with leading healthcare systems and community-based organizations across Los Angeles and Ventura Counties, students develop clinical skills with diverse patient populations and in a wide-range of clinical environments.

## Admission

All students seeking admission to the Bachelor of Science in Nursing program should carefully review the Admission Information chapter in this catalog, specifically the Undergraduate Admission section.

### Admission Requirements Four-Year Pathway

The process for students seeking admission to the Bachelor of Science in Nursing program is detailed in the Admission of First-Year Students section in the Undergraduate Admission section of the School of Nursing Catalog. Four-year pathway students will complete all course requirements (core curriculum, required preparatory nursing courses, nursing theory/didactic, and nursing clinical practice) detailed in the Course Requirements for Bachelor of Science in Nursing section.

### Admission Requirements Two-Year Pathway

The process for students seeking admission to the Bachelor of Science in Nursing program is detailed in the Admission of Transfer Students section in the Undergraduate Admission section of the School of Nursing Catalog. Two-year pathway students must fulfill the following course requirements before enrolling in the BSN program.

- A minimum of 60 credit hours of coursework from a regionally accredited two or four year degree granting college or university.
- The following core curriculum classes (or their equivalents) must be completed prior to enrollment.

ENG 101	English Composition	(3)
COM 180	Speech and Rhetoric	(4)
SPAN 152	Elementary Spanish II	(4)
Global Perspectives Requirement		(4)
Creative Arts or Interpretation Requirement		(3/4)
Historical Thinking or US Experience Requirement		(4)
Life Skills Requirement		(1)

- The following required preparatory nursing classes (or their equivalents) must be completed prior to enrollment.

BIOL 230	Human Anatomy	(4)
BIOL 280	Microbiology for the Healthcare Professionals	(4)
BIOL 270	Human Physiology	(4)
CHEM 220	Chemistry for Nursing Professionals	(4)
PSYC 200	Introduction to Psychology	(3)
SOC 200	Introduction to Sociology	(3)

STAT 250      Introductory Statistics for Healthcare Professionals      (3)

- Students are required to complete the following preparatory nursing and core curriculum classes (or their equivalents) prior to enrollment at Pepperdine. However, these classes may be completed after enrollment, if necessary.

REL 100      The Way of Jesus      (3)

REL 200      The Story of Christian Scripture      (3)

REL 300      Christianity and Culture      (3)

LANG 241      Medical Spanish for the Healthcare Professions      (4)

- Students must have a cumulative GPA of 3.0 for all required prerequisite courses with no grade lower than a “C” in any course.
- Students transferring from Seaver College to the BSN two-year pathway program must complete all religion courses (REL 100, REL 200, and REL 300) prior to transferring to the School of Nursing. Transfer students from Seaver College must also complete the Foundations of Reasoning requirement listed in the Seaver College and School of Nursing catalog by completing one of the following courses: FOR 101, HUM 100, or GSEN 199.

Two-year pathway students will complete all nursing courses, both theory/didactic and clinical practice, detailed in the Course Requirements for Bachelor of Science in Nursing section in the School of Nursing at Pepperdine.

Both two- and four-year pathway students must complete all course requirements for the Bachelor of Science in Nursing to complete the program.

### **Progression Criteria**

To continue in the BSN program, four-year pathway students must meet the following requirements.

- To progress from the first to the second year, students must:
  - Complete a minimum of 32 units before the start of the fall semester of the second year. The cumulative GPA for all courses must be 2.0 or higher.
  - Complete BIOL 230, BIOL 270, and STAT 250 with grades of “C-” or higher in each course.
- To progress from the second to the third year, students must:
  - Complete a minimum of 65 units before the start of the fall semester of the third year. The cumulative GPA for all courses must be 2.0 or higher.
  - Complete NURS 210, NURS 210P, NURS 260, NURS 270, CHEM 220 and BIOL 280 with grades of “C-” or higher in each course.

In the third and fourth years, all four-year pathway students must maintain a cumulative Pepperdine GPA of 2.5 or higher to remain in the BSN program.



Two-year pathway students must maintain a cumulative Pepperdine GPA of 2.5 or higher to remain in the BSN program after enrollment.

- To progress from the first to the second semester, two-year pathway students must:
  - Complete NURS 210, NURS 210P, and NURS 260 with grades of “C-” or higher in each course.
- To progress from the second to the third semester, two-year pathway students must:
  - Complete NURS 270 with a grade of “C-” or higher.

### **Course Requirements for Bachelor of Science in Nursing**

The candidate for the Bachelor of Science in Nursing must complete the following:

#### **Core Curriculum Requirements (39-41)**

Choose one of the following:

FOR 101	Foundations of Reasoning	(3)
HUM 100	Thinking Classically	(4)
GSEN 199	American Language and Culture	(3)
ENG 101	English Composition	(3)
COM 180	Speech and Rhetoric	(4)
REL 100	The Way of Jesus	(3)
REL 200	The Story of Christian Scripture	(3)
REL 300	Christianity and Culture	(3)
SPAN 152	Elementary Spanish II	(4)
LANG 241	Healthcare Professions	(4)
Global Perspectives Requirement		(4)
Creative Arts or Interpretation Requirement		(3/4)
Historical Thinking or US Experience Requirement		(4)
Life Skills Requirement		(1)

#### **Required Preparatory Nursing Courses (25)**

BIOL 230	Human Anatomy	(4)
BIOL 270	Human Physiology	(4)
BIOL 280	Microbiology for the Healthcare Professions	(4)
CHEM 220	Chemistry for the Healthcare Professions	(4)
PSYC 200	Introduction to Psychology	(3)
SOC 200	Introduction to Sociology	(3)
STAT 250	Introductory Statistics for the Healthcare Professions	(3)

**Nursing Courses: Theory/Didactic (46)**

NURS 170	Professionalism in Nursing Practice	2
NURS 210	Health Assessment	2
NURS 220	Fundamentals of Nursing	3
NURS 230	Community and Population Health Nursing	2
NURS 260	Pathopharmacology	3
NURS 270	Advanced Pathopharmacology	3
NURS 300	Adult Health Nursing	3
NURS 310	Gerontological Nursing	2
NURS 320	Psychiatric-Mental Health Nursing	2
NURS 330	Family-Centered Maternity Nursing	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 350	Health Promotion	2
NURS 360	Ethics, Policy & Communication in Nursing	3
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 400	Advanced Adult Health Nursing	3
NURS 420	Transitional Care Management	2
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
NURS 470	Advanced Professionalism in Nursing Practice	3

**Nursing Courses: Clinical Practice (23)**

NURS 210P	Health Assessment Laboratory	2
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 310P	Gerontological Nursing Clinical Practicum	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
NURS 480P	Professionalism Clinical Practicum	3

### **Entry Level Master's in Nursing, Clinical Nurse Leader**

The Entry Level Master's in Nursing, Clinical Nurse Leader (ELM-CNL) program is designed to develop highly skilled, compassionate, and caring nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide. The curriculum prerequisite courses provide a strong foundation for nursing courses while cultivating the development of critical thinking, communication, and other core skills. Nursing specific courses will reflect a unifying theme, which includes the nursing process and is designed to provide students with knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice and to meet competency standards of a registered nurse. Grounded in the University's Christian mission, the curriculum cultivates the development of compassionate nurses who are prepared to provide evidenced-based care across the care continuum and lifespan in a variety of settings with diverse individuals and communities.

The ELM-CNL program is designed for individuals who hold a bachelor's degree in a non-nursing field and will allow the graduate to enter the nursing profession with a master of science in nursing degree. The first two years of the ELM-CNL program will focus on prelicensure preparation. After the prelicensure coursework is completed, students will be prepared to sit for NCLEX-RN exam. The third year of the program focuses on graduate level coursework in nursing leadership. By the conclusion of the program, students will be eligible to sit for the certification examination for CNL and be licensed as a public health nurse. Program graduates will be qualified for consideration in nurse leadership positions, such as manager, director, and chief nursing officer, across healthcare settings. Additionally, they will be well positioned to continue their education in an advanced practice nursing specialty or a Doctorate of Nursing Practice program.

The ELM-CNL program is a residential program housed at the Pepperdine Calabasas campus, the location of the University's newly constructed and state-of-the-art nursing simulation and laboratory facilities. It has a strong clinical emphasis requiring students to complete 1,000 hours of clinical training and providing direct patient care in five specialty areas: medical/surgical, psychiatric/mental health, obstetrics, pediatrics, and gerontology. Through clinical affiliation agreements with leading healthcare systems and community-based organizations across Los Angeles and Ventura Counties, students develop clinical skills with diverse patient populations and in a wide-range of clinical environments.

Graduates of the rigorous Entry Level Master's in Nursing with a focus on Clinical Nurse Leadership provide direct patient care while leading interdisciplinary teams to coordinate and improve care. They oversee patient care, implement evidence-based practices, promote patient advocacy, and manage safety risks. CNLs assess and enhance care quality, mentor nursing staff, lead quality improvement initiatives, and are prepared for leadership roles such as nurse manager or director. This demanding program equips students with both clinical expertise and leadership skills to improve patient outcomes in diverse healthcare settings.

Admission to the ELM-CNL program will consist of the following academic requirements.

- Completion of an undergraduate degree (BA/BS) with an overall GPA of 3.30 or higher from a regionally accredited educational institution.
- Completion of the following required prerequisite courses or their equivalents. The cumulative GPA in all courses must exceed 3.0 with a minimum grade in each course of a “C”.

BIOL 230	Human Anatomy with laboratory
BIOL 270	Human Physiology
BIOL 280	Microbiology for the Healthcare Professions
CHEM 220	Chemistry for the Healthcare Professions
PSYC 200	Introduction to Psychology
SOC 200	Introduction to Sociology

For the human anatomy and physiology, microbiology, and chemistry courses both a lecture and laboratory component are required. A minimum total of eighteen (18) semester credit hours must be earned in completing the six required natural and social science prerequisite courses.

- Completion of the following required prerequisite courses (or their equivalents) with a grade of “C” or higher in each course.

ENG 101	English Composition
COM 180	Speech and Rhetoric
STAT 250	Introductory Statistics for the Healthcare Professions

Combined English composition and communication coursework must exceed a minimum of 6 semester credit hours.

- While not required, intermediate level Spanish language competency is strongly preferred. In addition to the ELM curriculum, all master’s degree students are strongly encouraged to complete LANG 241, Medical Spanish for the Healthcare Professions, while enrolled at Pepperdine.

## Course Requirements for the Entry Level Master's in Nursing, Clinical Nurse Leader

The candidate for the Entry Level master of Science in Nursing, Clinical Nurse Leader must complete the following:

### Foundation Courses

#### Nursing Courses: Theory/Didactic (46)

NURS 170	Professionalism in Nursing Practice	2
NURS 210	Health Assessment	2
NURS 220	Fundamentals of Nursing	3
NURS 230	Community and Population Health Nursing	2
NURS 260	Pathopharmacology	3
NURS 270	Advanced Pathopharmacology	3
NURS 300	Adult Health Nursing	3
NURS 310	Gerontological Nursing	2
NURS 320	Psychiatric-Mental Health Nursing	2
NURS 330	Family-Centered Maternity Nursing	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 350	Health Promotion	2
NURS 360	Ethics, Policy & Communication in Nursing	3
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 400	Advanced Adult Health Nursing	3
NURS 420	Transitional Care Management	2
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
NURS 470	Advanced Professionalism in Nursing Practice	3

#### Nursing Courses: Clinical Practice (23)

NURS 210P	Health Assessment Laboratory	2
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 310P	Gerontological Nursing Clinical Practicum	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
NURS 480P	Professionalism Clinical Practicum	3

### Graduate Courses

**Theory/Didactic (23)**

<b>NURS 520</b>	Advanced Health Assessment	3
<b>NURS 530</b>	Population Health Management and Care Coordination	2
<b>NURS 540</b>	Epidemiology and Healthcare Policy	2
<b>NURS 550</b>	Evidence-Based Practice in Advanced Practice Nursing	2
<b>NURS 560</b>	Advanced Pathophysiology	3
<b>NURS 570</b>	Advanced Pharmacology	3
<b>NURS 580</b>	Health Systems Leadership	3
<b>NURS 590</b>	Health Systems Finance & Quality Improvement Strategies	3
<b>NURS 600</b>	Health System Leadership Comprehensive Examination	2

**Clinical Practice (12)**

<b>NURS 580P</b>	Health Systems Leadership Practicum	3
<b>NURS 590P</b>	Health Systems Finance & Quality Improvement Strategies Practicum	3
<b>NURS 650P</b>	Health System Leadership Capstone	6

## College of Health Science Core Curriculum

The College of Health Science Core Curriculum provides the foundation of the liberal arts curriculum in the Bachelor of Science in Nursing degree and supports the University's Christian mission by grounding students in skills, knowledge, and perspectives that will equip them to serve purposefully and thrive in a 21st-century democracy. Upon completion of this curriculum, students will be well-prepared to write and speak effectively, reason and analyze, conduct informed research, and interpret quantitative data.

The College of Health Science Core Curriculum seeks to prepare nursing students for leadership in an interconnected, innovative, and competitive world. Recognizing that an awareness of difference and diversity is essential to success in the 21st century, the curriculum explores cultures, values, and ideas that situate the student within the global community and foster the ability to empathize with others.

The College of Health Science Core Curriculum is built on a foundation of Christian theology and history. The University's founder, George Pepperdine, envisioned a college where the faculty would emphasize religious teaching and Christian character, and all College of Health Science faculty continue to fulfill his vision by regularly making connections between course material and tenets of faith.

In the core curriculum, the University's emphasis on Christian scripture, history, and theology is made explicit through the Christianity and Culture sequence. While some Core courses provide students opportunities to develop knowledge and skills, the ultimate goal of the core curriculum is to develop the whole person and to challenge students to consider and work toward a meaningful life.

In order to achieve these ends, the College of Health Science Core Curriculum sequence has three pillars: Foundations, Connections, and Skills. Students are required to take a total of 15–17 courses, totaling 49–64 units. Core competencies are addressed in both the Core curriculum and major courses.

<b>Foundations</b>	<b>Connections</b>	<b>Skills</b>
Foundations of Reasoning	Creative Arts or Interpretation	RISE
Speech and Rhetoric	Diverse Perspectives	Designing Your Life
English Composition	Global Perspectives	Financial Literacy
The Way of Jesus	Historical Thinking or US Experience	Health and Wellness
The Story of Christian Scripture	Human Institutions and Behavior	
Christianity and Culture	Laboratory Science	
	Language & Culture	
	Mathematical Reasoning	
<b>19–20 units</b>	<b>35–44 units</b>	<b>1 unit</b>

## **FOUNDATIONS (6 COURSES, 19–20 UNITS)**

The Foundations portion of the core curriculum constitutes the essential classes that all Pepperdine undergraduate students complete. The Foundations sequence creates a shared academic experience. It also provides students a solid academic formation in order to prepare students as they move through their education and beyond. Students completing the six Foundations courses should be able to communicate effectively and ethically both orally and in writing. They should be able to think clearly and deeply about important issues—like truth, goodness, justice, and beauty. Finally, students should be able to understand key elements of Christian scripture, core beliefs, and practices, and then evaluate the role of these elements in history, in the present and in their own lives.

### **Foundations of Reasoning (1 course, 3–4 units)**

This course is designed to strengthen students' reasoning skills and advance their capacity to think clearly and deeply about important issues—like truth, goodness, justice, and beauty. Together, students and professors uncover and sharpen vital intellectual tools and then apply those tools to big ideas and to specific real-world situations. An emphasis on developing arguments and engaging with others in civil fashion will be a central component to this course. In the end, students will demonstrate an ability to recognize, understand, and construct sound arguments. This course or an equivalent must be taken within the first year of study. This requirement is waived for students entering the School of Nursing with more than 60 credit hours.

Courses fulfilling the Foundations of Reasoning requirement: FOR 101 (3 units), GSEN 199 (3 units), or HUM 100 (4 units).

### **Speech and Rhetoric (1 course, 4 units)**

This course introduces students to the principles of informative, persuasive, and ceremonial speaking, with special attention devoted to extemporaneous speaking. This course emphasizes the application of the theory of public discourse to representative speaking situations, the construction of sound argument, and basic principles of rhetorical analysis. Students who complete the Speech and Rhetoric requirement will be able to apply rhetorical theory to the development, delivery, and analysis of public messages.

Course fulfilling the speech and rhetoric requirement: COM 180.

### **English Composition (1 course, 3 units)**

This course engages students in an intensive writing workshop focused on reading and writing critically. Students in ENG 101 will read extensively, develop effective writing processes, and produce portfolios demonstrating their ability to write for a variety of purposes, focusing particularly on argumentation and academic writing. This course must be completed by the end of the student's first year of study.



Students who complete the English Composition requirement will learn to write effectively for different audiences and purposes, with an emphasis on argumentation and academic writing.

- Course fulfilling the speech and rhetoric requirement: ENG 101. International students may be required to take ENG 100: Composition for ELL Students, prior to enrolling in ENG 101.

### **Christianity and Culture (3 courses, 9 units)**

Pepperdine University's Christian mission and affirmations should be explored in a robust, explicit way within the College of Health Science and School of Nursing curricula. Therefore, under the heading of "Christianity and Culture," we offer three religion courses that:

- Teach and model to every Pepperdine student the posture of "faith seeking understanding." This approach explicitly links the core curriculum to longstanding Christian intellectual traditions and also provides students a broad framework for all academic learning regardless of topic, discipline, or personal faith orientation.
- Provide every Pepperdine student opportunities to ask big questions about God, life, the world, and what it means for creation to flourish. This approach provides students with theological and historical reference points for exploring what Christians believe and how the Christian faith shapes understandings of the good life for all living things in general, in community, and individually.
- Present the life and teachings of Jesus of Nazareth and model the use of his life and teachings as the central source for Christian living, perspectives, and vocational and ethical visions. This approach presents the Christian faith in compelling, holistic, and communally-oriented ways that invite and empower students to consider its claims and implications, while Christlike ethics is modeled through the respect, honesty, and academic and personal freedom that faculty extend to students.
- Increase every student's knowledge of the Bible through a robust examination of its specific texts and framing narrative, as well as various ways it has been interpreted and used in history. This approach reflects the emphasis on Christian scriptures that is central to the Stone- Campbell Movement with which the University is historically affiliated. It also provides students of all backgrounds an opportunity to appreciate and engage with the impact that the Bible has had on human cultures and histories around the world.

The student who successfully completes the three-course Christianity and Culture sequence will be able to:

- Explain key elements of Christian scripture.
- Explain core Christian beliefs, virtues, and practices that derive from Christian scripture.

Courses fulfilling the Christianity and culture requirement are REL 100, REL 200, and REL 300. REL 100 is a prerequisite for REL 200 and REL 200 is a prerequisite for REL 300. Students may also take PHIL 301, PHIL 527/REL 527, or SUST 300 to fulfill the requirement for REL 300.

## **CONNECTIONS (11-13 COURSES, 35–44 UNITS)**

The Connections portion of the core curriculum is designed to allow students to pursue their studies in the liberal arts while emphasizing their own interests. Students must take a minimum of eight classes that fulfill the 8 Connections categories. Up to two classes may count in two categories when applicable. The categories and the courses that fulfill the requirements are explained in greater detail in this section. Courses that fulfill one or two Connections categories are designated with a two-letter code after the course description.

