PEPPERDINE UNIVERSITY

School of Law

2008–2009
Academic Catalog

For More Information

Requests for further information should be addressed to

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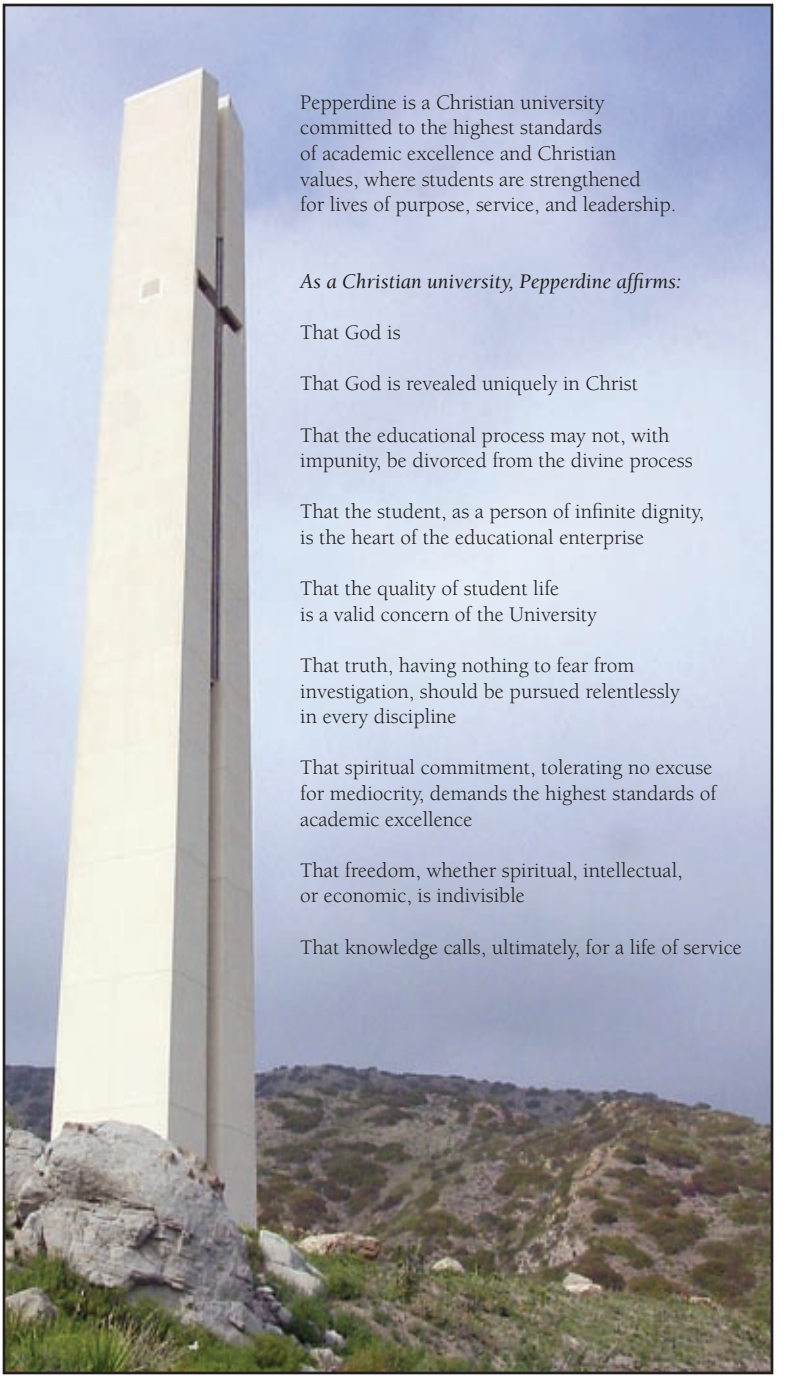

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

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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School of Law Calendar

The Pepperdine University School of Law academic year is divided into two semesters that run 14 1/2 weeks each, excluding examination periods. All units are semester units. Classes will be held on all holidays not noted below. The School of Law reserves the right to amend the calendar as needed.