Creative Arts (CA) or Interpretation (IN)	Human Institutions & Behavior (HI)
Diverse Perspectives (DV)	Laboratory Science (LS)
Global Perspectives (GP)	Language & Culture (LC)
Historical Thinking (HT) or US Experience	Mathematical Reasoning (MR)

### **Creative Arts or Interpretation Requirement (3-4)**

#### **Creative Arts**

A course that fosters an awareness of the importance of aesthetics and the arts in one's life and in society and that instills in the student a desire for lifelong involvement with the arts. Includes courses from Fine Arts and Creative Writing. Students may take one 3- or 4-unit course or multiple 1- or 2-unit courses that add up to at least 3 units. Students who complete a Creative Arts course will be able to create, perform, or analyze a work of art. Courses that fulfill the Creative Arts (CA) category include: ART 101, ART 103, ART 210, ART 230, ART 250, ART 315, ART 368, ART 370, ART 372, ART 374, ART 376, ARTH 200, ARTH 251, ARTH 300, ARTH 422, ARTH 424, ARTH 425, ARTH 426, ARTH 428, ARTH 430, ARTH 432, ARTH 434, ARTH 436, ARTH 438, ARTH 440, ARTH 442, ARTH 446, ARTH 448, CRWR 203, CRWR 210, FA 240, FA 241, FILM 200, MUS 105/305, MUS 106, MUS 110, MUS 118, MUS 128/328, MUS 135/335, MUS 136/336, MUS 137/337, MUS 138/338, MUS 139/339, MUS 140/340, MUS 141/341, MUS 143/343, MUS 145/345, MUS 150/350, MUS 184/384, MUS 200, MUS 280, MUS 467, MUS 468, THEA 150, THEA 200, THEA 210, THEA 226, THEA 227, THEA 240, THEA 243, THEA 347, THEA 350. Liberal Studies for Education majors may count FA 313 and FA 314 for this category.

#### **Interpretation**

A seminar course that focuses on analyzing and interpreting artistic expression and abstract argument as well as developing a student's capacity to conceptualize shared meaning from words and experience. The cultivation of these skills fosters a more profound understanding of the irreducible diversity of human experience. Students who complete an Interpretation course will be able to discern the meaning and evaluate the significance of different types of cultural expression, with an emphasis on literary, philosophical, and artistic forms.

The primary course that fulfills the Interpretation (IN) category is ENG 380, which is designed for students from majors other than ENG.

Other courses that fulfill the Interpretation category include:

ARTH 436, ARTH 438, ASIA 345, ASIA 370, ENG 330, ENG 335, ENG 340, ENG 350, ENG

370, ENG 380, FRE 356, FRE 440, FRE 450, GER 450, ITAL 450, ITAL 451, MUS 412, MUS 465, MUS 466, PHIL 420, PHIL 450, SPAN 440, SPAN 450.

### **Diverse Perspectives (3 courses, 7 units)**

Courses that focus on the roles and contributions of minoritized and/ or historically excluded groups and explore the ways these groups have responded to attempts to disempower and exclude them. Students will gain knowledge about others as well as see themselves more appropriately reflected in courses.

Students who complete a Diverse Perspectives course will be able to:

- Understand the systematic ways various groups have been oppressed and marginalized;
- Articulate the roles and contributions of minoritized groups and/ or historically excluded groups, including ways they have resisted oppression; and
- Transfer this knowledge to other contexts as they prepare to be servant leaders in a diverse world.

Nursing courses NURS 170, NURS 360, and NURS 450 all fulfill the Diverse Perspectives (DV) category requirement.

### **Global Perspectives (GP) Requirement (4)**

A course that offers a comparative and historical knowledge of the world by studying primarily the precolonial past and/or contemporary cultures and societies outside of the framework of the United States and Europe. Students who complete a Global Perspectives course will be able to demonstrate an understanding of the historical development, cultural heritage, politics or religious traditions of civilizations outside Western civilization. The primary focus is on the civilizations of Asia, but also included are those of the Middle East, Africa, and Latin America. Courses that fulfill the Global Perspectives (GP) category include: ARTH 200, ARTH 300, ARTH 442, ARTH 446, ARTH 448, ASIA 301, ASIA 305, ASIA 310, ASIA 325, ASIA 330, ASIA 331, ASIA 340, ASIA 345, ASIA 350, ASIA 365, ASIA 370, COM 313, ENG 370, FILM 321, FILM 365, FRE 366, GSHU 333, HIST 240, HIST 270, HIST 310, HIST 320, HIST 330, HIST 331, HIST 390, HIST 409, HIST 450, INTS 365, INTS 445, INTS 455, INTS 456, INTS 459, POSC 456, REL 501, and REL 526.

## **Historical Thinking or US Experience (1 course, 4 units)**

### **Historical Thinking**

A seminar course that focuses on analyzing historical arguments and narratives by interpreting primary sources in context, identifying causation, and tracing continuity and change. Students who complete a Historical Thinking course will be able to understand and analyze historical interpretations and narratives, interpret primary sources in context, identify complex causes of historical development, and analyze continuity and change over time. Courses that fulfill the Historical Thinking (HT) category include: ARTH 424, ARTH 425, ARTH 426, ARTH 428, ARTH 430, ARTH 434, FILM 301, HIST 210, HIST 220, HIST 230, HIST 240, HIST 250, HIST 310.

### **US Experience**

A course that deepens student understanding and perspective of the United States, including its economic, historic, political, social, or cultural aspects. Students who complete a US Experience course will develop a deeper understanding of the broader history, politics, and culture of the United States.

The US Experience (UX) requirement can be fulfilled by HIST 204 or POSC 104, which are designed to be broad introductory courses. Other courses that fulfill this requirement include: AAS 200, ARTH 440, ENG 330, HIST 230, HIST 260, HIST 428, HIST 435, HIST 438, HIST 530, PHIL 323, REL 538, SOC 431, SOC 450.

## **Human Institutions and Behavior (2 courses, 6 units)**

A course in the social sciences. A liberally educated student should be able to identify and reflect on social patterns and structures around the world. Courses in social and economic systems help students understand the complex relationships among individuals, institutions, ideas, markets, and historical events. These courses are concerned with the nature of social interactions and the analytical and interpretive methods of making sense of them. Students in these courses will consider these relationships in social, cultural, economic, and political spheres. Students who complete a Human Institutions and Behavior course will understand the complex relationships among individuals, institutions, ideas, markets, and historical events.

Nursing students must complete both PSYC 200 and SOC 200 to fulfill the Human Institutions and Behavior (HI) category.

## **Laboratory Science (1 course, 4 units)**

A course that focuses on scientific literacy through exposure to contemporary topics in science and their applicability to everyday life. Students are introduced to methods of data collection and analysis used to study scientific phenomena and will learn to critically assess conclusions. A student who completes a Laboratory Science course will understand the methods used by scientists to investigate and answer questions about the natural world and demonstrate the ability to assess the reliability and limitations of those methods.

Nursing students must complete BIOL 270 to fulfill the Laboratory Science (LS) category requirement.

### **Language and Culture (1–3 courses, 4–12 units)**

An intermediate course that develops linguistic skills sufficient to provide healthcare professionals with the Spanish language skills necessary to communicate effectively and promote successful interactions with Spanish-speaking patients and their families in healthcare settings.

Students who complete the Language and Culture requirement will be able to comprehend and communicate spontaneously both in written and oral form in Spanish in a healthcare setting.

The required course that fulfills the Language and Culture (LC) requirement for nursing students in LANG 241. Depending on a student's entering competency in Spanish, SPAN 151, SPAN 152, or both may be required before enrolling in LANG 241.

### **Mathematical Reasoning (1 course, 3 units)**

A course that empowers students to understand and impact their world through mathematics. Students will develop skills for logical reasoning, problem solving, and mathematical or statistical modeling. A student who completes a Mathematical Reasoning course will employ mathematical or statistical techniques to reason abstractly, formulate and test conjectures, build and analyze models, and solve problems in context.

The course that fulfills the Mathematical Reasoning (MR) requirement for nursing students in STAT 250.

## **SKILLS (1 COURSE, 1 UNIT)**

The College of Health Science places the students' total development at the heart of its educational strategy. Accordingly, the core curriculum includes a Skills section as a space for knowledge and skills that fall outside of traditional academic disciplines but are beneficial to a student's total development. These courses are designed to provide students more practical knowledge and skills as they prepare for life beyond college—in areas such as financial literacy, health and wellness, and building healthy relationships. Resiliency, in particular, is a vital life skill that students need to thrive in the 21st century.

Courses that fulfill the Skills requirement include: RISE 101: Resilience Research and Real Life, BA 101: Financial Literacy, and GSGS 200: Designing Your Life. Various options for courses in Health and Wellness can also fulfill this requirement. These options vary by semester.

## **Classes Fulfilling Core Curriculum Requirements**

### **Classes Cross-listed from the Seaver College Catalog**

The following courses are cross-listed from the Seaver College course catalog. Accordingly, they are ordered by the Seaver College academic division where they are offered.

### **Business Administration Division**

#### **BA 101 Financial Literacy (2)**

This course provides the tools necessary for students to gain both economic and financial literacy. The course integrates economics and personal finance concepts to help students of all majors better understand the implications of economic events and make informed financial decisions, including decisions regarding budgets, investment, insurance, and retirement planning. The course also provides a set of practical applications to help students understand the complexities of financial decision-making. BA 101 fulfills the Skills requirement.

### **Communication Division**

#### **COM 180 Speech and Rhetoric (4)**

An introduction to the principles of public speaking and rhetorical analysis of public discourse. Practice in the preparation and delivery of speeches with an introduction to rhetorical theory and criticism. Application of the theory of public discourse to representative speaking situations. COM 180 fulfills a Core Foundations requirement.

#### **COM 313 Introduction to Intercultural Communication (4)**

The study of interpersonal, small group, organizational and mass media communication as it influences the creation of meaning between representatives of major cultures or co-cultures within a predominant culture. Includes verbal and nonverbal elements influencing communication. Contemporary insights from a variety of areas including communication, anthropology, sociology and psychology. Students must earn a minimum grade of C- before they can advance to subsequent courses in the Communication major. Prerequisite: COM 180. (GP)

### **Fine Arts Division**

#### **ART 101 Art Fundamentals (4)**

Introduces the interrelatedness of line, shape, value, texture, and color as used in two and three-dimensional art. Art studio fee will be assessed. (CA)

#### **ART 103 Observational Drawing (4)**

Introduces responsive, observational drawing from still lives and live models while working with a variety of drawing tools. Art studio fee will be assessed. (CA)

#### **ART 210 Painting I (4)**

Introduces beginning concepts, materials, and techniques involved in painting. Art Studio fee will be assessed. (CA)

#### **ART 230 Digital Arts I (4)**

Introduces beginning concepts, materials, and techniques involved in creating digital art. Digital Art studio fee will be assessed. (CA)

**ART 250 Sculpture I (4)**

Introduces beginning concepts, materials, and techniques involved in creating sculpture. The course will emphasize formal aspects of sculpture and introduce art as a venue for the expression of ideas and concepts. Art Studio fee will be assessed. (CA)

**ART 315 Film as Art (4)**

An exploration of film as a visual art. Parallels drawn between film, painting, sculpture, and the use of space, color, and content. Avant-garde, American, foreign, and documentary films will be screened with discussions, selected readings, and field trips to augment the student's concept of film as an art form. (CA)

**ART 368 Watercolor (4)**

Explores concepts, materials, and techniques involved in creating watercolor paintings. Art studio fee will be assessed. (CA)

**ART 370 Collage (4)**

Explores intermediate concepts, materials, and techniques involved in creating mixed-media artwork. The lack of boundaries separating drawing, painting, digital media, installation, and sculpture is investigated. Art studio fee will be assessed. (CA)

**ART 372 Printmaking (4)**

Explores intermediate concepts, materials, and techniques involved in creating two-dimensional prints. Research into contemporary printmaking is emphasized and further consideration of how to use surface and image to express ideas is fostered. Art studio fee will be assessed. (CA)

**ART 374 Ceramics (4)**

Explores intermediate concepts, materials, and techniques involved in creating three-dimensional, ceramic art. Research into contemporary ceramics is emphasized and further consideration of how to use form and material to express ideas is fostered. Art studio fee will be assessed. (CA)

**ART 376 Digital Photography (4)**

An introduction to the principles of digital photography as a medium of artistic expression. Access to a digital camera is required. Digital Art studio fee will be assessed. (CA)

**ARTH 200 World Art History I (4)**

A survey of world art and architecture from prehistoric times through the fifteenth century. Satisfies the Fine Arts GE requirement. (CA)

**ARTH 251 Art in the City (3)**

Introduces students to the visual arts within the context of a given setting. Through this course students will gain a deeper understanding of the art that they are exposed to while studying and living in one of our Pepperdine campuses worldwide. Students will learn to analyze paintings, drawings, sculpture, and architecture that they encounter in visits to museums, architectural monuments, art galleries, and on walking tours. (CA)

**ARTH 300 World Art History II (4)**

A survey of world art and architecture from the fifteenth century through the present. (CA, GP)

**ARTH 322 Near Eastern and Egyptian Art and Archaeology (4)**

The art, architecture, and archaeology of the ancient Near East and Egypt. (CA)

**ARTH 324 Greek Art and Archaeology (4)**

The art, architecture, and archaeology of ancient Greece from the Bronze Age through the Hellenistic period. (CA, HT)

**ARTH 325 Roman Art and Archaeology (4)**

The art, architecture, and archaeology of ancient Rome and its forebears, the Villanovans and Etruscans. (CA, HT)

**ARTH 326 Early Christian and Medieval Art (4)**

The art and architecture of the early Christian, Byzantine, Carolingian, Ottonian, Romanesque, and Gothic periods. (CA, HT)

**ARTH 328 Renaissance Art (4)**

The art and architecture of Europe from 1300 to 1600. (CA, HT)

**ARTH 330 Baroque and Rococo Art (4)**

The art and architecture of the Baroque and Rococo periods, the Enlightenment, and the Age of Revolutions. (CA, HT)

**ARTH 432 American Art (4)**

Explores the intersections of Euro-American and Native American concepts of art and culture from the colonial period to the present. (CA, UX)

**ARTH 434 Nineteenth-Century Art (4)**

Nineteenth-century art and architecture, including Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism. Prerequisite: ARTH 200 or HUM 313. (CA, HT)

**ARTH 436 Modern Art (4)**

The major movements in modern art in the context of the political and social events of the period 1900 to 1960. Prerequisite: ARTH 200 or HUM 313. (CA, IN)

**ARTH 438 Contemporary Art (4)**

Contemporary art from 1945 to the present. Prerequisites: ARTH 200 or HUM 313. (CA, IN)

**ARTH 440 Multicultural Arts in America (4)**

A survey of multicultural arts in America, including the art and architecture of Native Americans, African Americans, Asian Americans, and Hispanic Americans. Prerequisite: HUM 313. (CA, UX)



**ARTH 442 Islamic Art (4)**

The art, architecture, and visual culture of the Middle East and the Islamic world from the pre-modern period to the early modern period. (CA, GP)

**ARTH 446 Chinese Art (4)**

The art, architecture, and visual culture of China from the pre-modern period to the present. (CA, GP)

**ARTH 448 Korean Art (4)**

The art, architecture, and visual culture of Korea from the pre-modern period to the present. (CA, GP)

**FA 240 Introduction to Art and Architecture (3)**

Introduces students to the various media and values of the visual and plastic arts within the context of a given international setting. Through this course students will gain a deeper understanding of the art that they are exposed to while studying and living in an international location. Students will learn and employ a critical vocabulary for analyzing and responding aesthetically to the paintings, drawings, sculpture, and architecture that they encounter in visits to museums, art galleries, and walking tours. Offered only in international programs. Does not qualify as a course for the major in art history. (CA)

**FA 241 Introduction To Music (3)**

Introduces students to the basic forms and styles of Western music from a chronological perspective. Through this course students will gain a deeper understanding of the music that they are exposed to while studying and living in an international location. Through guided listening, students will learn and employ a critical vocabulary for analyzing and responding aesthetically to the music they encounter as members of the audience for the concerts and operas they attend in the class. Offered only in international programs. Does not qualify as a course for the major in music. (CA)

**MUS 105 Pepperdine University Concert Choir (0–1)**

A large group chosen by audition at the beginning of the school year to perform traditional and contemporary choral literature. The group represents the University at many civic and local college functions. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

**MUS 106 MUS 106 Guitar Class I (2)**

This course is a general survey of guitar styles such as jazz, blues, and folk. The class is open to all students regardless of guitar experience. A guitar is required and must be supplied by the student. (CA)

**MUS 110 Piano Class I (2)**

Instruction for the beginner or a first course to review technique and keyboard skills for the near-beginner or a beginner who has had less than six months of study in piano. Reading skills, playing simple chord patterns, improvisation, harmonization of melodies, and establishing a basic technique will be the principal objectives of the course. (CA)

**MUS 118 Voice Class I (2)**

Designed for beginning singers, but primarily for those who have had some previous musical background. Application of vocal principles for developing singing facility required in public schools. Not required of students who satisfy the requirement through individual instruction. (CA)

**MUS 128 University Wind Ensemble (0–1)**

Audition required. The study and performance of traditional and contemporary wind band literature, requiring an advanced level of performance ability. Public concert given each semester. (CA)

**MUS 135 Pepperdine University Symphony (0–1)**

The symphony provides selected students the opportunity to perform works from the standard and twentieth-century orchestral repertoire. While solo appearances are made at concerts by faculty and professional artists, students who have demonstrated outstanding performance ability may also be invited to perform as soloists. Auditions are given at the beginning of each semester. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

**MUS 136 String Ensemble (0–1)**

Provides opportunities for string players to study and perform chamber music (trios, quartets, and quintets) for standard string groupings as well as in combination with other instruments, such as piano and winds. Open to all qualified students and staff by audition. (CA)

**MUS 137 Brass Ensemble (0–1)**

Explores the music written for brass instruments from the seventeenth century to the present. From the larger ensemble, the Seaver Brass Quintet is selected. Open to all qualified students and staff by audition. (CA)

**MUS 138 Jazz Ensemble (0–1)**

A select instrumental ensemble which emphasizes the performance literature in a wide diversity of styles, as well as the study of improvisation. A variety of performance experiences is provided. Auditions are held at the beginning of each semester. (CA)

**MUS 139 Woodwind Ensemble (0–1)**

Organized to read and prepare for concert music for woodwind instruments in a variety of musical styles and combinations of instruments. Open to all qualified students and staff by audition. (CA)

**MUS 140 Percussion Ensemble (0–1)**

Enables students with some percussion experience to rehearse and perform repertoire for two or more players on a variety of percussion instruments owned by the college. Open to all qualified students and staff by audition. (CA)

**MUS 141 Chamber Singers (0–1)**

A small group selected by audition to perform vocal music ranging from that of the early

Renaissance to music in a contemporary style. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

### **MUS 143 Collegium Musicum (0–1)**

Open to all students by audition. Study and performance of music from the various historical periods. May include use of older instruments such as harpsichord and recorder. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

### **MUS 145 Performance Skills for Classical Guitar (1)**

This course is a performance-based study of guitar transcription, sightreading, and other necessary skills for classical guitarists. The class is open to students with intermediate or advanced classical guitar experience. A course fee will be assessed. (CA)

### **MUS 150 Guitar Ensemble (0–1)**

Provides opportunities for guitar players to study and perform chamber music for standard ensembles such as guitar duo, guitar trio, and quartet, as well as in combination with other instruments such as flute, voice, and strings. (CA)

### **MUS 184 Opera Workshop (0–1)**

Open to all students by audition. Provides an opportunity for the student to participate in the production and performance of ensembles and scenes from operas and musical theatre, as well as the presentation of complete works. (CA)

### **MUS 200 Music Appreciation (3)**

An introductory survey that examines the history and theory of music in which students attend lectures, read texts, listen to music, and experience live performances. (CA)

### **MUS 280 Introduction To Music (4)**

A study of the fundamentals of music coupled with a survey tracing the historical development of music from the Greeks to the twenty-first century. Examples of music from each period will be studied through listening and scores. An introductory course for non-music majors only. (CA)

### **MUS 305 Pepperdine University Concert Choir (0–1)**

A large group chosen by audition at the beginning of the school year to perform traditional and contemporary choral literature. The group represents the University at many civic and local college functions. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

### **MUS 328 University Wind Ensemble (0–1)**

Audition required. The study and performance of traditional and contemporary wind band literature, requiring an advanced level of performance ability. Public concert given each semester. (CA)

### **MUS 335 Pepperdine University Symphony (0–1)**

The symphony provides selected students the opportunity to perform works from the standard

and twentieth-century orchestral repertoire. While solo appearances are made at concerts by faculty and professional artists, students who have demonstrated outstanding performance ability may also be invited to perform as soloists. Auditions are given at the beginning of each semester. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

**MUS 336 String Ensemble (0–1)**

Provides opportunities for string players to study and perform chamber music (trios, quartets, and quintets) for standard string groupings as well as in combination with other instruments, such as piano and winds. Open to all qualified students and staff by audition. (CA)

**MUS 337 Brass Ensemble (0–1)**

Explores the music written for brass instruments from the seventeenth century to the present. From the larger ensemble, the Seaver Brass Quintet is selected. Open to all qualified students and staff by audition. (CA)

**MUS 338 Jazz Ensemble (0–1)**

A select instrumental ensemble which emphasizes the performance literature in a wide diversity of styles, as well as the study of improvisation. A variety of performance experiences is provided. Auditions are held at the beginning of each semester. (CA)

**MUS 339 Woodwind Ensemble (0–1)**

Organized to read and prepare for concert music for woodwind instruments in a variety of musical styles and combinations of instruments. Open to all qualified students and staff by audition. (CA)

**MUS 340 Percussion Ensemble (0–1)**

Enables students with some percussion experience to rehearse and perform repertoire for two or more players on a variety of percussion instruments owned by the college. Open to all qualified students and staff by audition. (CA)

**MUS 341 Chamber Singers (0–1)**

A small group selected by audition to perform vocal music ranging from that of the early Renaissance to music in a contemporary style. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

**MUS 343 Collegium Musicum (0–1)**

Open to all students by audition. Study and performance of music from the various historical periods. May include use of older instruments such as harpsichord and recorder. A class fee will be assessed for students taking 0 units in a music ensemble. (CA)

**MUS 345 Advanced Performance Skills for Classical Guitar (1)**

This course is a performance-based study of guitar transcription, sight reading, and other necessary skills for classical guitarists. The class is open to students with intermediate or advanced classical guitar experience. A course fee will be assessed. (CA)

**MUS 350 Guitar Ensemble (0–1)**

Provides opportunities for guitar players to study and perform chamber music for standard ensembles such as guitar duo, guitar trio, and quartet, as well as in combination with other instruments such as flute, voice, and strings.