Fall Semester, 2008

August	20–22	First-year Student Orientation
	25	Fall semester classes begin; last day to register without late registration penalty Add/Drop period begins
September	1	Labor Day holiday (no classes)
	8	Last day to drop courses without a "W" appearing on transcript Add/Drop period ends
	9	Signatures required for add/drop
	19	Law School Family Day
October	3	University Faculty Conference (no classes)
	10	Last day for JD/M.D.R. students to allocate units toward each degree Last day to petition for change in examination schedule
November	26–28	Thanksgiving holiday
December	2	Make-up/Study day
	3	Last day of classes Last day to elect Pass/Credit/Fail option
	4–19	Study and final examination period; all classes adjourn
	19	Winter holidays begin

Winter Intensive Term, 2009

January	1	University holiday (no classes)
January	5–9	Five-day intensive courses

Tentative Spring Semester, 2009

January	12	Spring semester classes begin; last day to register without late registration penalty Add/Drop period begins
	19	Martin Luther King, Jr. holiday (no classes)
	26	Last day to drop classes without "W" appearing on transcript Add/Drop period ends
	27	Signatures required for add/drop

February	27	Last day for JD/M.D.R. students to allocate units toward each degree Last day to petition for change in examination schedule
March	16–20	Study/Interview Break Second- and Third-year students (no classes) Appellate Brief project—First-year students (no classes)
April	3	Performance exam—First-year students
	29	Last day of classes Last day to elect Pass/Credit/Fail option
April 30–May 15		Study and final examination period; all classes adjourn
	22	Graduation (subject to change)

Tentative Summer Session, 2009

Straus Institute for Dispute Resolution

May	25–29	One Week Intensive
May 27–July 29		Extended Course (Mediation Clinic)

Two Week Blocks

June	2–13	Block 1
	16–27	Block 2
July	7–18	Block 3
July 21-Aug. 1		Block 4

TENTATIVE SCHEDULE FOR THE 2009-2010 ACADEMIC YEAR

Fall Semester, 2009

August	19–21	First-year Student Orientation
	24	Fall semester classes begin; last day to register without late registration penalty Add/Drop period begins
September	4	Add/Drop period ends Last day to drop classes without a "W" appearing on transcript
	7	Labor Day holiday (no classes)
	8	Signatures required for add/drop
October	2	University Faculty Conference (no classes)
	9	Last day to petition for change in examination schedule Last day for JD/M.D.R. students to allocate units towards each degree
November	25–27	Thanksgiving holiday

December	1	Make-up/Study day
	2	Last day of classes Last day to elect Pass/Credit/Fail option
	3–18	Study and final examination period; all classes adjourn
	18	Winter holidays begin

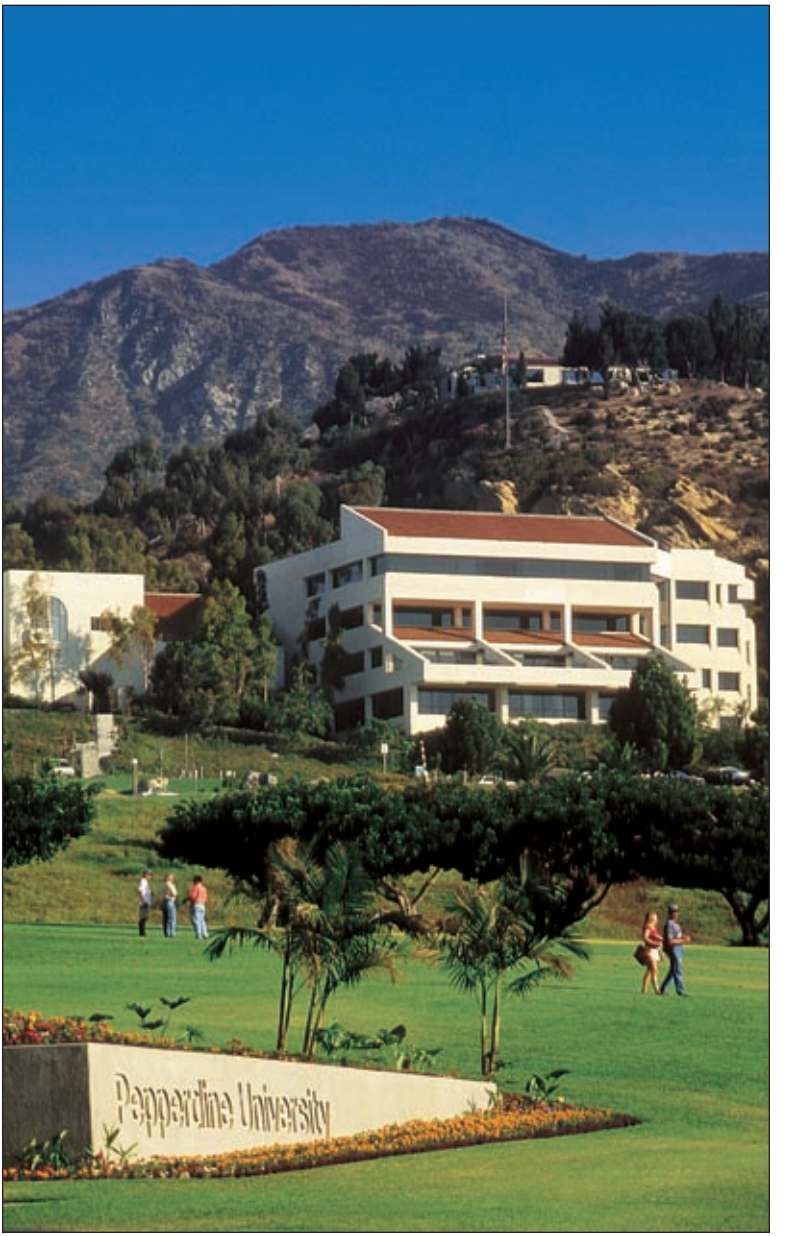
Winter Intensive Term, 2010

January	1	University holiday (no classes)
	4–8	Five-day intensive courses

Spring Semester, 2010

January	11	Spring semester classes begin; last day to register without late registration penalty Add/Drop period begins
	18	Martin Luther King, Jr. holiday (no classes)
	22	Add/Drop period ends Last day to drop classes without a "W" appearing on transcript
	25	Signatures required for add/drop
February	26	Last day to petition for change in examination schedule Last day for JD/M.D.R. students to allocate units toward each degree
March	15–19	Study/Interview Break Second- and Third-year students (no classes) Appellate Brief project—First-year students (no classes)
April	TBA	Performance exam—First-year students
	28	Last day of classes Last day to elect Pass/Credit/Fail option
April 29–May 14		Study and final examination period; all classes adjourn
	21	Graduation (subject to change)

PEPPERDINE UNIVERSITY GENERAL INFORMATION



President's Message

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

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

We understand that you, as a student, want and need training for a successful career in life. That is a "given." It is also a given that undertaking the study of the law is an especially rigorous and time-consuming pursuit that deserves your full attention and best effort. At the Pepperdine University School of Law, we also believe it important that your study comes not at the cost of everything and everyone else. Your success will depend on your ability to allow your academic endeavors, personal relationships, and leisure activities to complement each other and exist in harmony. Balancing your emotional and spiritual life with your chosen profession is a task that will follow you all your life.

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

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

Andrew K. Benton
President

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 7,600 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio School of Business and Management, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu, at six graduate campuses in Southern California, and at international campuses in Germany, England, Italy, Argentina, Switzerland and China.

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

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

Colleges and Schools of the University

The School of Law provides an excellent legal education within a values-centered context. It is fully approved by the American Bar Association, and holds membership in the Association of American Law Schools. It has a limited enrollment of about 630 full-time students who come from across the nation and around the world to study law in a unique, supportive environment. Among its degree offerings are the LL.M. in Dispute Resolution, administered by the School of Law's internationally acclaimed Straus Institute for Dispute Resolution, and the Juris Doctor/Master of Divinity, in conjunction with Seaver College. Other joint degree programs include the JD/MBA, JD/MDIV, JD/MPP, and JD/M.D.R.. It has an active international study program including a fall semester and summer session in London, where students may study international law in one of Europe's most exciting cities. The School of Law is also home to the Herbert and Elinor Nootbaar Institute on Law, Religion, and Ethics, the Byrne Judicial Clerkship Institute, the International Human Rights Program, and the Geoffrey H. Palmer Center for Entrepreneurship and the Law.