#### **MUS 354 Music History and Literature I (4)**

A study of the history of music from the Greek period through the Baroque Era. Special emphasis is placed upon the evolution of forms, style, and media of music under consideration. Guided listening of representative examples is required. Consent of instructor required. Prerequisite: MUS 215. (HT)

#### **MUS 355 Music History and Literature II (4)**

A study of the history of music from the Classical period to the present. Special emphasis is placed upon the evolution of forms, style, and media of music under consideration. Guided listening of representative examples is required. Consent of instructor required. Prerequisite: MUS 215. (HT)

#### **MUS 384 Opera Workshop (0–1)**

Open to all students by audition. Provides an opportunity for the student to participate in the production and performance of ensembles and scenes from operas and musical theatre, as well as the presentation of complete works. (CA)

#### **MUS 412 Music of the Twentieth and Twenty-First Centuries (4)**

A comprehensive study and analysis of the important disciplines and styles of music since the turn of the twentieth century, beginning with Debussy and ending with composers of the current century. Prerequisite: MUS 215. (IN)

#### **MUS 465 Symphonic Literature (4)**

A survey of the standard symphonic repertoire from its inception to the present, focusing on the symphony. Representative works will be analyzed and studied through recordings and concert attendance. (IN)

#### **MUS 466 Vocal Literature (4)**

The study of solo vocal literature from the Baroque Cantata to the Art Song of the present. The Lied, Melodie and orchestrated song are examined. Scores and recordings will be provided. Concert attendance is required. Prerequisite: MUS 303 or permission of instructor. (IN)

#### **MUS 467 History of Sacred Music (4)**

A study of the history of music during ancient Biblical times to the present and of how history has shaped music in modern-day worship. The course will deal with the significance of music in the church and its influence upon the worship service. (CA, HT)

#### **MUS 468 Multicultural Music in America: Eye on Los Angeles (3)**

A survey of multicultural music in America with a particular emphasis on Los Angeles and the contributions of various ethnic groups to its artistic milieu. (CA)

#### **THEA 150 Theatre Ensemble (0–2)**

Participation in Theatre Program productions. A maximum of four units may be counted toward graduation requirements. If taken in partial fulfillment of fine arts general education requirements, must be taken for at least 1 unit credit with a letter grade. (CA)

**THEA 200 Theatre Appreciation (3)**

An introductory survey that examines the history and theory of theatre in which students attend lectures, read texts, and experience live performances. (CA)

**THEA 210 Acting I: Introduction to Acting, Part 1 (2)**

A studio-style course in the craft of acting for the stage designed to introduce the beginning actor to the use of imagination and the skills of collaboration and communication. Focuses on basic terminology and the development of the inner creative state of the actor. Lecture two hours per week, laboratory, tutorial and related work two hours per week. (CA)

**THEA 226 Dance for Musical Theatre (2)**

A practical class studying a particular style of dance for music theatre. (CA)

**THEA 227 Theatre Dance: 20th-Century Styles (2)**

A practical class for developing the dance techniques, combinations, and styles of the 20th century. A course fee will be assessed. (CA)

**THEA 240 Stagecraft I (4)**

An introductory study of the technical aspects of theatre, including lectures and labs. (CA)

**THEA 243 Stage Makeup (2)**

Instruction and practice in design and application of stage makeup. Studies in age, character, and animal makeups, prosthetic and hairpiece construction and application. Stage Makeup laboratory fee will be assessed. (CA)

**THEA 311 History of the Theatre I (3)**

The development of theatre from the ancient Egyptians through the Renaissance. Includes representative plays and playwrights of the various periods and countries, as well as the development of the physical theatre and the roles of the actors and directors in theatre history. (HT)

**THEA 312 History of the Theatre II (3)**

The study of theatre history continued from the seventeenth century to the present. (HT)

**THEA 347 Theatre Dance: Contemporary Styles (2)**

A practical class for developing contemporary dance techniques, combinations, and styles. Prerequisite: THEA 227 or instructor permission. (CA)

**THEA 350 Theatre Ensemble (0–2)**

Participation in Theatre Program productions. May be repeated when cast in main stage productions. A maximum of four units may be counted toward graduation requirements. If taken in partial fulfillment of fine arts general education requirements, must be taken for at least

1 unit credit with a letter grade. (CA)

### **Humanities and Teacher Education Division**

#### **CRWR 203 Introduction to Creative Writing (4)**

Introductory study and intensive practice in major categories of writing, including both media-oriented and traditional literary forms. Strong emphasis is on working toward publishable writing while mastering the structural fundamentals of each form. Attention is paid to markets for the short story, television, film, stage play, and poetry. (CA)

#### **CRWR 210 Introduction to Screen and Television Writing (4)**

Introductory study and intensive practice in major categories of writing for screen and television. Strong emphasis is on working toward production worthy writing while mastering the structural fundamentals of each form. Attention is paid to markets for film and television. Primarily for non-majors or for majors/minors who wish to focus primarily on screenwriting. (CRWR 210 is equivalent to FILM 210.) (CA)

#### **ENG 100 Composition for ELL Students (3)**

Focuses on the skills necessary for academic discourse, including critical thinking, analytical reading, synthesis, argumentation, and research. Students will produce a portfolio of writing which reflects proficiency in these areas. Placement in the course is based upon a diagnostic examination given at the beginning of the term. Graded A, B, C, NC. Must be taken concurrently with GSEN 199.

#### **ENG 101 English Composition (3)**

An intensive writing workshop. The emphasis is on reading and writing critically and developing an effective writing process, including strategies for generating and researching ideas, drafting, revision, and editing. Students read extensively about current issues and produce portfolios demonstrating their ability to write for a variety of purposes, focusing particularly on academic writing. Students must complete ENG 101 by the end of their first year of study. Graded A, B, C, and NC. ENG 101 fulfills a Core Foundations requirement.

#### **ENG 330 American Literature (4)**

Emphasizes the distinctive character of the American literary imagination through a study of major American writers and their work. Prerequisite: ENG 101 or equivalent. (IN, UX)

#### **ENG 335 Environmental Literature (4)**

Explores relationships between literature and place as revealed through the American nature writing tradition and in the work of international writers, in differing conceptual and cultural perspectives. Students will develop a keener understanding of the varied connection between literature and place, a more complex understanding of places they inhabit, and a more robust ethical relationship to these locations. Prerequisite: ENG 101 or equivalent. (IN)

#### **ENG 340 Multicultural Literature (4)**

An in-depth study of multicultural writers. The course may be focused on a theme, a movement, a historical period, or a genre. Prerequisite: ENG 101 or equivalent. (IN)

**ENG 350 British Literature (4)**

Emphasizes the distinctive character of the British literary imagination through a study of major British writers and their work. Places these works in their historical contexts and identifies literary styles and genres characteristic of the periods studied. Prerequisite: ENG 101 or equivalent. (IN)

**ENG 370 World Literature (4)**

Examines literary texts from one or more non-British, non-American cultures. The course may focus on any genre, nationality or ethnicity, or time period, such as the Russian Novel, Modern European Poetry, or Literature of the Caribbean. May be repeated once when topics vary. Prerequisites: ENG 101 or equivalent. (IN)

**ENG 380 Topics in Literature (4)**

Examines a given topic in literary studies. The course may be focused on a theme, a movement, a historical period, or a genre. May be repeated once when topics vary. Prerequisite: ENG 101 or equivalent. (IN)

**FILM 200 Introduction to Film (4)**

An introductory study of the critical and technical language associated with the film studies discipline. Includes an introduction to genres, classic narrative and non-narrative forms, mise-en-scene, cinematography, editing, sound, and film style. Students will be introduced to the major resources and guides and learn research methods specific to the field. Emphasis is on critical thinking, writing, and research skills. Prerequisite: ENG 101. (CA)

**FILM 301 History of American Cinema (4)**

An introduction to aesthetic, industrial, and social history of the American film, which may include a brief survey of international cinema. (HT)

**FILM 321 World Cinemas (4)**

This course will be a focused survey of world cinemas. An exploration of the aesthetic, historical, and theoretical/critical aspects of major national cinemas around the world, with an emphasis on the unique socio-cultural context and national identity politics, with special attention to China, Japan, India, Hong Kong, South Korea, and regions in the Middle-East and Africa. (GP)

**FILM 365 Japanese and Asian Film (4)**

This course explores the thematic and formal aspects of Japanese film, dealing with topics such as the Meiji Restoration of 1868, the rise of Taisho commodity culture in the 1920s, the Pacific War, postwar reconstruction, and postmodernism. Study of works by Ozu, Mizoguchi, and Kurosawa will introduce the course, followed by a series of more recent Japanese films, including science-fiction animation. In addition, works from China, Hong Kong, and South Korea raise the issue of colonialism and the role Japanese colonialism played in the development of East Asian film industries and sensibilities. (ASIA 365 is equivalent to FILM 365.) (GP)



**GSEN 199 American Language and Culture (3)**

Students refine their use of idiomatic English through the study of the mass media and literary selections, discussion, computer-assisted instruction, sentence combining, and modeling. The course promotes cross-cultural understanding and develops the ability of non-native speakers to think and communicate clearly. Must be taken concurrently with ENG 100. GSEN 199 can substitute for FOR 101 as a Core Foundations requirement.

**GSGS 200 Designing Your Life: Internship and Career Preparation (1)**

This course is an introduction to career exploration and career management skills. Personality and interest assessments will help students determine career or graduate school aspirations. Students will identify career pathways, learn how to research them, and develop a career plan. A range of career management skills will be explored, including professional branding, resume, interview skills, internship and job search strategies, professionalism and others. Open to all majors.

**GSHU 333 Asian Great Books (4)**

Using the shared inquiry method, this course considers great literary, philosophical, and religious texts of the East, such as the Mahabharata, Bhagavad Gita, and works by Confucius, Mencius, Hsun Tzu, Chuang Tzu, Basho, Murasaki, and others. The course requires intensive work in writing and oral participation. (GP)

**HIST 210 Topics in History (4)**

A seminar course on a topic of historical knowledge. The course focuses on analyzing historical interpretations and narratives by interpreting primary sources in context, identifying causation, and tracing continuity and change. May be repeated as topics vary. (HT)

**HIST 220 Topics in European History (4)**

A seminar course on a topic of historical knowledge of European civilization from antiquity until the present. The course focuses on analyzing historical interpretations and narratives by interpreting primary sources in context, identifying causation, and tracing continuity and change. May be repeated as topics vary. (HT)

**HIST 230 Explorations in US History (4)**

A seminar course that deepens student understanding of the United States, including its economic, political, social, or cultural aspects. The course does so by focusing on studying historical interpretations and narratives, analyzing primary sources, identifying causation, and tracing continuity and change—all within historical context. May be repeated as topics vary. (HT, UX)

**HIST 240 Topics in Global History (4)**

A seminar course on a topic in comparative or historical knowledge of the world outside of the United States and Europe or from the precolonial past. The course focuses on analyzing historical interpretations and narratives by interpreting primary sources in context, identifying causation, and tracing continuity and change. May be repeated as topics vary. (GP, HT)

**HIST 250 Diverse Experiences in History (4)**

A seminar course focusing on the experiences and agency of marginalized and/or oppressed groups of people throughout history. The course employs methods such as analysis of historical narratives, contextual interpretation of sources, and tracing continuity and change. May be repeated as topics vary. (HT)

#### **HIST 260 Diversity in US History (4)**

A seminar course in the history of the United States (including before 1776) that focuses explicitly on the interaction of diverse peoples. The course also focuses on analyzing historical interpretations and narratives by interpreting primary sources in context, identifying causation, and tracing continuity and change. May be repeated as topics vary. (UX)

#### **HIST 270 Diverse Perspectives in Global History (4)**

This course explores histories on a range of topics outside of the “West” to develop critical thinking and historical analysis specifically focusing on historical development, cultural heritage, politics and/or religious traditions of civilizations of communities outside Europe and the USA. The course material features diverse voices and perspectives as a way to challenge students on their understanding of world history and to incorporate new understandings of human resilience, resistance, and change. This course will examine topics of systemic injustice, marginalization of various communities, and avenues of resistance and change within or at the breakages of these systems. (DV, GP)

#### **HIST 310 A History of Modern Japan (4)**

Examines the history of modern Japanese society from the rise of the Tokugawa Shogunate (seventeenth-to nineteenth-century military rule) to the end of the Pacific War (1937-1945). The ideas, historical events, and social forces that underpinned the Tokugawa era (early modern), as well as Japan’s selective absorption of European and American influences will be studied. The course seeks to understand the role ideas and action (thought and practice)—traditional and modern, Japanese and non-Japanese—played in national integration, rapid industrialization, and Japan’s emergence as a twentieth-century power. A modern history, the course places its topic in the broader study of modernity and modernization theory. (Equivalent to ASIA 310.) (GP, HT)

#### **HIST 320 Pre-Columbian Civilizations of the Americas (4)**

An examination of major Native American civilizations from prehistoric times to approximately 1600. Social and cultural aspects will be emphasized as archaeological, anthropological, and historical data are examined. Special attention will be given to the Native American cultures of Central and either North or South America. (GP, HT)

#### **HIST 330 History of Traditional Chinese Civilization (4)**

A survey of Chinese civilization from the ancient kingdoms of the Shang and Zhou dynasties through the time of the last Chinese imperial dynasty, the Ming Dynasty (1644 A.D.). Major personalities, significant events, and critical developments in the politics, society, and culture of this period are examined. Special focus on Confucius and Confucianism, political authoritarianism and despotism, social mobility and meritocracy, women and the traditional family, and China and the emerging world economy. (Equivalent to ASIA 330.) (GP, HT)

**HIST 331 History of Modern China (4)**

A survey of modern Chinese history from the founding of the last imperial dynasty, the Qing, in 1644 A.D. through the establishment of the Republic of China in 1911 to the return of the British colony of Hong Kong in 1997. Political, economic, social, and intellectual developments will be examined. Special focus on democracy and the legacy of authoritarianism, “free trade” and opium wars, westernization and modernization, Confucianism and Chinese Identity, economic development and equality, and communist revolution and reform. Equivalent to ASIA 331. (GP, HT)

**HIST 335 Latin American History: The Colonial Period to 1800 (4)**

A history of Latin America from pre-Columbian times to the early nineteenth century. Examines the encounters among Iberian, American, and African peoples in America and the consequent creation and development of Colonial Spanish and Portuguese institutions and new American cultures. Themes include strategies of conquest and resistance, imperial and local economies, social relations, and political and religious institutions. Concludes with an examination of late colonial society, Bourbon Reforms, and the context for independence movements. (HT)

**HIST 336 Latin American History: The National Period Since 1800 (4)**

A survey of Latin American history from independence to the present. Studies political, social, and economic developments of the twenty republics of Latin America with a focus on Brazil, Mexico, Argentina, and Central America and the Caribbean. Topics include wars of independence, dilemmas of national organization, economic development strategies, reform and revolution, social change, and inter-American relations. (HT)

**HIST 390 Modern History of the Middle East (4)**

An introductory course which explores the causes underlying the rise of sovereign nation-states in the 19th and 20th centuries, as well as the conflicts that have attended modern social, technological, and political change. In addition, particular attention will be paid throughout the course to Islam and its influence over the socio-political history of the Middle East. The basic tenets of Islam and its significance and role will be critically examined. Generally, the course will strike a balance between chronological and thematic/analytical approaches. (GP, HT)

**HIST 409 Ancient Civilizations (4)**

Examines the major civilizations of the ancient world before the emergence of the Greeks and Romans in the Mediterranean. The political, religious, cultural, and social histories and legacies of the Egyptian and the Mesopotamian civilizations will be studied in detail, as will the histories of less widely-studied Indus Valley and Ganges River civilizations. Special attention is given to the monotheistic cultures of the Israelites and the Persians and to the role of archaeology in ancient history. (GP)

**HIST 428 Topics in Intellectual & Cultural History of United States (4)**

Topics in the history of American thought and culture, such as the development and consumption of scientific, political, religious, economic, and/or social theories and themes in intellectual and popular culture. May be repeated when topics vary. (UX)

**HIST 435 Topics in the History of Women in the United States (4)**

This course examines women's experiences as women (shaped by changing conceptions of gender) in the United States. It also considers the impact of such factors as race and class in understanding both the shared and diverse experiences of women. Focus and selection of themes will vary from term to term. May be repeated when topics vary. (UX)

### **HIST 438 History of Religion in America (4)**

A study of American religion in the context of history and culture from the Puritans to the present. Topics include Protestantism, Catholicism, Judaism, sectarian movements, native American and black religions, as well as new religious movements. (Equivalent to REL 538.) (UX)

### **HIST 450 Modern History of Africa (4)**

Explores the history of Africa from 1800 to contemporary times. Attending to both thematic diversity and regional particularism, it addresses such topics as the slave trade in Western and Central Africa, the Zulu and Asante empires, Christian missions, colonization and human rights abuses in the Congo and German Southwest Africa, apartheid in South Africa, and indigenous resistance to, and ultimately victory over, European systems of exploitation and control. The course also investigates the endemic social and political crises of the post-independence era. (GP)

### **HIST 530 Social History of the United States (4)**

A study of developments, social institutions, and daily living from the colonial period to the present. This course will examine the major historical and historiographical trends in the history of the United States from the perspective of women, labor movements, African Americans, Native Americans, and other similar groups from 1800 to the present. (UX)

### **HUM 100 Thinking Classically (4)**

This course is designed to strengthen incoming students' thinking skills. Rather than tell students what to think, this course will teach students how to think. It will focus on the Western intellectual tradition using texts from the classical period to the Renaissance, showing how the texts were both shaped by their historical contexts and how they shaped those contexts in turn. Like other Foundations of Reasoning courses, this course will help build a student's capacity to think clearly and deeply about important and enduring issues, such as truth, goodness, justice, and beauty. In addition, all sections of this course will address at least three of the following additional "big" topics: God, formal reasoning (logic), contingent truths (history), free will, and identity. Together, students and professors uncover and sharpen vital intellectual tools and then apply those tools to big ideas and to specific real-world situations. HUM 100 can substitute for FOR 101 as a Core Foundations requirement.

### **HUM 200 Topics in Humanities (4)**

This course will examine a significant historical development in the period from 1500 to the present. The focal themes can vary from section to section depending on the instructor, but all themes will be examined within a historical, chronological framework while incorporating a variety of interdisciplinary perspectives. (HT)

## **International Studies and Languages Division**

### **ASIA 301 Sources of Asian Tradition (4)**

An introduction to the concepts and experiences that have informed and sustained Asian civilization for 4,000 years. Major ideas and events that have shaped the historical record of the great civilizations of India and China (and all nations under their influence, including Southeast Asia, Tibet, Korea, and Japan) will be presented and examined through lectures, demonstrations, assigned readings, and discussions. Students will gain a working knowledge of Asian institutional and intellectual history and a sense of the common human experiences that link East and West. (GP)

### **ASIA 305 Survey of East Asia (4)**

A historical survey of the nations of East Asia from the earliest period of Shang Dynasty China to the present ascent of the Pacific Rim. The nations of East Asia—China, Japan, Korea, and Vietnam—were bound by political, social, and economic ties, but it was primarily the ties of culture and language that sustained their commitment to a common civilization. The course will introduce students to the most important events, people, institutions, and achievements of this civilization. (GP)

### **ASIA 310 A History of Modern Japan (4)**

Examines the history of modern Japanese society from the rise of the Tokugawa Shogunate (seventeenth- to nineteenth-century military rule) to the end of the Pacific War (1937-1945). The ideas, historical events, and social forces that underpinned the Tokugawa era (early modern), as well as Japan's selective absorption of European and American influences will be studied. The course seeks to understand the role ideas and action (thought and practice)—traditional and modern, Japanese and non-Japanese—played in national integration, rapid industrialization, and Japan's emergence as a twentieth-century power. A modern history, the course places its topic in the broader study of modernity and modernization theory. (ASIA 310 is equivalent to HIST 310.) (GP)

### **ASIA 325 Pre-Modern Japanese Literature (4)**

Surveys 1,100 years of pre-modern Japanese literature, one of the most extensive literary traditions of world civilizations. Explores a variety of key texts in the Japanese lyric and narrative canon: ancient poetry, romances, and diaries by court aristocrats; samurai warrior tales; Imperial poetry sequences; recluse literature by hermit monks; travel journals by itinerant priests; bunraku puppet and Nô theater scripts; and comic tales produced in the urban entertainment quarters. The course also pays attention to the visuality of these texts, as most of the canonical stories have their corollary in painting, scrolls, or screens. (GP)

### **ASIA 330 History of Traditional Chinese Civilization (4)**

A survey of Chinese civilization from the ancient kingdoms of the Shang and Zhou dynasties through the time of the last Chinese imperial dynasty, the Ming Dynasty (1644 A.D.). Major personalities, significant events, and critical developments in the politics, society, and culture of this period are examined. Special focus on Confucius and Confucianism, political authoritarianism and despotism, social mobility and meritocracy, women and the traditional family, and China and the emerging world economy. (ASIA 330 is equivalent to HIST 330.) (GP)

**ASIA 331 History of Modern China (4)**

A survey of modern Chinese history from the founding of the last imperial dynasty, the Qing, in 1644 A.D., through the establishment of the Republic of China in 1911, to the return of the British colony of Hong Kong in 1997. Political, economic, social, and intellectual developments will be examined. Special focus on democracy and the legacy of authoritarianism, “free trade” and opium wars, westernization and modernization, Confucianism and Chinese identity, economic development and equality, and communist revolution and reform. Equivalent to HIST 331.) (GP)

**ASIA 340 Traditional Chinese Thought and Society (4)**

A study of traditional Chinese thought from ancient and classical China through the Ming Dynasty (A.D. 1644). The traditions of Confucianism, Taoism, and Buddhism will be considered in their social, political, and intellectual contexts and through their ethical impact. Special emphasis on the natural and the moral order, good men and the society, change and immutability, and truth and rationality. (GP)

**ASIA 345 Modern Chinese Literature (4)**

A survey of Chinese literature, in English translation, from the nineteenth century to the present. Students will read from the major works of modern literature, including from such genres as short stories, drama, and novels. The course will seek to understand these works in their cultural and social context, and will especially focus on how different authors contribute to the development of a modern Chinese identity. (GP, IN)

**ASIA 350 Buddhist Texts, Images, and Practices (4)**

A lecture-seminar on the development of Buddhist doctrine and iconography in Asia from India to Tibet, China, Korea, and Japan using original-language texts in English translation as well as slides of historically significant temples and their contents. First-hand impressions of Buddhist images and practices will be gained through field trips to Buddhist communities in the Los Angeles area. (GP)

**ASIA 365 Japanese and Asian Film (4)**

This course explores the thematic and formal aspects of Japanese film, dealing with topics such as the Meiji Restoration of 1868, the rise of Taisho commodity culture in the 1920s, the Pacific War, postwar reconstruction, and postmodernism. Study of works by Ozu, Mizoguchi, and Kurosawa will introduce the course, followed by a series of more recent Japanese films, including science-fiction animation. In addition, works from China, Hong Kong, and South Korea raise the issue of colonialism and the role Japanese colonialism played in the development of East Asian film industries and sensibilities. (ASIA 365 is equivalent to FILM 365.) (GP)

**ASIA 370 Modern Japanese Literature (4)**

This course explores both the institution of modern Japanese literature (the creation of a standardized, national language; experimentation with Western genres) and its theoretical implications for the development of prose realism in Japan. The course will relate the development of literary forms to broader issues regarding modernization, such as the forming of

a national culture, urbanization, twentieth-century militarism, and postwar democracy. Writers include Soseki, Mishima, Oe, and Tanizaki. (GP, IN)

### **FRE 356 Major French Authors (4)**

This course offers a study of the works of major representative figures in French literature such as Pascal, Moliere, Rousseau, Zola, and Sartre. Prerequisite: FRE 252 or equivalent competency. (IN)

### **FRE 366 Francophone Civilizations of Africa and the Levant (4)**

Survey of the Francophone presence in West Africa, North Africa, and the Levant. Students will explore the history of these regions, factors leading to their movements for independence, and sociocultural and political issues related to post-colonialism. Prerequisite: FRE 252 or equivalent competency. (GP)

### **FRE 440 Francophone Texts (4)**

A course that highlights movements, foundational authors, genres, and themes in texts from Francophone regions outside of France. Prerequisite: One 300-level French course or instructor's approval. (IN)

### **FRE 450 French Texts (4)**

A course that highlights movements, foundational authors, genres, or themes in French (Continental) texts. Prerequisite: One 300-level French course or instructor's approval. (IN).

### **GER 450 Literary Survey I (4)**

A study of representative German authors and their works in a historical context. Prerequisite: GER 252 or equivalent competency. (IN)

### **INTS 365 People and Cultures of the Middle East (4)**

This course, taught in Jordan, seeks to acquaint students with some of the diversity of peoples and cultures in that country and in the Middle East region as a whole. Emphasis is placed on understanding key elements of the Arab-Muslim culture which creates the sociocultural context both for Jordan and the broader region. In addition to looking at the specific local culture(s) and cultural diversity of Jordan and the region, emphasis will be placed on understanding the concept of culture and the nature and challenge of intercultural understanding, adaptation and growth—i.e., how do we become people who can understand and engage any cultural context in a positive way. Offered only in the Jordan International Program. (GP)

### **INTS 445 Contemporary African Politics (4)**

A study of the contemporary political, social, economic, and cultural life of Africa with emphasis on three central themes of governance, development, security. Specific attention is devoted to political and economic liberalization in Africa, the Rwandan genocide, the HIV/AIDS pandemic, and the role of South Africa. (GP)

### **INTS 455 Politics of the Middle East and North Africa (4)**

This course is an introduction to politics in the Middle East and North Africa (MENA). It investigates a series of factors that may help to explain the region's contemporary political

landscape. Topics may include: colonial legacies, the persistence of authoritarianism in the region, oil, economic underdevelopment, political Islamism, religious and sectarian diversity, public attitudes, and US foreign policy. (GP)

#### **INTS 456 East Asian Politics (4)**

A comparative study of politics and society in several countries or regions of East Asia. Examines pan-Asian history and culture and explores the determinants of political and economic liberalization. Students majoring in international studies may apply this course to either the political studies or Asian studies specialization, but not both. (INTS 456 is equivalent to POSC 456.) (GP)

#### **INTS 459 Islam: History, Thought and Practice (4)**

This class will introduce students to the circumstances surrounding the advent and rise of Islam, the subsequent development of the tradition in a complex religious and political milieu, the challenges Muslim societies and thinkers face in a globally modernizing world, and the beliefs, rituals, and daily practices of adherents of the tradition today. Additionally, this course will critique stereotypes about Islam and Muslims advanced by antagonists of the tradition but also by some of its defenders. Finally, it will examine the legacy of relations between Muslims and practitioners of various other faiths, in particular, but not exclusively, Christianity, and discuss prospects for the future. (GP)

#### **ITAL 450 Masterpieces of Italian Literature (4)**

This course introduces a selection of masterpieces from the Italian literary canon, focusing principally, but not exclusively, on writers from the late Medieval period and the Renaissance. Texts and authors studied vary with each offering. Prerequisite: Any 300-level Italian course, or consent of the instructor. (IN)

#### **ITAL 451 Contemporary Italian Literature (4)**

A literature seminar with an emphasis on the theatre, poetry, and narrative of the twentieth and twenty-first centuries. May be repeated when topics/emphases vary. Prerequisites: Any 300-level Italian course, or consent of the instructor. (IN)

#### **SPAN 151 Elementary Spanish I (4)**

Basic conversation, reading, and writing; Spanish and Spanish-American culture. Must be taken for a letter grade. Students must earn a minimum grade of C- before they can advance to subsequent courses.

#### **SPAN 152 Elementary Spanish II (4)**

Continued practice of basic conversation, reading, and writing; Spanish and Spanish-American culture. Must be taken for a letter grade. Students must earn a minimum grade of C- before they can advance to subsequent courses. Prerequisite: SPAN 151 or equivalent competency.

#### **SPAN 440 Latin American Texts (4)**

A survey style course that highlights key texts, movements, foundational authors, genres, and themes in Latin American culture. Prerequisites: two courses from the SPAN 300, SPAN 341, and SPAN 345 sequence. (IN)



**SPAN 450 Spanish Texts (4)**

A survey style course that highlights key texts, movements, foundational authors, genres, and themes in Spanish (Peninsular) culture. Prerequisites: two courses from the SPAN 300, SPAN 341, and SPAN 345 sequence. (IN)

**Natural Science Division****BIOL 230 Human Anatomy (4)**

A structural survey of the human body, including skeletal, muscular, nervous, circulatory, respiratory, digestive, and genito-urinary systems. Laboratory includes dissection of biological specimen and examination of prosected human cadaver specimen. Three hours lecture and one three-hour laboratory per week. This class does not fulfill degree requirements for either the B.A. or B.S. degree in biology and will not count as a biology elective. Enrollment is intended for sports medicine majors only. Tier II laboratory fee will be assessed.

**BIOL 270 Human Physiology (4)**

An integrated study of the body's functional systems with particular attention to fundamental physiology. Emphasis is placed on mechanisms of function, especially cellular and molecular mechanisms. The course uses physical and chemical principles to present information regarding the organ systems. Three hours lecture and one three-hour laboratory per week. This class does not fulfill degree requirements for either the BA or BS degree in 349 Natural Science Division biology and will not count as a biology elective. Prerequisites: BIOL 230. Tier II laboratory fee will be assessed.

**BIOL 280 Microbiology for the Healthcare Professions (4)**

Introduces the core concepts and basic principles in microbiology, examining microorganisms and how they interact with humans and the environment. Student learning outcomes focus on microorganism cell structure, growth, heredity, diversity, and epidemiology. Additional concepts include pathogenicity, immunology, human disease and prevention, and microbiological techniques. The course provides the foundation of general microbiology necessary for students who are interested in pursuing a career in nursing. Three hours of lecture and one three-hour laboratory per week. Prerequisite: BIOL 270.

**CHEM 220 Chemistry for the Healthcare Professions (4)**

An introduction to the study of general, organic, and biochemistry with an emphasis on health science professional applications. The integrated laboratory will provide experimental applications of these chemical topics. The course provides the foundations of general, organic, and biochemistry necessary for students who are interested in pursuing a career in nursing.

**Religion and Philosophy Division****PHIL 301 Reasons for Faith (3)**

This seminar, designed for non-philosophy majors, is an introduction to evidence for and evidence against foundational Christian beliefs. The first part of the course concerns the

question of whether theism is true; among other topics, students consider the problem of evil and what is often called the problem of divine hiddenness. The second part of the course centers on the question of whether Christianity is true; among other topics, students discuss the atonement, the Trinity, Heaven and Hell, and evidence for the resurrection of Jesus. This course does not count for credit toward the philosophy major or minor. PHIL 301 can fulfill the core curriculum requirement for REL 300.

**PHIL 323 American Philosophy (4)**

A study of some of the major works of the classical American philosophical tradition, including transcendentalism and pragmatism, with special focus on the works of Peirce, James, and Dewey. (UX)

**PHIL 420 Epistemology (4)**

An inquiry into human knowledge—its nature, its sources, and its limits. Topics may include skepticism, the analysis of knowledge, the nature of belief and truth, human rationality and irrationality, naturalism, and disagreement. (IN)

**PHIL 450 Aesthetics (4)**

An examination of major themes and issues within the philosophical study of beauty, sublimity, taste, and evaluations of art. Engages such issues as what beauty is and what good art is. (IN)

**PHIL 527 Philosophy of Religion (4)**

A study of philosophical perceptions of God, religious experience, revelation, faith and reason, religious language, religion and ethics, evil and death, and eschatology. PHIL 527 can fulfill the core curriculum requirement for REL 300. (PHIL 527 is equivalent to REL 527.)

**REL 100 The Way of Jesus (3)**

Explores the story of Christianity, how it is rooted in the life of Jesus of Nazareth and the faith of the early church, how it addresses perennial human concerns, and how it has been enacted in a variety of historical and cultural contexts. REL 100 fulfills a Core Foundations requirement.

**REL 200 The Story of Christian Culture (3)**

Examines the Jewish and Christian scriptures in context, focusing on the central story they tell, how they came together, and how they have been interpreted to address perennial human concerns. REL 200 fulfills a Core Foundations requirement. Prerequisite: REL 100.

**REL 300 Christianity and Culture (3)**

Illuminates and evaluates how Christian scripture, theology, history, and practices interact with perennial human concerns, with a course-specific focus. REL 300 fulfills a Core Foundations requirement. Prerequisite: REL 200 or REL 102.

**REL 501 The World of the Old Testament (4)**

A study of the world of the ancient Near East, of which Old Testament Israel was a part. Special attention will be given to the literary and artifactual remains that shed light on the historical and socio-cultural context of ancient Israel. (GP)

**REL 526 The Religions of the World (4)**

An examination of the major religious traditions with focus on Hinduism, Buddhism, Judaism, Christianity, and Islam. Other religions such as Taoism, Confucianism, Shinto, Jainism, and Sikhism are covered as time permits. (GP)

### **REL 527 Philosophy of Religion (4)**

A study of philosophical perceptions of God, religious experience, revelation, faith and reason, religious language, religion and ethics, evil, and death and eschatology. REL 527 can fulfill the core curriculum requirement for REL 300. (REL 527 is equivalent to PHIL 527.)

### **REL 538 History of Religion in America (4)**

A study of American religion in the context of history and culture from the Puritans to the present, with attention to Protestantism, Catholicism, Judaism, sectarian movements, native American and black religions, and new religious movements. (REL 538 is equivalent to HIST 438.) (UX)

## **Social Science Division**

### **POSC 456 East Asian Politics (4)**

A comparative study of politics and society in several countries or regions of East Asia. Examines pan-Asian history and culture and explores the determinants of political and economic liberalization. Students majoring in international studies may apply this course to either the political studies or Asian studies specialization, but not both. (POSC 456 is equivalent to INTS 456.) (GP)

### **PSYC 200 Introduction to Psychology (3)**

A general introduction to the study of the science of psychology, intended for non-psychology majors. Consideration is given to the basic issues and research in human growth and development, perception, sensation, learning, thinking, motivation, emotion, personality, assessment, psychotherapy, and social behavior. Students majoring in psychology should take PSYC 210.

### **SOC 200 Introduction to Sociology (3)**

A general introduction to the history, principles, and methodology of sociology intended for non-sociology majors. Emphasis is on introducing students to the sociological analysis of human groups, institutions, and societies.

### **SOC 431 Wealth and Poverty in America (4)**

The sociological study of the unequal distribution of resources, including how these structural inequalities affect one's life chances. Special attention is given to the causes and effects of these inequalities in the United States. Prerequisite: SOC 200 (UX)

### **SOC 450 Race and Ethnic Relations (4)**

Attempts to understand the struggles and conflicts that frequently characterize inter-group relations as well as the struggles of specific racial and ethnic groups in the United States and around the world. Prerequisite: SOC 200. (UX)

## **Interdisciplinary**

**AAS 200 Introduction to African American Studies (4)**

This course provides an interdisciplinary introduction to and an examination of the complex array of African American cultural practices from slavery to postmodern times. Students will be introduced to those classic texts that provide the most profound grasp of the dynamics of African American thought and practice. (UX)

**CPL 100 Core Chapel (0.5)**

This course will introduce students to the literature and psychological principles related to resilience, grit, and perseverance. Students will be encouraged to develop healthy coping habits and interpersonal skills to support them throughout their university years and beyond. This course will also provide students with basic orientation to the University and its offices.

**CPL 150 RISE Together and Connection Chapels (0.5)**

First-year students attend both RISE Together and Connection Chapels during their first year at Pepperdine. RISE Together Chapels incorporate the four themes of love, truth, goodness, and beauty with the RISE resiliency curriculum. The Connection Chapels provide students opportunities to learn about the four themes in a smaller group setting.

**CPL 200 Connection Chapel (0.5)**

Second-year students participate in nine Connection Chapels throughout the semester. They provide an opportunity for students to learn more about the themes of love, truth, goodness, and beauty in smaller groups.

**FOR 101 Foundations of Reasoning (3)**

This course is designed to strengthen students' reasoning skills and advance their capacity to think clearly and deeply about important issues—like truth, goodness, justice, and meaning. Together, students and professors uncover and sharpen vital intellectual tools and then apply those tools to big ideas and to specific real-world situations. There is also an emphasis on developing arguments and engaging with others in civil fashion. This course must be taken within the first year of study at the College. FOR 101 fulfills a Core Foundations requirement.

**RISE 101 Resilience Research and Real Life (1)**

This course will introduce students to the literature and psychological principles related to resilience, grit, and perseverance. Students will be encouraged to develop healthy coping habits and interpersonal skills to support them throughout their university years and beyond. This course will also provide students with basic orientation to the university and its offices.

**SUST 300 Christianity and Sustainability (3)**

Illuminates and evaluates how Christian scripture, theology, history, and practices interact with the contemporary global discussion about sustainability and anthropogenic climate change. Prerequisite: REL 200 or REL 102. SUST 300 can fulfill the core curriculum requirement for REL 300.

### **College of Health Science and School of Nursing Classes**

The following courses appear only in the College of Health Science and School of Nursing course catalog.