Seaver College is the University's residential college of letters, arts, and sciences, enrolling approximately 3,100 undergraduate and graduate students who are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum requires each student to develop as a broadly educated person. The bachelor's degree is offered in forty-one fields of study, and the master's degree is offered in eight areas.

The Graduate School of Education and Psychology enrolls approximately 1,850 students. With its main headquarters located at the West Los Angeles Graduate Campus, the Graduate School also offers select programs at graduate campuses in Malibu, Irvine, Encino, and Westlake Village, as well as online. The Graduate School of Education and Psychology offers a total of ten master's and doctoral programs in education and psychology, all of which are founded on the theoretical understanding of service through leadership. The education programs prepare teachers to serve as leaders in technological innovation and collaborative learning environments, as well as train administrators to create vision and manage change in business, health, and other social service professions. Students in the psychology programs are educated in the current and emerging human service fields, including clinical psychology and marriage and family therapy. Emphasis is placed on the practitioner-scholar model of learning, highlighted by discovery, 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 George L. Graziadio School of Business and Management is one of nation's largest graduate business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB International) and enrolls approximately 2,000 students in its full-and part-time programs. Founded in 1969, the school is named for its benefactor, the co-founder and former CEO of Imperial Bancorp, George L. Graziadio. Its mission is to develop values-centered leaders for contemporary business practice. Degrees granted by the Graziadio School include the master of business administration (MBA) for full-time students, working professionals, and high-level executives; the international master of business administration (IMBA); the master of science in applied finance (MSAF), the master of science in global business (MSGB), the master of science in organization development (MSOD); and the undergraduate bachelor of science in management (BSM). Special programs include a joint BSM and MBA program, joint degrees with Pepperdine University's School of Law (JD/MBA) School of Public Policy (MBA/MPP), and Seaver College (BS/MBA), and non-degree executive education programs that can be customized to meet an organization's specific learning needs. Degree programs are offered at the Graziadio School's headquarters located in West Los Angeles; the Drescher Graduate Campus in Malibu; and additional campuses located throughout Southern California including Encino, Irvine, Pasadena, and Westlake Village. The Executive MBA program also is available in Northern California.

The School of Public Policy (SPP) enrolls close to 100 students and offers a Master of Public Policy (MPP) degree built on a distinctive philosophy of nurturing leaders to use the tools of analysis and policy design to effect successful implementation and real change. This requires critical insights balanced with personal moral certainties that only a broad exposure to great ideas, courageous thinkers, and extraordinary leaders can encourage. It prepares graduates for careers as leaders and seeks also to strengthen the institutions which lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations. Joint degree programs include the MPP/JD degree and the MPP/M.D.R. degree in conjunction with the School of Law, and the MPP/MBA degree in conjunction with the George L. Graziadio School of Business and Management. The Davenport Institute, the research and special program division of SPP, is dedicated to addressing current issues through major conferences, seminars, and published research.

SCHOOL OF LAW FACULTY

Dean's Message

Pepperdine University School of Law is committed to the "highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership." These words from the mission statement capture the essence of this school – an extraordinarily welcoming place where great things are being done, with ever-growing contributions to the law, to our country, and to a hurting world.

At their best, lawyers are ever disciplining and training themselves and those around them to serve in what, at its best, is a helping, caring profession. The study of law is a rigorous undertaking because our society entrusts lawyers with grave responsibilities. One's choice of which law school to attend can set the tone for what kind of lawyer one will become. Knowledgeable, zealous representation of clients is an ethical obligation. But zealousness does not require mean-spiritedness. The mission of Pepperdine School of Law calls upon students, faculty, administration, and staff to be of genuine service in building and encouraging, and that mission translates into an educational environment that produces effectively trained lawyers who know how to practice law as, in the words of St. Francis of Assisi, instruments of the Lord's peace.