#### **LANG 241 Medical Spanish for the Healthcare Professions (4)**

Continued practice of basic conversation, reading, and writing; Spanish and Spanish-American culture. Must be taken for a letter grade. Students must earn a minimum grade of C- before they can advance to subsequent courses. Prerequisite: SPAN 151 or equivalent competency.

#### **STAT 250 Introductory Statistics for the Healthcare Professions (3)**

A systematic introduction to descriptive and inferential statistics most applicable to healthcare professionals. Emphasizing the interpretation and practical application of statistics to inform clinical decision-making, enhance patient care, and enable healthcare research, students will develop the skills necessary to integrate statistical principles in professional healthcare practice.

### **Nursing Courses**

#### **NURS 170 Professionalism in Nursing Practice: Roles and Resilience (2)**

An introduction to the essential aspects of the nursing profession, including the formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment. Emphasizing ethical practice, accountability, and resilience, students will explore the role of the nurse in diverse settings, including patient care, advocacy, leadership, and collaboration. Strategies for stress management and work-life harmony are promoted to sustain professional growth. Through case studies and reflective practice, students will develop the skills needed to navigate the challenges of modern nursing with integrity, humility, and compassion in order to positively enact the nursing profession's characteristics and values.

#### **NURS 210 Health Assessment (2)**

Provides students with the knowledge and skills necessary to perform comprehensive head-to-toe health assessments across the lifespan. Emphasis is placed on developing proficiency in physical examination techniques, history taking, and the use of clinical reasoning to identify normal and abnormal findings. Students will learn to integrate data from health assessments to inform nursing care plans, with a focus on accuracy, cultural sensitivity, and effective communication. Co-requisites: NURS 210P

#### **NURS 210P Health Assessment Laboratory (2)**

Utilizing the clinical assessment laboratory, students will perform assessments of individuals ranging from infants to elders. This course offers experience in comprehensive assessments, allowing students to refine physical examination techniques, enhance patient history-taking skills, and develop systematic clinical reasoning, data collection, and documentation processes. Co-requisite: NURS 220

#### **NURS 220 Fundamentals of Nursing (3)**

This course distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice. As an introduction to essential nursing care for pediatric, maternity, adult, and older adult patients, students will learn and use the nursing process to develop clinical judgment, assess patient needs, create care plans, and implement nursing interventions. Throughout the course, the integration, translation, and application of established knowledge from other disciplines and evolving nursing knowledge is emphasized and practiced. Co-requisite: NURS 220P

### **NURS 220P Fundamentals of Nursing Clinical Practicum (2)**

The practicum provides simulated and clinical experiences essential to nursing care for pediatric, maternity, adult, and older adult patients. Students will apply the nursing process in clinical settings, developing clinical judgment and essential skills in patient assessment, care planning, and nursing interventions. Co-requisite: NURS 220

### **NURS 230 Community and Population Health Nursing (2)**

Examines the principles and practices of community and population health nursing. The course emphasizes the nursing process applied to diverse communities and populations. With an emphasis on assessment, diagnosis, planning, implementation, and evaluation of health interventions, students are trained to effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations. Students will also explore key concepts such as health promotion, disease prevention, and the impact of social determinants of health on community well-being. Prerequisite: NURS 220 and NURS 220P. Co-requisite: NURS 230P.

### **NURS 230P Community and Population Health Nursing Clinical Practicum (2)**

This clinical practicum provides students experiential learning that allows for the application of theoretical knowledge to community-based, real-world scenarios. Under the supervision of experienced nursing professionals, students engage in direct patient care, focusing on community health assessment, disease prevention, therapeutic communication, and the management of health conditions for communities and populations. Co-requisite: NURS 230.

### **NURS 260 Pathopharmacology (3)**

A comprehensive study of the pathology and general health management of diseases and injuries across the lifespan by examination of the etiology, symptoms, physical responses, and psychological reactions to disease and injury. Students will explore drug classifications and actions, therapeutic uses, adverse effects, routes of administration, and dosage calculations. The course integrates knowledge of normal anatomy and physiology to enhance understanding of disease processes, focusing on the body's responses and manifestations resulting from homeostatic imbalances. Basic principles of pharmacology, including receptor mechanisms, drug distribution and metabolism, and pharmacokinetics, are introduced. Prerequisite: BIOL 270.

### **NURS 270 Advanced Pathopharmacology (3)**

Building on the knowledge of pharmacology and pathophysiology in NURS 260, this course deepens the understanding of the relationship between pharmacological therapies and patient health outcomes. Students will explore the actions and effects of medications, as well as complementary and alternative therapies, on the human system across the lifespan. Emphasis is placed on the integration of advanced pharmacological principles with pathophysiological

conditions to inform clinical decision-making and optimize patient health outcomes.

Prerequisite: NURS 260.

### **NURS 300 Adult Health Nursing (3)**

Studies the nursing care of the diverse adult population across the health-illness continuum, emphasizing health promotion, illness prevention, and the management of acute and chronic conditions. Students will engage in the nursing process to deliver compassionate and evidence-based care, with an emphasis on patient-centered approaches. The course establishes quality and safety as core values of nursing practice in order to enhance quality of care and minimize the risk of harm to patients and providers. Interprofessional collaboration and the integration of spiritual care, cultural humility, and ethical practice are emphasized in optimizing patient outcomes. Prerequisite: NURS 210, NURS 210P, NURS 220, and NURS 220P.

Co-requisite: NURS 300P.

### **NURS 300P Adult Health Nursing Clinical Practicum (3)**

Provides clinical experience in the care of adult patients with a variety of medical-surgical conditions. Students will apply theoretical knowledge in clinical settings, enhancing their skills in patient assessment, care planning, and intervention. Emphasis is placed on developing critical thinking, clinical decision-making, and collaborative skills within the healthcare team. Students will engage in compassionate and ethical care, considering the unique needs of each patient, and will learn to integrate evidence-based practices into their nursing care. The course fosters the development of professional behaviors and the ability to work effectively in fast-paced, high-acuity environments. Co-requisite: NURS 300.

### **NURS 310 Gerontological Nursing (2)**

An in-depth exploration of gerontological nursing emphasizing compassionate, holistic, and person-centered care across a variety of complicated contexts. Students will learn to address the unique physical, emotional, social, and spiritual needs of older adults. The course covers key topics such as the aging process, chronic illness management, dementia care, end-of-life care, and the impact of social determinants of health on aging populations. Students will engage in the nursing process, applying assessment, diagnosis, planning, implementation, and evaluation to promote quality care and enhance the well-being of elders. Interprofessional education and cultural humility are integral components of the course, preparing students to collaborate effectively to provide ethical, sensitive care to diverse elderly populations. Prerequisite: NURS 210, NURS 210P, NURS 220, and NURS 220P. Co-requisite: NURS 310P.

### **NURS 310P Gerontological Nursing Clinical Practicum (2)**

Enables students to obtain clinical experience in gerontological nursing. Under the guidance of experienced professionals, students will engage in direct elder patient care, focusing on the nursing process and compassionate, culturally competent care in diverse clinical settings.

Co-requisite: NURS 310

### **NURS 320 Psychiatric-Mental Health Nursing (2)**

This course develops the essential skills and knowledge necessary to provide high-quality, holistic, and compassionate care to individuals experiencing mental health challenges across the lifespan. The integration of the nursing process (assessment, diagnosis, planning,

implementation, and evaluation) with a focus on therapeutic communication, crisis intervention, and psychopharmacology is emphasized. Students will explore the impact of social determinants of health, cultural humility, and ethical considerations in mental health care. Prerequisite: NURS 210, NURS 210P, NURS 220, and NURS 220P. Co-requisite: NURS 320P.

### **NURS 320P Psychiatric-Mental Health Nursing Clinical Practicum (2)**

This clinical practicum provides students with clinical experience in psychiatric and mental health settings. Students will engage in direct patient care, focusing on assessment, therapeutic communication, and the management of mental health conditions. Co-requisite: NURS 320.

### **NURS 330 Family-Centered Maternity Nursing (2)**

A comprehensive exploration of maternity nursing, focusing on the care of women, newborns, and families during the childbearing period. Students will learn to deliver care that addresses the physical, emotional, and spiritual needs of patients. Emphasis will be placed on the nursing process, with special attention to culturally sensitive care and social determinants of health. Through interprofessional collaboration, students will develop skills to support quality and ethical care in diverse maternity settings, ensuring positive health outcomes for mothers and their families. Prerequisite: NURS 210, NURS 210P, NURS 220, and NURS 220P. Co-requisite: NURS 330P.

### **NURS 330P Family-Centered Maternity Nursing Clinical Practicum (2)**

This clinical practicum provides direct patient care experience in family-centered maternity nursing under the guidance of experienced professionals. Co-requisite: NURS 330.

### **NURS 340 Family-Centered Pediatric Nursing (2)**

A comprehensive examination of family-centered pediatric nursing, emphasizing the nursing process and focusing on the delivery of quality and ethical care. Through case studies, clinical simulations, and reflective practice, students will develop the clinical skills necessary to provide empathetic, culturally competent, and evidence-based care to children and their families. Prerequisite: NURS 210, NURS 210P, NURS 220, and NURS 220P. Co-requisite: NURS 340P.

### **NURS 340P Family-Centered Pediatric Nursing Clinical Practicum (2)**

Clinical experience in providing family-centered direct patient care to pediatric patients under the guidance of experienced professionals. Co-requisite: NURS 340.

### **NURS 350 Health Promotion (2)**

An examination of the interconnected roles of health promotion and nutrition across the lifespan. Students will learn nutritional and health promotion strategies and develop the ability to integrate both factors into patient care across the lifespan. The course covers the impact of diet on growth, development, and disease prevention, as well as the design of interventions to promote healthy lifestyles in diverse populations. Emphasis is placed on understanding the social, behavioral, and environmental factors that influence health and wellness. Prerequisite: BIOL 270.

### **NURS 360 Ethics, Policy, and Communication in Nursing (3)**

The exploration of the ethical principles that guide nursing decisions, the development and influence of healthcare policies, and effective communication strategies with patients, families,



and healthcare teams. Students will learn to navigate ethical dilemmas and advocate for patients within the complex healthcare environment.

### **NURS 370 Healthcare Technology Systems and Informatics (2)**

This course introduces the principles and applications of healthcare technology systems and informatics in modern healthcare settings. Students will explore the role of electronic health records, data management, and information systems in improving patient care and healthcare outcomes. Information and communication technologies, along with informatics processes, are emphasized as tools to provide care, gather data, drive decision-making, and support professional development. The course covers topics such as health informatics, data security, interoperability, and the integration of technology into clinical practice. It also examines how these technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services, in line with best practices and regulatory standards.

Prerequisite: STAT 250.

### **NURS 400 Advanced Adult Health Nursing (3)**

Grounded in the foundational concepts of adult health nursing in NURS 300, this course examines the care of adults with more complex and chronic health conditions. Emphasizing the nursing process and integrating advanced assessment, diagnostic reasoning, and evidence-based interventions, students learn to manage the evolving needs of adult patients. Students will explore conditions related to cardiovascular, respiratory, renal, endocrine, and neurological systems, with an emphasis on promoting optimal health outcomes. Through a combination of classroom learning, simulations, and clinical practice, students will refine their skills in managing long-term care and coordinating interdisciplinary care for adults with complex health needs. Prerequisite: NURS 300 and NURS 300P. Co-requisite: NURS 400P.

### **NURS 400P Advanced Adult Health Nursing Clinical Practicum (3)**

A clinical practicum designed to deepen students' expertise in the care of adult patients with complex and multi-system, medical-surgical conditions. Students will build on their foundational knowledge and hone advanced clinical skills, including critical thinking, complex care planning, and high-level clinical interventions. The course emphasizes the integration of advanced pathophysiology, pharmacology, and evidence-based practices into patient care. Students will engage in interprofessional collaboration, ethical decision-making, and the provision of culturally sensitive, compassionate care. Co-requisite: NURS 400.

### **NURS 420 Transitional Care Management (2)**

This course examines care management models across multiple practice settings and throughout the life span. It prepares nursing students to manage transitions for vulnerable, chronically ill patients using a systems-thinking approach. Emphasizing patient-centered care planning, interprofessional collaboration, and resource allocation, students will learn strategies to address root causes of poor outcomes, integrate community resources, and enhance continuity across settings. Through evidence-based practices, they will develop skills to support patients and families during critical transitions in health and healthcare.

### **NURS 450 Spiritual Foundations of Compassionate Healthcare (2)**

The role of spirituality in fostering compassionate healthcare practices is examined. Students will study the spiritual dimensions of patient care, including how different belief systems, values, cultures and faith-based practices influence health and healing. Emphasis is placed on developing a compassionate approach to care that honors the whole person—body, mind, and spirit—and enabling students to effectively integrate spiritual awareness into their clinical practice.

### **NURS 460 Evidenced-Based Practice and Nursing Scholarship (3)**

An introduction to the principles of evidence-based practice and their application in nursing. Through an emphasis on research methodology, data analysis, and critical thinking, developing nurses gain experience in the generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care. In the course, students will learn to critically appraise scientific literature and integrate proven practices into clinical decision-making in order to enhance patient outcomes and contribute to the advancement of the nursing profession. Prerequisite: NURS 300 and NURS 300P.

### **NURS 470 Advanced Professionalism in Nursing Practice (NCLEX) (3)**

This course prepares nursing students for the NCLEX-RN exam and professional practice. It focuses on key nursing concepts, critical thinking, and test-taking strategies. Students will engage in content review, practice exams, and activities to strengthen clinical knowledge and decision-making skills to ensure readiness for licensure examination. Students will also participate in self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and leadership to ensure readiness for a successful nursing career. The course must be completed in the final semester of enrollment. Prerequisite: NURS 170.

### **NURS 480P Professionalism Clinical Practicum (Capstone) (3)**

This capstone course is the culmination of the nursing program, designed to integrate and apply the knowledge, skills, and clinical experiences gained throughout the curriculum. Students will engage in complex clinical scenarios, evidence-based practice projects, and interprofessional collaboration to demonstrate their readiness for professional nursing practice. Emphasis is placed on leadership, healthcare business principles, critical thinking, and reflective practice, preparing students to transition confidently into their roles as registered nurses. Prerequisite: NURS 300 and NURS 300P.

### **NURS 520 Advanced Health Assessment (3)**

This course builds on the undergraduate foundation in health assessment and integrates advanced knowledge, skills, critical thinking, and clinical judgment to synthesize person-centered assessment data. Students will assess a patient's current and ongoing health status, predict risks to health, and identify culturally sensitive, health-promoting activities utilizing evidence-based practice. Emphasis is placed on developing advanced skills in conducting comprehensive and systematic assessments, including physical, spiritual, psychosocial, risk, and functional evaluations in diverse populations. A weekly laboratory practicum (45 hours, 1 unit) is included to refine advanced assessment competencies and documentation. Prerequisite: NURS 470 and NURS 480P.

**NURS 530 Population Health Management and Care Coordination (2)**

This course offers an in-depth exploration of population health management and care coordination across diverse healthcare settings. Students will examine strategies for integrating clinical care, public health, and social determinants of health, with a focus on leadership, data-driven decision-making, health promotion, and illness prevention. Through learning advanced care coordination and financial models, students will be equipped to optimize healthcare systems and improve patient and community engagement.

**NURS 540 Epidemiology and Healthcare Policy (2)**

This course provides an in-depth examination of epidemiology and its vital role in shaping healthcare policy and clinical practice. Students will explore key concepts such as disease surveillance, study design, and data analysis to assess health patterns and determinants in diverse populations. Emphasis is placed on applying epidemiological evidence to inform policy decisions, improve patient outcomes, and address health disparities. Interprofessional collaboration is central to the curriculum, preparing students to work with healthcare teams in developing practical, evidence-based solutions for real-world health challenges. The course also fosters leadership, advocacy, and collaboration skills necessary to promote equitable healthcare in complex systems, equipping students to influence policy and practice at local, national, and global levels.

**NURS 550 Evidence-Based Practice in Advanced Practice Nursing (2)**

This course prepares Clinical Nurse Leaders (CNLs) to integrate evidence-based practice (EBP) into clinical decision-making, quality improvement, and healthcare leadership. Students will critically appraise and apply research to enhance patient outcomes, lead evidence-based initiatives, and implement clinical guidelines across diverse healthcare settings. Emphasizing the CNL's role as a change agent, the course focuses on managing care coordination, reducing health disparities, and improving system-level practices. Students will develop the skills to lead interdisciplinary teams, influence policy, and optimize care through innovative, evidence-based interventions. Prerequisite: NURS 460.

**NURS 560 Advanced Pathophysiology (3)**

This course examines pathophysiology and disruptions in normal body function across the lifespan. Students will explore theoretical and clinical principles of common diseases, focusing on health disparities related to genetic, environmental, and stress factors. Through analyzing assessment findings, diagnostic tests, and targeted interventions, students will develop advanced critical thinking skills for identifying disease causes and determining appropriate treatments. Prerequisite: NURS 270.

**NURS 570 Advanced Pharmacology (3)**

This course integrates pharmacological principles with clinical decision-making, emphasizing safe, evidence-based medication management. It explores drug mechanisms, therapeutic applications, and patient-centered care across diverse populations, including pediatrics, geriatrics, and chronic conditions. Students examine advanced pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and pharmacoeconomics across the lifespan to enhance outcomes and promote quality care. Current national guidelines, along with legal and ethical principles, are integrated to inform clinical decision-making. Prerequisite: NURS 560.

**NURS 580 Health Systems Leadership (3)**

This course introduces students to core leadership principles and the Clinical Nurse Leader (CNL) role. Emphasizing communication, relationship building, ethical decision-making, and change management, the course prepares students to lead clinical teams, coordinate care, and drive quality improvement. Students will develop skills in patient safety, evidence-based practice integration, and interdisciplinary collaboration, while also gaining knowledge in business principles such as financial stewardship and operational decision-making. By the end of the course, students will possess the foundational leadership competencies necessary to succeed as Clinical Nurse Leaders in complex healthcare environments.

**NURS 580P Health Systems Leadership Practicum (3)**

In this practicum, students will demonstrate core Clinical Nurse Leader (CNL) competencies by applying theoretical skills in a practice setting. Emphasis will be placed on leading clinical teams, coordinating care, and fostering interdisciplinary collaboration to enhance patient outcomes, improve quality of care, and increase healthcare performance. Co-requisite: NURS 580.

**NURS 590 Health Systems Finance and Quality Improvement Strategies (3)**

This course provides Clinical Nurse Leaders (CNLs) with advanced systems leadership skills and an in-depth understanding of health systems finance, managed care plans, and the economic drivers of healthcare delivery. Students will explore critical business concepts, including financial stewardship, budgeting, cost-benefit analysis, and operational decision-making, with a focus on optimizing reimbursement, navigating payer systems, and aligning care coordination with financial performance. Emphasis is placed on improving clinical outcomes by integrating patient safety, evidence-based practices, and interdisciplinary collaboration. By the end of the course, students will be equipped with the financial acumen, strategic thinking, and innovative leadership skills necessary to drive value-based care and improve system-wide healthcare outcomes. Prerequisite: NURS 580.

**NURS 590P Health Systems Finance and Quality Improvement Strategies Practicum (3)**

In this practicum, Clinical Nurse Leader (CNL) students will apply advanced systems leadership principles and financial strategies in real-world healthcare settings. Students will develop and implement financial and quality improvement strategies to optimize reimbursement and enhance value-based care within a complex healthcare system.

Co-requisite: NURS 590.

**NURS 600 Health System Leadership Comprehensive Examination (2)**

This course serves as the summative assessment for students in the ELM-CNL program. It is designed to evaluate the comprehensive knowledge, skills, and competencies acquired throughout the curriculum. Students will demonstrate mastery in areas such as healthcare finance, strategic management, quality improvement, leadership, and health policy. Prerequisite: NURS 580 and NURS 590.

**NURS 650P Health System Leadership Capstone (6)**

This course is designed to assess the comprehensive knowledge, skills, and competencies acquired throughout the ELM-CNL program. Students will demonstrate proficiency in key areas such as healthcare finance, strategic management, quality improvement, leadership, and health policy. Emphasis is placed on applying leadership theory and practical skills to real-world healthcare challenges. Co-requisite: NURS 600.

## Four-Year Pathway BSN Course Sequence

### Year 1

#### **Fall Semester**

NURS 170	Professionalism in Nursing Practice: Roles and Resilience	2
Choose one of the following:		
FOR 101	Foundations of Reasoning	3
HUM 100	Thinking Classically	4
GSEN 199	American Language and Culture	3
ENG 101	English Composition	3
BIOL 230	Human Anatomy	4
REL 100	The Way of Jesus	3
TBD	Life Skills Course	1
		<b>16/17 units</b>

#### **Spring Semester**

STAT 250	Introductory Statistics for the Healthcare Professions	3
COM 180	Speech and Rhetoric	4
BIOL 270	Human Physiology	4
REL 200	The Story of Christian Scripture	3
PSYC 200	Introduction to Psychology	3
		<b>17 units</b>

### Year 2

#### **Fall Semester**

NURS 260	Pathopharmacology	3
CHEM 220	Chemistry for the Healthcare Professions	4
SOC 200	Introduction to Sociology	3
REL 300	Christianity and Culture	3
TBD	Global Perspectives (Core)	4
		<b>17 units</b>

#### **Spring Semester**

NURS 210	Health Assessment	2
NURS 210P	Health Assessment Laboratory	2
NURS 270	Advanced Pathopharmacology	3
BIOL 280	Microbiology for the Healthcare Professions	4
SPAN 152	Elementary Spanish II	4
TBD	Creative Arts or Interpretation Course (Core)	3/4
		<b>18/19 units</b>

### Year 3

#### **Fall Semester**

NURS 220	Fundamentals of Nursing	3
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 230	Community and Population Health Nursing	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 310	Gerontological Nursing	2
NURS 310P	Gerontological Nursing Clinical Practicum	2
LANG 241	Medical Spanish for the Health Professions	4
		<b>17 units</b>

#### **Spring Semester**

NURS 300	Adult Health Nursing	3
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 330	Family-Centered Maternity Nursing	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
		<b>16 units</b>

### Year 4

#### **Fall Semester**

NURS 320	Psychiatric-Mental Health Nursing	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 400	Advanced Adult Health Nursing	3
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
TBD	Historical Thinking or US Experience GE	4
		<b>17 units</b>

#### **Spring Semester**

NURS 350	Health Promotion	2
NURS 360	Ethics, Policy & Communication in Nursing	3
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 420	Transitional Care Management	2
NURS 470	Advanced Professionalism in Nursing Practice (NCLEX)	3
NURS 480P	Professionalism Clinical Practicum (Capstone)	3
		<b>15 units</b>

## Two-Year Pathway BSN Course Sequence Fall Start

### Year 1

#### **Fall Semester**

NURS 170	Professionalism in Nursing Practice: Roles and Resilience	2
NURS 210	Health Assessment	2
NURS 210P	Health Assessment Laboratory	2
NURS 220	Fundamentals of Nursing	3
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 260	Pathopharmacology	3
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
		<b>16 units</b>

#### **Spring Semester**

NURS 230	Community and Population Health Nursing	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 270	Advanced Pathopharmacology	3
NURS 300	Adult Health Nursing	3
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 310	Gerontological Nursing	2
NURS 310P	Gerontological Nursing Clinical Practicum	2
		<b>17 units</b>

### Year 2

#### **Fall Semester**

NURS 320	Psychiatric-Mental Health Nursing	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 330	Family-Centered Maternity Nursing	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
NURS 400	Advanced Adult Health Nursing	3
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
		<b>18 units</b>

#### **Spring Semester**

NURS 350	Health Promotion	2
NURS 360	Ethics, Policy & Communication in Nursing	3
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 420	Transitional Care Management	2
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
NURS 470	Advanced Professionalism in Nursing Practice (NCLEX)	3
NURS 480P	Professionalism Clinical Practicum (Capstone)	3
		<b>18 units</b>



## Two-Year Pathway BSN Course Sequence Spring Start

### Year 1

#### **Spring Semester**

NURS 170	Professionalism in Nursing Practice: Roles and Resilience	2
NURS 210	Health Assessment	2
NURS 210P	Health Assessment Laboratory	2
NURS 220	Fundamentals of Nursing	3
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 260	Pathopharmacology	3
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
		<b>16 units</b>

### Year 2

#### **Fall Semester**

NURS 230	Community and Population Health Nursing	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 270	Advanced Pathopharmacology	3
NURS 300	Adult Health Nursing	3
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 310	Gerontological Nursing	2
NURS 310P	Gerontological Nursing Clinical Practicum	2
		<b>17 units</b>

#### **Spring Semester**

NURS 320	Psychiatric-Mental Health Nursing	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 330	Family-Centered Maternity Nursing	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
NURS 400	Advanced Adult Health Nursing	3
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
		<b>18 units</b>

**Year 3****Fall Semester**

NURS 350	Health Promotion	2
NURS 360	Ethics, Policy & Communication in Nursing	3
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 420	Transitional Care Management	2
NURS 480P	Professionalism Clinical Practicum (Capstone)	3
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
NURS 470	Advanced Professionalism in Nursing Practice (NCLEX)	3
		<b>18 units</b>

## ELM-CNL Course Sequence

### Fall Start

#### Year 1

##### **Fall Semester**

NURS 170	Professionalism in Nursing Practice: Roles and Resilience	2
NURS 210	Health Assessment	2
NURS 210P	Health Assessment Laboratory	2
NURS 220	Fundamentals of Nursing	3
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 260	Pathopharmacology	3
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
		<b>16 units</b>

##### **Spring Semester**

NURS 230	Community and Population Health Nursing	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 270	Advanced Pathopharmacology	3
NURS 300	Adult Health Nursing	3
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 310	Gerontological Nursing	2
NURS 310P	Gerontological Nursing Clinical Practicum	2
		<b>17 units</b>

##### **Summer Semester**

NURS 320	Psychiatric-Mental Health Nursing	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 330	Family-Centered Maternity Nursing	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
		<b>12 units</b>

## Year 2

### **Fall Semester**

NURS 350	Health Promotion	2
NURS 360	Ethics, Policy & Communication in Nursing	3
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 400	Advanced Adult Health Nursing	3
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
		<b>16 units</b>

### **Spring Semester**

NURS 420	Transitional Care Management	2
NURS 470	Advanced Professionalism in Nursing Practice (NCLEX)	3
NURS 480P	Professionalism Clinical Practicum (Capstone)	3
NURS 560	Advanced Pathophysiology	3
NURS 580	Health System Leadership	3
NURS 580P	Health System Leadership Practicum	3
		<b>17 units</b>

### **Summer Semester**

NURS 520	Advanced Health Assessment	3
NURS 570	Advanced Pharmacology	3
NURS 590	Health Systems Finance and Quality Improvement Strategies	3
NURS 590P	Health Systems Finance and Quality Improvement Strategies Practicum	3
		<b>12 units</b>

## Year 3

### **Fall Semester**

NURS 530	Population Health Management and Care Coordination	2
NURS 540	Epidemiology and Healthcare Policy	2
NURS 550	Evidence-Based Practice in Advanced Practice Nursing	2
NURS 600	Health System Leadership Comprehensive Examination	2
NURS 650P	Health System Leadership Capstone	6
		<b>14 units</b>

**ELM-CNL Course Sequence  
Spring Start**

**Year 1**

**Spring Semester**

NURS 170	Professionalism in Nursing Practice: Roles and Resilience	2
NURS 210	Health Assessment	2
NURS 210P	Health Assessment Laboratory	2
NURS 220	Fundamentals of Nursing	3
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 260	Pathopharmacology	3
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
		<b>16 units</b>

**Summer Semester**

NURS 230	Community and Population Health Nursing	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 270	Advanced Pathopharmacology	3
NURS 310	Gerontological Nursing	2
NURS 310P	Gerontological Nursing Clinical Practicum	2
NURS 350	Health Promotion	2
		<b>13 units</b>

**Year 2**

**Fall Semester**

NURS 300	Adult Health Nursing	3
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 330	Family-Centered Maternity Nursing	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
NURS 360	Ethics, Policy & Communication in Nursing	3
		<b>17 units</b>

**Spring Semester**

NURS 320	Psychiatric-Mental Health Nursing	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 400	Advanced Adult Health Nursing	3
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
NURS 420	Transitional Care Management	2
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
		<b>17 units</b>

**Summer Semester**

NURS 470	Advanced Professionalism in Nursing Practice (NCLEX)	3
NURS 480P	Professionalism Clinical Practicum (Capstone)	3
NURS 580	Health System Leadership	3
NURS 580P	Health System Leadership Practicum	3
		<b>12 units</b>

**Year 3****Fall Semester**

NURS 520	Advanced Health Assessment	3
NURS 530	Population Health Management and Care Coordination	2
NURS 540	Epidemiology and Healthcare Policy	2
NURS 560	Advanced Pathophysiology	3
NURS 590	Health Systems Finance and Quality Improvement Strategies	3
NURS 590P	Health Systems Finance and Quality Improvement Strategies Practicum	3
		<b>16 units</b>

**Spring Semester**

NURS 550	Evidence-Based Practice in Advanced Practice Nursing	2
NURS 570	Advanced Pharmacology	3
NURS 600	Health System Leadership Comprehensive Examination	2
NURS 650P	Health System Leadership Capstone	6
		<b>14 units</b>

## **School of Speech-Language Pathology**

### **Admission Policies**

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. 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.

All students who are granted full admission to the School of Speech-Language Pathology program are expected to demonstrate a capacity for professional success, clinical excellence, and a life of purpose, service, and leadership.

#### **Filing Deadlines**

To assure proper processing of files and timely notification of decisions to the applicants, applications for admission to the Master of Science in Speech-Language Pathology program must be received by the deadlines listed on the Pepperdine College of Health Science 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.

#### **Truthfulness of Application**

Students are advised that admission to the School of Speech-Language Pathology program is contingent upon the truthfulness of the information contained in the application file. Discovery of false or incomplete information subsequent to the offer of admission is, at the college's discretion, grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.

#### **Cohort-Style Program**

The School of Speech-Language Pathology program begins for each cohort in either the Fall, Spring, or Summer trimesters. Once admitted and added to a cohort, students progress through the required coursework and required clinical hours in lockstep. Before applying to the School of Speech-Language Pathology program, it is important to understand that all courses and clinical hours must be completed satisfactorily each trimester in order to remain on schedule for graduation. Because this is a cohort program, failure to complete any of the required courses on schedule may result in deferral of all courses for that trimester to the next academic term.

#### **Tuition Deposits**

Admission to the School of Speech-Language Pathology program 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 account for a specified period without enrollment only if a deferment of admission is approved by the School of Speech-Language Pathology Dean. These requests are handled on a case-by-case basis. For students who choose to permanently withdraw from the program or are administratively withdrawn by the University, the tuition deposit is forfeited.

### **Admission of Non-Native English Speakers**

Graduate applicants whose native language is not English must demonstrate English proficiency by submitting one of the following:

- An official transcript with the degree posted from a university whose instruction is primarily in English.
- Score of 600 or more on the paper-based TOEFL (Test of English as a Foreign Language).
- Score of 95 or more on the internet-based TOEFL. TOEFL must be taken within two years of application.
- A band score of 7 on the IELTS exam taken within two years of application.

The Master of Science School of Speech-Language Pathology is currently not open to international students requiring an F-1 visa.

### **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.

Please contact the Veterans Office for additional information at (310) 506-6153.

### **How to Apply**

School of Speech-Language Pathology program applicants should consult the admission requirements before making an application. The minimum requirements for admission include:

1. Completed undergraduate degree (BA/BS), with an overall GPA of 3.000 or higher.
2. For students whose undergraduate major is not Communication Sciences and Disorders/Speech and Hearing Sciences, completion of required foundational courses in Communicative Disorders is required.
3. Applicants who have not completed all of the required foundational courses (see below) may be admitted provisionally, ahead of full admission to the program.
4. Submission of the Speech-Language Pathology graduate application and all supporting documents through the 2U SLP@Pepperdine program application.
5. GRE score is not required but may be included.



**Meeting these minimum requirements does not guarantee admission to the Master of Science School of Speech-Language Pathology degree program. Conditional admission or provisional admission does not guarantee that full admission will be granted.**

In addition to the completed application, official transcripts for all previous college coursework should be included with the program application.

The application to the School of Speech-Language Pathology program also requires:

1. Three letters of recommendation by people familiar with your background and potential for success as a speech-language pathologist. It is strongly recommended that students have two of the three letters of recommendation completed by academic professors/instructors or the department/program chair in communication sciences and disorders (or speech-language pathology). If the student cannot obtain letters of recommendation from academic professors/ instructors or the department/program chair in communication sciences and disorders because they have not yet taken the foundational courses, then professors/instructors from other academic courses can be used. If applicants are unable to obtain any academic references, they may submit all 3 letters of recommendation from professional references, but failure to include any academic recommendations may negatively impact their application.

All references, including professional supervisors, should attest to the student's skills and abilities as they relate to becoming a speech-language pathologist, and the student's potential for completing a rigorous online graduate program.

2. A statement of your interest and capacity for success in the field of speech-language pathology. See prompt below:  
As part of a holistic admissions process, please submit a Statement of Interest describing your purpose in pursuing a career in speech-language pathology and how you will add value to the School of Speech-Language Pathology profession and to Pepperdine University. In your statement, you should share your story, including your faith background, interests, talents, and accomplishments, as well as your service activities and leadership roles that make you a unique individual. Finally, address your capacity for success in an online master's program in speech-language pathology.

### **Provisional Admission Status**

While many applicants to the School of Speech-Language Pathology program will have completed an undergraduate degree in communicative disorders, some deserving and interested students may lack some of the foundational courses required to gain full admission to the program. An applicant who does not have an undergraduate degree in communicative disorders or who lacks any required foundational coursework may be admitted provisionally to complete the foundational courses.

The criteria for admission to complete foundational courses are:

- Applicant exceeds minimum GPA requirements.
- Applicant submits excellent letters of recommendation.
- Applicant submits an excellent personal statement.
- Applicant is missing one or more foundational courses.

If the applicant meets the above criteria, the Admissions Committee, with approval from the Dean, may offer the applicant provisional admission status to complete required foundational courses within a specified timeline.

The required foundational courses for full admission include:

- SLP 500 Survey of Communication Disorders Across the Lifespan (3)
- SLP 501 Anatomy & Physiology for Speech, Hearing, and Swallowing (3)
- SLP 502 Language Development (3)
- SLP 503 Phonetics and Acoustics (3)
- SLP 504 Foundations of Audiology (3)
- SLP 509 Clinical Observations and Foundations (1)

Provisional admission to complete the foundational courses does not guarantee that full admission to the School of Speech-Language Pathology program will be granted.

### **Distance Education**

The School of Speech-Language Pathology program is delivered using distance education. All courses are taken online, and students complete required clinical hours in approved facilities local to them. Students may live where they choose, provided all requirements for online access are met. All technology requirements for the School of Speech-Language Pathology program are detailed in the Student Handbook. Local access to an approved speech-language pathology clinical setting is also required to complete the required clinical hours as outlined in the MS School of Speech-Language Pathology course sequence in the Academic Program section of this catalog. There are three required onsite experiences, which are conducted at the Pepperdine Calabasas Campus, near the main Malibu Campus.

### **Pepperdine Calabasas Campus**

The Master of Science in Speech-Language Pathology is a distance education program. All courses are delivered online, and clinical experiential learning is done at clinics local to the students. There are also three required onsite experiences, which are conducted at the Pepperdine Calabasas Campus, near the main Malibu Campus. The Academic Program section of this catalog shows the placement of each School of Speech-Language Pathology onsite experience within the required course sequence.

### **Limitations**

Admission to a graduate program is valid only for the term indicated in the acceptance letter. Admission files may be deferred for a period of one year due to military obligations or

significant, unexpected medical issues. Students may request in writing that their files be reactivated.

### **Transfer of Graduate Credit**

To transfer courses, the applicant must make a written request to the School of Speech-Language Pathology Dean, indicating the courses the applicant wishes to transfer as part of the admission process and submit the official transcript. Transfer credit is unusual for the Master of Science School of Speech-Language Pathology degree program, as it is a cohort-style program and all students take the same courses each trimester.

## Financial Information

Tuition and fees cover only a portion of the total cost of educating a student. Because Pepperdine University is a private, independent institution receiving no operating support from public funds, gifts from alumni and supportive friends and foundations, as well as income from endowments, provide both operational and capital funds not paid by student charges.

### Current Charges

#### Speech-Language Pathology Program

Tuition, per unit	
Master's-level courses	\$1,800
Communicative Disorders foundational courses (500-level)	1,800
Program total fees estimate	
Full-time program fees	\$1,325
Part-time program fees	2,120

#### Other Charges (nonrefundable)

Application for admission fee	\$70
Late registration fee	150
Withdrawal fee	150
Transcripts, per official copy	10
Returned check charges	25
Two-payment option service charge (per term)	25
Three-payment option service charge (per term)	50

### 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 the account balances due, and for making the appropriate arrangements for payment to be received by the Student Accounts Office by the due date.

In compliance with FERPA (Family Education Rights and Privacy Act), students who wish to grant third parties access to their student account information or to allow the third party the ability to make an online payment must do so by completing the Guest Access link on the student's WaveNet account.

### **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. (International wire payments through Flywire can be initiated online through WaveNet and the "Make a Payment" link. For a domestic wire payment, please contact the Student Accounts Office for instructions and information about where to send payment.) Online payments by check may be made by accessing the student's account through WaveNet and the "Make a Payment" link.

Paper checks should be made payable to Pepperdine University and must include the student's name and University-issued ID number. These checks may be dropped off at Pepperdine OneStop or mailed directly to the University:

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

Books and supplies may be purchased at the University bookstore and require a separate payment to be made directly to the bookstore. Any personal spending money should be deposited directly into the student's bank account and not sent to Pepperdine or deposited to the student's student account.

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 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.

Tuition, room, and board charges remaining after deduction of any financial aid are divided into two or 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 to the student account once per term and is due with the first payment.

#### **Two-Payment Option Due Dates**

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

#### **Three-Payment Option Due Dates**

- First installment: due on the 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.

### **Penalties on Delinquent Balances**

The amount due for each term 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. Paper bills will no longer be mailed. Students are responsible for viewing their student accounts online, for noting their account balances due, and for making the appropriate arrangements for payment to be received by the Pepperdine Student Accounts Office by the due date. Finance

charges will accrue daily on any past due balances.

### **Preregistration**

Any continuing student who has a current account will be permitted to preregister without additional payment until the designated due date. Students with accounts that have previously been in collections, however, are required to prepay for any future terms prior to registration. In the event that a student preregisters but fails subsequently to attend class, the student should formally withdraw to avoid continued obligation for tuition and term fees that will accrue daily finance charges if not paid. A \$150 withdrawal fee will be applied to the accounts of students who preregister and do not attend class. The University reserves the right to cancel the course registration for any student who preregisters for a subsequent semester but fails to clear the student account balance of any outstanding charges by the end of the preceding semester.

### **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 advanced commitment to operating expenses and a spirit of fairness for students who find it necessary to discontinue the use of University services. The tuition refund 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.

### **Tuition Refund**

Consideration for refund of tuition requires written notice from the student to Pepperdine OneStop of the student's intention to drop a course or withdraw from the University. The date this notice is received by OneStop is the effective date for determining the refund amount according to the schedule below.

Graduate students who withdraw after the add/drop period but prior to the fifth week of school are subject to the percentage refund schedule. Tuition for classes in a clinical setting will be refunded in the same proportion as the class time below. Specific dates are contained in the Academic Calendar.

Through the add/drop period	100% minus \$150
Through the third week of the trimester	75%
During the fourth week of the trimester	50%
During the fifth week of the trimester	25%
After the fifth week of the trimester	0

### **Federal Student Loans**

To be considered for federal loans, 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](https://fafsa.gov).

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 loans should be considered as supplemental to personal resources and not as primary resources.

### **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 clinical practicum and fieldwork courses constitutes half-time status.

### **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. 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.
- 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.

### **Monitoring SAP Standards**

The Financial Aid Office will monitor GPA and Pace Standards for graduate students at the end of each trimester. 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 will be canceled 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.

### **Other Financial Aid Policies**

Title IV Federal Aid will pay toward tuition, room/board, and associated 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 (e.g., departmental/lab fees, 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.

### **Timing of 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.

### **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 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. 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.

### **Federal Direct Graduate PLUS Loan**

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. 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.

## **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.

### **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 their 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 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.

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.

## **Academic Policies**

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

The University reserves the right to change its academic policies and requirements. Such changes will be publicized to minimize inconvenience to students. Although most policy changes will apply to all uniformly, students may be allowed to fulfill degree requirements as stated in this catalog in the first year of the student's first enrollment.

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

### **Academic Advising and Remediation**

Each Speech-Language Pathology student will be assigned a faculty advisor to track academic and clinical progress each trimester. In the event that a remediation plan is deemed necessary, a written report outlining the details and requirements of the remediation plan will be sent using Pepperdine email. Remediation plans are intended to help students meet expected learning outcomes, but do not typically impact course grades.

The School of Speech-Language Pathology program requires faculty members to enter a mid-trimester grade for each student eight weeks into each academic term. Any graduate student who has earned a course grade below 75% at mid-trimester will automatically be placed on a remediation plan. However, a faculty member does not need to wait until mid-trimester to report a concern. A remediation plan may be initiated whenever a faculty member identifies a problem with a student's performance.

In addition, School of Speech-Language Pathology program advisors will hold an advisory meeting with each student every trimester. Following the School of Speech-Language Pathology Advisement Guide, the advisor will review the student's performance in academic courses and clinical development, and assess progress toward graduation and certification requirements. If the advisor sees that the student is not performing to the program's expectations in any area, a remediation plan will be outlined and shared with the student in writing using Pepperdine email.

If the cumulative GPA is below 3.000 at the end of any trimester or if the student earns a course grade below B- (80%), the student, in consultation with the Student Progress Committee (SPC), will be placed on academic probation. The terms of the probation will be determined by the SPC on a case-by-case basis, and a firm deadline will be set for the GPA to reach at least 3.000—typically by the end of the next trimester for full-time students and up to two trimesters for part-time students. Failure to achieve this goal by the established deadline may result in dismissal from the program.

As a cohort-style academic program, School of Speech-Language Pathology students follow the same sequence of courses and clinical experiential learning each trimester. Therefore, it is critically important that all courses and clinical hours are completed satisfactorily in the assigned trimester. Failure to satisfactorily complete any course on schedule would delay graduation and may result in academic dismissal from the School of Speech-Language Pathology program. Students are encouraged to maintain close contact with their faculty and academic advisors to ensure that designed learning outcomes are being met on schedule.

The College of Health Science seeks to provide the information and advising assistance that students need in their academic career. School of Speech-Language Pathology advisors and the program director also work to ensure that the academic preparation is transferable to both clinical and academic settings.

Students granted “Provisional Admission” should see Provisional Admission Policies for further information.

### **Academic Progress**

#### **Add/Drop Policy**

As a cohort-style program, School of Speech-Language Pathology students follow a required course sequence each trimester, including when earning clinical hours. Student requests to deviate from the standard course sequence must be submitted in writing to the Dean of School of Speech-Language Pathology, after a meeting with an academic advisor. The advisor will assist the student in determining the impact of the proposed change, such as the effect on targeted graduation date, total program cost, and admission status.

Under extreme circumstances, it may be necessary for a student to drop a course(s). In some cases, the academic advisor and/or program director may recommend that all courses for that trimester be deferred to the following academic term.

Students who drop all of their courses after the initial registration through the last day of add/drop will be charged a \$150 withdrawal fee.

Students granted “Provisional Admission” should see Provisional Admission Policies for further information.

#### **Grievances/Complaints**

The Speech-Language Pathology program at Pepperdine University expects students to follow the Grievance Policies and Procedures of the School of Speech-Language Pathology Program and Pepperdine University. If concerns still exist and are related to the program’s compliance with accreditation standards, students should contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at the ASHA Action Center (members: 800-498-2071; nonmembers: 800-638-8255).

Further information may be found on the [ASHA website](#).

### **Leave of Absence**

Students may petition for a leave of absence by submitting a written request to the School of Speech-Language Pathology Dean. The written request should detail the reasons for the requested leave of absence. A leave will be granted only under extenuating circumstances. Students may be granted a leave of absence for up to two consecutive trimesters. Time spent on a leave is not considered part of the time limit for completion of the degree.

As a cohort-style academic program, all courses are completed according to a required course sequence. If a student needs or wants to defer one or more courses required in a trimester to a later trimester, the leave of absence may be recommended by the School of Speech-Language Pathology Dean. (See Add/Drop Policy).

Students granted “Provisional Admission” should see Provisional Admission Policies for further information.

### **Time to Degree**

Two academic years for full-time students and three academic years for part-time students is the maximum time students may take to earn their degrees unless they have requested, and been granted, written permission for extended time. All students are required to complete the course sequence in lockstep, unless they have been granted written permission. Students may be granted extended time up to seven years to graduate. All requests for extended time must be made to the Student Progress Committee (SPC) who will make a recommendation to the Dean of School of Speech-Language Pathology. The decision of the SPC and Dean of School of Speech-Language Pathology cannot be appealed.

### **Incomplete and In-Progress Courses**

A grade of I, indicating incomplete work, is assigned to a student who has attended class but fails to complete the final exam or a final major project because of a documented emergency or illness in the last quarter of the term. The grade of I may be given only when (1) the student is passing the course at the time an illness or emergency arises; (2) the student does not have excessive unexcused absences; and (3) the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades additional time to improve their grades.

The student must initiate the I grade request with the School of Speech-Language Pathology Dean. Upon approval, the student must complete a contract with the faculty member in order to receive an I, and the contract must be approved by the Dean of School of Speech-Language Pathology. If an I is assigned at the end of a semester, the course work must be completed by the date specified in the student’s contract with the instructor. In most cases, when an I grade is being requested, the Student Progress Committee will be consulted and all student progress will be considered in deciding whether to grant the I grade request.

As a cohort-style program, School of Speech-Language Pathology students follow a standard course sequence, including clinical experiential learning. Not completing a course or clinical experience as scheduled by the required course sequence plan for the cohort may affect the target graduation date, total program cost, and academic standing in the School of Speech-Language Pathology program. In the event of extreme extenuating circumstances that make a change in course sequence necessary, the academic advisor and School of Speech-Language Pathology Dean will support the student in planning a revision to the course sequence that minimizes disruption to student progress.

Students granted “Provisional Admission” should see Provisional Admission Policies for further information.

### **Repeating a Course**

A cumulative GPA of at least 3.000 must be maintained while in the School of Speech-Language Pathology program. In addition, all individual course grades must be at least a B- (80%) or higher. Students should note, at Pepperdine, a grade of B- is equivalent to 2.700 grade points and not 3.000 grade points.

If a student earns a course grade of C-, C, or C+, the course must be repeated, even if the student’s cumulative GPA remains at least 3.000. While repeating a course, the student will be placed on probation, even if the GPA remains at least 3.000. The terms of probation may require the student to switch from full-time to part-time status if the SPC believes that will facilitate student success. Repeating a course may not be done independently or as a directed study. The course must be repeated when it is scheduled and could impact the target graduation date and total program cost.

When repeating a course, both course grades are calculated into the GPA and the units count only once toward graduation. School of Speech-Language Pathology students may repeat only one course, one time. A student may not re-take a second course, nor may they repeat the same course two times. In the event that a student does not earn a satisfactory grade when repeating a course, it may not be repeated again, and the student would be dismissed from the program. Once a student has repeated a course, any grade below B- in all subsequent courses will result in dismissal from the program.

If a student earns a course grade below C- (below 70%), the course cannot be repeated, and the student would be dismissed from the program.

Students granted “Provisional Admission” should see Provisional Admission Policies for further information.

### **Provisional Admission Policies**

Students under “provisional admission” status should adhere to and abide by policies in the applicable handbooks and catalogs. The following policies apply only to students under provisional admission status.



## **Provisional Admission Status**

Provisional Admission is a temporary status during which a student must meet one or more specific requirements for full admission, but it allows the student to become a member of the Master of Science School of Speech-Language Pathology Program while they meet the requirements. These requirements typically consist of ASHA prerequisite courses and/or Pepperdine School of Speech-Language Pathology foundational courses. The specific requirements an individual student must meet are provided in writing to the student. All requirements of provisional admission must be met within 1 trimester.

Students should note that Pepperdine University may not be able to offer ASHA prerequisite courses (such as biology, physics/chemistry, statistics, and psychology) to online provisional admission students. Therefore, students may need to complete these courses at other institutions and submit a transcript to Pepperdine University within the specified timeframe. Students seeking to complete these courses at other universities are encouraged to obtain Pepperdine approval prior to enrolling.

If the student satisfactorily meets the terms of provisional admission, then they will be eligible to continue in the program and their provisional admission status will be updated. If the student has not satisfactorily met the terms of provisional admission at the end of the specified period of time, they will be dismissed from the program.

## **Advising**

Students granted provisional admission will be assigned a School of Speech-Language Pathology faculty member to serve as their advisor. Advisors are required to hold an Advisement Meeting with each student at least once per trimester. Advisors will review with the student the sections of the Advisement Guide that pertain to students under provisional admission status. The advisor will also review the student's progress toward meeting their terms of provisional admission.

## **Continuance**

At the end of the provisional admission period, the Student Progress Committee will review the student's course grades, transcripts, letters of recommendation, and other documentation to determine if the student has met the requirements to continue in the program. The Student Progress Committee will make a recommendation to the Dean of the School of Speech-Language Pathology if the student is eligible to remain in the program or if they are to be dismissed.

Students with provisional admission status must earn grades of A (4.000) or B (3.000) in their School of Speech-Language Pathology foundational courses in order to continue graduate study. A grade of B- (2.700) is not an acceptable grade for clearing provisional status. Grades must be B (3.000) or above. Additionally, students with provisional admission status must earn a combined GPA of 3.2 or above in all School of Speech-Language Pathology foundational courses. Students with provisional admission status must earn grades of C (2.000) or higher in

each ASHA prerequisite course, as well as a combined GPA of 3.2 or above in all ASHA prerequisite courses. Provisional admission students are also typically required to submit letters of recommendation from instructors of their School of Speech-Language Pathology foundational courses in order to continue graduate study.

Students under provisional admission status must complete all requirements of provisional admission within one trimester. Students may not alter the timeline.. Students who do not fulfill the terms of provisional admission will not be eligible to continue in the program. However, they can reapply for admission following the typical admissions process.

### **Leave of Absence**

Students under provisional admission will follow the same procedure as fully admitted students to request a leave of absence by submitting a written request to the Dean of the School of Speech-Language Pathology. The written request should detail the reasons for the requested leave of absence. A leave will be granted under extenuating circumstances (for example, military service or medical emergencies). Students may be granted a leave of absence for up to two consecutive trimesters. Before a leave of absence is granted, the Dean of the School of Speech-Language Pathology will consult with the Admissions Committee to determine when a seat may be available in a future cohort. The student will be notified if they can be readmitted in an available seat in an upcoming graduate cohort.

### **Add/Drop Policy**

Students under provisional admission status may petition to add/drop a course by submitting a written request to the School of Speech-Language Pathology Dean. Students only have one trimester to complete the terms of provisional admission, so they should take this timeline under consideration before requesting to add/drop a course.

### **Repeating a Course**

Students under provisional admission status are not eligible to repeat courses because they only have one trimester to complete the terms of provisional admission. If a student does not meet the requirements for individual course grades or GPA within the one trimester, the student will be dismissed from the program. However, after dismissal, the student may retake courses to achieve a higher grade and GPA, and then the student may reapply for admission following the typical admissions process.

### **Grade of Incomplete**

A grade of I, indicating incomplete work, is assigned to a student who has attended class but fails to complete the final exam or final major project because of a documented emergency or illness in the last quarter of the term. The grade of I may be given only when (1) the student is passing the course at the time an illness or emergency arises; (2) the student does not have excessive unexcused absences; and (3) the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades

additional time to improve their grades.

Students under provisional admission status must initiate the I grade request with the Dean of the School of Speech-Language Pathology. The Dean of the School of Speech-Language Pathology will consult with the course instructor to determine if a grade of I is appropriate and the proposed parameters for a grade of I. If the nature of the student's illness or emergency resulting in the grade of I will impact the student's ability to complete the terms of provisional admission within one trimester, the Dean of School of Speech-Language Pathology will consult with the Student Progress Committee to determine if the student's illness or emergency warrants a leave of absence. The Dean of the School of Speech-Language Pathology will also consult with the Admissions Committee to determine when a seat may be available in a future cohort.

### **Tuition and Fees**

While under provisional admission status, students may not pay the same tuition and fees as other Master of Science School of Speech-Language Pathology students. Students should check the Pepperdine School of Speech-Language Pathology website for the most up-to-date tuition and fees information.

### **Clinical Experiences during SLP509 Clinical Observations and Foundations**

While enrolled in the SLP509 course, students are required to complete 25 observation hours. These requirements are completed through a software subscription that students purchase as part of their course materials. Completion of these requirements is calculated as part of the course grade. The instructor for SLP509 will provide students with instructions to purchase and set up their account to complete the required observations.

## **Other Admission Policies**

### **Post-baccalaureate Nondegree Status**

Students may apply for post-baccalaureate nondegree enrollment if they wish to complete the School of Speech-Language Pathology foundational courses at Pepperdine University in preparation for applying to the Master of Science School of Speech-Language Pathology Program. No amount of nondegree coursework taken will assure admission to the Master of Science School of Speech-Language Pathology Program. However, students who complete the School of Speech-Language Pathology foundational courses at Pepperdine University and meet all admission requirements will receive full consideration for admission to the Master of Science School of Speech-Language Pathology Program. Students who complete their School of Speech-Language Pathology foundational courses at Pepperdine University are strongly encouraged to obtain Letters of Recommendation from their School of Speech-Language Pathology foundational course instructors to accompany their application for admission to the Master of Science School of Speech-Language Pathology Program.

Students with post-baccalaureate nondegree status should contact the Office of Financial Aid

regarding financial aid options. Students with post-baccalaureate nondegree status may take between 1 and 16 units of foundational coursework per trimester and may retake courses if they choose.

### **Conditional Admission Status**

Conditional admission is a temporary status during which a student must meet one or more specific conditions to receive full admission. These conditions may consist of:

- Submitting a final transcript showing all courses have been completed with the required grade
- Submitting a final transcript showing undergraduate degree conferral
- Submitting official test scores, such as for the TOEFL or IELTS
- Submitting documentation of the 25 observation hours
- Passing the background check and drug screening
- Submitting required vaccinations
- Other conditions

All requirements of conditional admission must be met by the stated deadline prior to beginning Trimester 1. If the student does not meet the requirements of conditional admission by the stated deadline, they will not be eligible to begin the program and may be dismissed. If there are extenuating circumstances for which a student needs a deadline extension, the student must request the extension in writing to the Dean of the School of Speech-Language Pathology.

### **Degree Audit Report**

The Degree Audit Report (DAR) is a record of the student's personalized degree plan and an analysis of academic progress of the student based on the catalog requirements for a degree. The DAR is available to students and faculty members through WaveNet and serves as an important advising tool. As a cohort-style academic program, the Master of Science School of Speech-Language Pathology follows a required sequence of courses and clinical experiential learning each trimester. The DAR will show grades in all completed courses and all remaining courses to be taken by the student during the required trimester.

### **School of Speech-Language Pathology Registration**

As a cohort-style program, School of Speech-Language Pathology students follow a required course sequence each trimester. Students who are fully admitted to the full-time or part-time School of Speech-Language Pathology program will be informed of what courses are required for the upcoming trimester, according to the School of Speech-Language Pathology course sequence plan. Students will then need to acknowledge with the School of Speech-Language Pathology program office that they will be automatically enrolled in these courses by creating an academic plan in WaveNet. School of Speech-Language Pathology students may add the required courses for each trimester to a personalized academic plan upon WaveNet activation and, once registration for a particular term opens, simply add the courses to their schedule. Students who are provisionally admitted to complete required foundational coursework will be informed directly of what course(s) are suggested to seek full admission into the School of

Speech-Language Pathology program.

### **Master of Science School of Speech-Language Pathology Degree Requirements**

Clearance for the MS degree requires:

- The completion of all course work with a GPA of 3.000 or better;
- Good academic standing;
- Receipt of completed courses/clinical hours; and
- Successful completion of comprehensive examination and summative Objective Structured Clinical Examination (OSCE).

A detailed course sequence and description of clinical experiential learning requirements are contained in the Academic Program section of this catalog.

### **Basis of Academic Credit**

Academic credit in the College of Health Science curriculum is granted in trimester units.

### **Before Admission (Transfer Credit)**

Acceptable transfer credit in the Master of Science School of Speech-Language Pathology degree program is very rare as this cohort-style program is built around a required course sequence each trimester. Applicants who have completed graduate courses before admission to the Master of Science School of Speech-Language Pathology program are advised that such courses are acceptable for credit toward the master's degree only upon the recommendation of the School of Speech-Language Pathology Dean and with the approval of the dean or associate dean of the College of Health Science. At the time of admission, the number of units already completed that are deemed acceptable as credit toward the master's degree will be noted as part of the student's DAR.

## **Academic Program: Master of Science in Speech-Language Pathology**

The Master of Science in Speech-Language Pathology program is designed to provide students with a theoretical and practical understanding of the principles of speech-language pathology within the framework of a strong clinical emphasis. Courses present various aspects of the art and science of speech-language pathology as it is applied to the prevention, diagnosis, and treatment of communicative disorders.

The full-time Master of Science School of Speech-Language Pathology is a five-trimester program. The part-time Master of Science School of Speech-Language Pathology may be completed in eight trimesters of study. Both program options include 400 hours of supervised, clinical experiential learning. The courses and clinical requirements align with CAA and ASHA requirements for all programs within the broader academic discipline. The Master of Science School of Speech-Language Pathology may also lead to qualification for state licensure to practice as a speech-language pathologist. The School of Speech-Language Pathology program, both full- and part-time options, is delivered using distance education. All courses will be delivered online, and all supervised clinical experience will be done at clinics/schools local to the students. There are three required onsite experiences, which will take place at the Pepperdine Calabasas Campus, near the main Malibu Campus.

Most students who are admitted to the Master of Science in Speech-Language Pathology will hold an undergraduate degree in communicative disorders. Deserving students with a degree in another major may be admitted conditionally to complete required foundational courses.

### **Course Requirements**

The Master of Science School of Speech-Language Pathology is a cohort-style program. Once admitted, students follow the same sequence of courses each trimester, including clinical experiential learning courses.

Knowledge of certain fundamental areas for graduate study in speech-language pathology is necessary as preparation for advanced courses. These areas are covered in the following foundational courses. The foundational courses (or equivalent) must be completed prior to beginning the required graduate course sequence. (For students with an undergraduate degree in communicative disorders, these courses are typically completed prior to admission to the School of Speech-Language Pathology program.)

#### **Foundational Courses**

SLP 500	Survey of Communication Disorders Across the Lifespan
SLP 501	Anatomy and Physiology for Speech, Hearing, and Swallowing
SLP 502	Language Development
SLP 503	Phonetics and Acoustics
SLP 504	Foundations of Audiology
SLP 509	Clinical Observations and Foundations

## Course Sequence: Full-Time 5-Trimester Schedule

### Onsite Experience #1: Orientation

#### Trimester 1

SLP 610	Intro to School of Speech-Language Pathology Practice	(2)
SLP 611	Advanced Anatomy and Physiology for School of Speech-Language Pathology	(3)
SLP 612	Pediatric Language and Cognitive Disorders	(3)
SLP 613	Pediatric Speech Sound Disorders	(3)
SLP 614	Research Methods	(2)
SLP 691	Clinical Methods and Practicum 1	(1)

#### Trimester 2

SLP 620	Pediatric Dysphagia	(3)
SLP 621	Adult Dysphagia	(3)
SLP 622	Adult Language and Cognitive Disorders	(3)
SLP 623	Adult Motor Speech Disorders	(3)
SLP 692	Clinical Methods and Practicum 2	(1)

#### Trimester 3

SLP 630	Fluency Disorders	(3)
SLP 631	Voice and Resonance Disorders	(3)
SLP 632	Aural Habilitation and Rehabilitation	(2)
SLP 633	Social Communication Disorders, Behavior, and Neurodiversity	(2)
SLP 634	Augmentative and Alternative Communication	(2)
SLP 693	Clinical Methods and Practicum 3	(1)

### Onsite Experience #2

SLP 635	Practice Competencies	(1)
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#### Trimester 4

SLP 640	Professionalism Portfolio	(1)
SLP 694	Clinical Methods and Practicum 4	(5)

#### Trimester 5

SLP 650	EBP Portfolio	(1)
SLP 695	Clinical Methods and Practicum 5	(5)

### Onsite Experience #3: Final Summative Assessments

### **Part-Time 8-Trimester Schedule**

#### **Onsite Experience #1: Orientation**

##### **Trimester 1**

SLP 610	Intro to School of Speech-Language Pathology Practice	(2)
SLP 611	Advanced Anatomy and Physiology for School of Speech-Language Pathology	(3)
SLP 614	Research Methods	(2)

##### **Trimester 2**

SLP 612	Pediatric Language and Cognitive Disorders	(3)
SLP 613	Pediatric Speech Sound Disorders	(3)
SLP 691	Clinical Methods and Practicum 1	(1)

##### **Trimester 3**

SLP 620	Pediatric Dysphagia	(3)
SLP 621	Adult Dysphagia	(3)

##### **Trimester 4**

SLP 622	Adult Language and Cognitive Disorders	(3)
SLP 623	Adult Motor Speech Disorders	(3)
SLP 692	Clinical Methods and Practicum 2	(1)

##### **Trimester 5**

SLP 630	Fluency Disorders	(3)
SLP 631	Voice & Resonance Disorders	(3)

##### **Trimester 6**

SLP 632	Aural Habilitation and Rehabilitation	(2)
SLP 633	Social Communication Disorders, Behavior, and Neurodiversity	(2)
SLP 634	Augmentative and Alternative Communication	(2)
SLP 693	Clinical Methods and Practicum 3	(1)

#### **Onsite Experience #2**

SLP 635	Practice Competencies	(1)
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##### **Trimester 7**

SLP 640	Professionalism Portfolio	(1)
SLP 694	Clinical Methods and Practicum 4	(5)

##### **Trimester 8**

SLP 650	EBP Portfolio	(1)
SLP 695	Clinical Methods and Practicum 5	(5)

#### **Onsite Experience #3: Final Summative Assessments**



## **Course Descriptions: Foundational Courses**

### **SLP 500 Survey of Communication Disorders Across the Lifespan (3 units)**

Overview of the field of communication disorders and sciences, credentials required for licensing and certification, scope of practice, laws governing practice, ethical principles, and multicultural considerations. Common types of communication and swallowing disorders, including etiologies, symptoms, and treatment across the lifespan.

### **SLP 501 Anatomy and Physiology for Speech, Hearing, and Swallowing (3 units)**

Introduction to the anatomical structures and physiological functions of the biological systems that underlie speech, hearing, and swallowing, with an emphasis on the processes of respiration, phonation, resonance, and articulation, as well as the neural bases for these processes. Clinical applications are made to disorders that result from dysfunction of these normal processes and structures.

### **SLP 502 Language Development (3 units)**

Thorough study of the basic human language learning process, including the appropriate scientific, biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases. Explores research and theories pertaining to language development, in relation to cognitive and social development, across the lifespan.

### **SLP 503 Phonetics and Acoustics (3 units)**

Introduction to fundamental concepts in articulation, resonance, and acoustic phonetics. Mastery of broad phonetic transcription using the International Phonetic Alphabet for typical and disordered resonance and articulation. Acoustic phonetics includes the physics of sound, acoustic features of phonation and resonance, and inferences of acoustic properties of voicing and resonance from spectrograms of speech sounds.

### **SLP 504 Foundations of Audiology (3 units)**

Introduction to anatomy and physiology of the hearing mechanism and the interdependence of speech, language, and hearing. Survey of the etiologies and symptoms of hearing disorders, as well as the basics of prevention, identification, assessment, and intervention, including the interprofessional practice of audiologists and speech-language pathologists in serving these patients across the lifespan.

### **SLP 509 Clinical Observations and Foundations (1 unit)**

Introduction to clinical methods and procedures, including acquisition of the required observation hours needed to begin clinical placements.

## **Course Descriptions: Master's Courses**

### **SLP 610 Intro to SLP Practice (2 units)**

Introduction to the profession of speech-language pathology, covering the origins of the profession and ASHA, Scope of Practice, Code of Ethics, HIPAA, FERPA, fiduciary responsibility, service models, business aspects of practice, universal precautions, clinical supervision, clinical counseling, contemporary professional issues, interprofessional practice, cultural/linguistic diversity, and the integration of Christian values into clinical practice.

### **SLP 611 Advanced Anatomy and Physiology for SLP (3 units)**

Advanced study of the underlying anatomy and physiology of the basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, and developmental bases across the lifespan. Covers embryonic/fetal, pediatric, adult, and geriatric anatomy and physiology related to respiration, phonation, resonance, articulation, audition, mastication, deglutition, and digestion, as well as neuroanatomy and neurophysiology.

### **SLP 612 Pediatric Language and Cognitive Disorders (3 units)**

Comprehensive study of language and cognitive development and disorders in children. Prevention, identification, characteristics, assessment, analysis, and intervention of language and cognitive disorders. Encompasses receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication), as well as cognitive aspects of communication (attention, memory, sequencing, problem solving, and executive functioning). Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

### **SLP 613 Pediatric Speech Sound Disorders (3 units)**

Advanced study of speech sound development and disorders in children. Prevention, identification, characteristics, assessment, analysis, and intervention of speech sound disorders, such as articulation disorders, phonological disorders, apraxia, and dysarthria. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

### **SLP 614 Research Methods (2 units)**

This course covers quantitative and qualitative research methods to develop knowledgeable and ethical consumerism of research literature. Encompasses accessing and critically evaluating information sources (such as peer-reviewed articles, books, etc.); analyzing research investigations by applying the scientific method, statistical concepts, and validity/reliability; and applying information from the research literature to appropriate populations using the fundamental principles of evidence-based practice.

**SLP 620 Pediatric Dysphagia (3 units)**

In-depth study of the development of feeding and swallowing processes from fetal stage through adolescence. Prevention, identification, characteristics, assessment, analysis, and intervention of feeding and swallowing disorders, encompassing oral, pharyngeal, esophageal, and related functions, including oral function for feeding and orofacial myology. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

**SLP 621 Adult Dysphagia (3 units)**

In-depth study of changes in the feeding and swallowing processes from adulthood through end-of-life. Prevention, identification, characteristics, assessment, analysis, and intervention of feeding and swallowing disorders, encompassing oral, pharyngeal, esophageal, and related functions, including oral function for feeding. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

**SLP 622 Adult Language and Cognitive Disorders (3 units)**

Comprehensive study of language and cognitive disorders in adults. Prevention, identification, characteristics, assessment, analysis, and intervention of language and cognitive disorders. Encompasses receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication), as well as cognitive aspects of communication (attention, memory, sequencing, problem solving, and executive functioning). Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

**SLP 623 Adult Motor Speech Disorders (3 units)**

Advanced study of motor speech disorders in adults. Prevention, identification, characteristics, assessment, analysis, and intervention of motor speech disorders, including apraxia and dysarthria. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

**SLP 630 Fluency Disorders (3 units)**

Integrated study of theory and practice related to fluency disorders across the lifespan. Prevention, identification, characteristics, assessment, analysis, and intervention of fluency disorders, including developmental stuttering, acquired stuttering, and cluttering. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

**SLP 631 Voice and Resonance Disorders (3 units)**

Comprehensive study of voice and resonance disorders across the lifespan. Prevention, identification, characteristics, assessment, analysis, and intervention of disorders of voice and resonance, including respiration and phonation. Considerations of contemporary professional

issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

### **SLP 632 Aural Habilitation and Rehabilitation (2 units)**

Integrative study of hearing disorders across the lifespan, including the impact on speech and language. Prevention, identification, characteristics, assessment, analysis, and intervention of developmental and acquired hearing disorders, encompassing fostering the acquisition and use of verbal and nonverbal languages and accounting for differences among d/Deaf and hard-of-hearing individuals. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

### **SLP 633 Social Communication Disorders, Behavior, and Neurodiversity (2 units)**

This course covers social aspects of communication across the lifespan, encompassing verbal and nonverbal language for social purposes, social cognition, pragmatics, language processing, and behavior. Prevention, identification, characteristics, assessment, analysis, and intervention of social communication disorders across the lifespan, such as autism, ADD/ADHD, TBI, RHD, etc. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

### **SLP 634 Augmentative and Alternative Communication (2 units)**

Applied study of the use of augmentative and alternative communication with populations across the lifespan. Prevention, identification, characteristics, assessment, analysis, and intervention using AAC devices (high-tech and low-tech) for patients with a wide range of diagnoses. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

### **SLP 635 SLP Practice Competencies (1 unit)**

Interactive lab-based learning opportunities for development of clinical skills pertaining to assessment and intervention of speech, language, hearing, and feeding/swallowing disorders and differences. Engaged learning experiences for professional practice competencies, including interprofessional education.

### **SLP 640 Professionalism Portfolio (1 unit)**

Students demonstrate mastery by analyzing, appraising, evaluating, and integrating principles of professionalism, including cultural linguistic diversity, professional behavior, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, communication skills, and Christian values.

### **SLP 650 EBP Portfolio (1 unit)**

Students demonstrate mastery of knowledge and skills related to evidence-based practice, research, written and oral communication, cultural and linguistic diversity, patient advocacy, and principles of assessment and treatment through the creation of a comprehensive evidence-based evaluation and intervention plan for a culturally/linguistically diverse patient.

**SLP 691 Clinical Methods and Practicum 1 (1 unit)**

Introduction to clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

**SLP 692 Clinical Methods and Practicum 2 (1 unit)**

Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including the professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

**SLP 693 Clinical Methods and Practicum 3 (1 unit)**

Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

**SLP 694 Clinical Methods and Practicum 4 (5 units)**

Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

**SLP 695 Clinical Methods and Practicum 5 (5 units)**

Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

## **Regulations and Legal Notices**

Students and prospective students should read this catalog carefully. This catalog, along with other published bulletins and posted policies, describes student rights and duties with respect to the University. All students of health science must abide by the rules, regulations, and policies of Pepperdine University.

### **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 the University has for life in its community. Students will find information regarding related student policies (e.g., Alcohol and Other Drugs, Good Samaritan, Sexual Misconduct, Discrimination and Harassment, and Hazing), reporting misconduct, and disciplinary procedures online. 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](#).

### **Applicability of Catalog Provisions**

The academic offerings and policies in this catalog are applicable only to students who enroll prior to the fall semester 2025 and who attend Pepperdine University after August 30, 2025.

### **Provisions Subject to Change**

The provisions of this catalog, including, but not limited to, rules of conduct, academic offerings and requirements, time for completion of degrees, and all financial charges are subject to change 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 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.

### **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.

### **Email**

Every Pepperdine University student is provided with a Pepperdine email account upon enrollment. The email address generally ends with @pepperdine.edu. Pepperdine University administration depends 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.

### **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 admissions decisions.

### **Students with Disabilities**

Pepperdine University complies with the Americans with Disabilities Act (ADA), 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.

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](http://pepperdine.edu/student-accessibility/ada-compliance) for more information.

### **Complaint and Grievance Processes**

Pepperdine University takes very seriously complaints and concerns regarding the institution. If a student has a complaint regarding a program or the University, the student may present a complaint or grievance according to the applicable policies and procedures found in this academic catalog.

If the student believes that the complaint or grievance warrants further attention after exhausting the procedures set forth in this academic catalog, he or she may contact the [WASC Senior College and University Commission](#) (WSCUC) if the complaint is about the institution's compliance with academic program quality and accreditation 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, the student may submit a complaint to the attorney general of the State of California by filing a complaint form with the Public Inquiry Unit of the California State Department of Justice at Public Inquiry Unit: (800) 952-5225 (phone) or (916) 323-5341 (fax) or [online](#).

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 college of health science.

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  
[https://www.bppe.ca.gov/about\\_us/contact.shtml](https://www.bppe.ca.gov/about_us/contact.shtml)  
Phone: (888) 370-7589; 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 his or her complaints.

Pepperdine University has provided this disclosure in compliance with the requirements of the



Higher Education Act of 1965, as amended, as regulated in 34 CFR §§ 600.9 and 668.43(b).

## **Non-Academic Student Grievance Policy**

### **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. 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 **Reporting Sexual Misconduct Policy**.

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 non-academic grievance officer (NAGO) 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 Non-Academic Grievance Officer (NAGO)**

The dean (or designee) shall serve as the NAGO concerning complaints against faculty, staff, or

nonstudent third-parties. The college of health science Dean shall serve as the NAGO concerning complaints about the dean, and in this instance, the University Provost will serve as the reviewing office if the case involves a request to appeal the NAGO's decision.

The NAGO 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 NAGO should inform the student in writing that the student's allegations are not subject to the grievance process.

If the NAGO determines that the allegations in the complaint do warrant further investigation and consideration, then the NAGO 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 Officer. This shall be done as soon as possible, but in no event later than 21 business days after the NAGO 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 NAGO. Necessary extensions may be granted at the discretion of the NAGO.

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

If the NAGO desires, he or she may appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter. In such instances, the ad hoc committee should have the necessary training or expertise necessary to investigate the complaint and offer advice on the handling of the matter.

Within 21 business days of a receipt of the respondent's written response, the NAGO shall make a decision by a preponderance of the evidence based on the written complaint, the response (if any), and any other information the NAGO determines is relevant. The decision shall be in writing and consist of factual findings, conclusions, and a remedy if one is appropriate. The NAGO will provide a copy of the decision to all parties. In instances where discrimination or harassment is alleged, the NAGO will provide a copy of the decision to the complainant and/or target of the alleged discrimination or harassment, and the University Equal Employment 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, 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 NAGO's Decision**

Any party may submit a written request for appeal to the PCHS Dean ("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 non-appealing 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 NAGO 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 NAGO 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 NAGO'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 Officer. All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the NAGO for seven years after graduation.

## **Complaints Against Other Students**

Complaints against another student regarding sexual misconduct and/or sexual harassment shall be governed according to the [University's Sexual Misconduct Policy](#).

To report other types of complaints against another student, please see the [Reporting Misconduct section](#) of the Student Code of Conduct.

## **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.

### **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](#). 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 <https://community.pepperdine.edu/student-care-team/emergencies-and-withdrawals.htm>.

### **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](#) or the Center for Human Resources.

### **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.

### **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 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 45 days after the 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 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 and awards received, enrollment status, classification, 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, which can be found at [pepperdine.edu/registrar/policies](http://pepperdine.edu/registrar/policies).

### **Student Theses/Dissertations/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, public online databases and repositories maintained by the University, and by professors in their classes and off-campus presentations.

### **Further Information**

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the Office of the Registrar, Malibu, California 90263, or [online](#).

### **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), U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave, SW, Washington, D.C. 20202-8520. Students are encouraged to utilize 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 [Military-Connected School Certifying Official in the](#) Office of the Registrar and be aware of the following policies.

- It is the student's responsibility to notify the [School Certifying Official](#) 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 education benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veteran's benefits is considered attainment of less than a 3.000 grade point average for two consecutive terms for graduate students (2.000 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. Please contact the Military-Connected School Certifying Official for additional information at (310) 506-6129.

## 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](http://community.pepperdine.edu/hr/policies/ethics.htm) to read the University Code of Ethics Policy.

### **Use of the Name of Pepperdine University, the College of Health Science, the School of Nursing, or the School of Speech-Language Pathology**

Students, either individually or collectively, shall not, without the written consent of the proper University officials, use the name of Pepperdine University, the Pepperdine University College of Health Science, the Pepperdine University School of Nursing, or the School of Speech-Language Pathology in connection with any activity of any kind outside of the regular work of the school. Violation of this rule may result in disciplinary sanctions.

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River Road Entertainment

## College of Health Science

### Administration and Faculty

#### Dean's Office

Michael Feltner.....	Founding Dean
Haley Dearborn.....	Executive Assistant
Sarah Stone Watt.....	Interim Associate Dean
Bob Emrich.....	Director of Accreditation and Assessment
Yara Diab.....	Manager of Academic Development

#### Admissions and Enrollment Management

Steve Glynn.....	Assistant Dean, Admissions and Enrollment Management
Kat Gentile.....	Admissions Specialist
Robert Beamer.....	Financial Aid Manager

#### School of Speech-Language Pathology

Leah Fullman.....	Founding Dean and Professor of Speech-Language Pathology
Rose Castellanos.....	Assistant to the Dean
Amy Marshall.....	Clinical Associate Professor and Clinical Coordinator
Katie Suggs.....	Assistant Clinical Coordinator
Bailey Johnson.....	Clinical Administrative Assistant
Caroline Gammil.....	Assistant Professor of Speech-Language Pathology
Kellie Rine.....	Assistant Professor of Speech-Language Pathology
Amy Ogburn.....	Professor of Speech-Language Pathology
Danielle Rich.....	Associate Dean and Professor of Speech-Language Pathology
Michelle Cutler.....	Assistant Professor of Speech-Language Pathology
Amy Batchelor.....	Clinical Instructor of Speech-Language Pathology
Angie Haustein.....	Clinical Instructor of Speech-Language Pathology

#### School of Nursing

Angel Coaston.....	Founding Dean and Associate Professor of Nursing
Lelia Redden.....	Assistant to the Dean
Amanda Jean Pitchford.....	Associate Dean of Prelicensure Programs
Mariano Loo.....	Director of Simulation and Skills Education
Tanya Wicks.....	Director of Clinical Academic Practice Partnerships

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## Campus Locations and Maps

The College of Health Science is headquartered at the Calabasas Campus.



### [Pepperdine University- Calabasas Campus](#)

26750 Agoura Road  
Calabasas, CA 91302

- Easy 101 Freeway access from the Malibu Campus
- Entrance on Agoura Road and Lost Hills Road
- Parking is provided on campus



### [Pepperdine University - Malibu Campus](#)

24255 Pacific Coast Highway  
Malibu, CA 90263

- Located at intersection of Pacific Coast Highway and Malibu Canyon Road
- Parking provided on campus

## **Accreditation and Licensures**

All academic and degree programs in the Schools of Nursing and Speech-Language Pathology are approved by Pepperdine's regional accrediting body, WSCUC, 1080 Marina Village Parkway, #500, Alameda, CA 94501, 510-748-9001. The Master of Science (MS) education program in speech-language pathology (distance education) at Pepperdine University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

The BSN and ELM-CNL nursing programs have been approved by the California Board of Registered Nursing. The nursing programs are currently seeking accreditation from the Commission on Collegiate Nursing Education.

The Pepperdine University master of science in physician assistant studies degree program has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The master of science in physician assistant studies degree program anticipates matriculating its first class in August 2027, pending achieving Accreditation - Provisional status at the April 2027 ARC-PA meeting.