We strive to listen, to learn, and to help everyone in the law school family define dreams and achieve aspirations. As you consider which law school to attend, I urge you to carefully consider joining us as we seek to strengthen lives for purpose, service, and leadership.

Many blessings,

Kenneth W. Starr

Duane and Kelly Roberts Dean
and Professor of Law

The Honorable Terry Jill Adamson
Visiting Assistant Professor of Law

B.A., University of California, San Diego, 1980
J.D., University of San Diego, 1983

While a student at the University of San Diego, Professor Adamson served on the *Law Review* staff. Upon graduation in 1983 she became a Los Angeles deputy district attorney and served there until her appointment as a Los Angeles Municipal Court Commissioner in July 1989. Professor Adamson has been an adjunct professor at Pepperdine since 1993 teaching Trial Preparation and Settlement-Criminal, Criminal Law Seminar and Trial Practice. Professor Adamson has also worked with Professor Harry Caldwell and Pepperdine's interschool trial teams.

Roger P. Alford
Professor of Law

B.A., with honors, Baylor University, 1985
M.Div., Southern Seminary, 1988
J.D., with honors, New York University, 1991
LL.M., magna cum laude, Edinburgh University, 1992

Prior to joining the faculty in 2000, Professor Alford served as a senior legal advisor with the Claims Resolution Tribunal for Dormant Accounts in Switzerland, the tribunal established by the Volcker Commission to resolve claims to Holocaust-era dormant Swiss bank accounts. From 1995 to 1999, he was in private practice with Hogan & Hartson, Washington, D.C. He clerked for the Honorable James L. Buckley, U.S. Court of Appeals, District of Columbia (1994–95), and the Honorable Richard C. Allison, Iran-United States Claims Tribunal, in The Hague, Netherlands (1992–94).

He is the founder and general editor of www.kluwerarbitration.com, a comprehensive online international arbitration portal. He has authored and edited a number of scholarly articles that have been published in the *American Journal of International Law, UCLA Law Review, Ohio State Law Review, New York University Law Review, Notre Dame Law Review, Michigan Law Review, International Lawyer,* the *Virginia Journal of International Law,* the *Berkeley Journal of International Law,* and the *Cornell International Law Journal.* He has also co-edited a book on Holocaust Restitution published with New York University Press in 2006. The focus of his scholarship is foreign relations law, international commercial law, human rights law, arbitration, and international courts and tribunals.

He is a permanent contributor to the international law blog Opinio Juris (www.opiniojuris.org). He has been a member of the Council on Foreign Relations, and served on the Executive Council of the American Society of International Law, the Executive Committee of the Institute of Transnational

Arbitration, and the Executive Committee of the American Branch of the International Law Association.

Professor Alford has taught Contracts, Constitutional Law, International Law, Arbitration, International Alternative Dispute Resolution, International Trade, and International Litigation.

The Honorable Samuel A. Alito, Jr.
D&L Straus Distinguished Visiting Professor,
Summer 2008

A.B., Princeton University, 1972
J.D., Yale University, 1975

Associate Justice Alito was nominated by President George W. Bush to the U.S. Supreme Court and took his seat in January 2006. He served as a law clerk to Leonard I. Garth, U.S. Court of Appeals for the Third Circuit, 1976-1977. He was assistant U.S. attorney, District of New Jersey, 1977-1981; served as assistant to the solicitor general, U.S. Department of Justice from 1981-85; deputy assistant attorney general, Office of Legal Counsel, U.S. Department of Justice, 1985-87; and then U.S. attorney, District of New Jersey from 1987-1990. He was appointed to the U.S. Court of Appeals for the Third Circuit in 1990 where he remained until his nomination to the Supreme Court.

Akhil Reed Amar
D & L Straus Distinguished Visiting Professor,
Fall 2008

B.A., summa cum laude; J.D., Yale University, 1980, 1984

Professor Amar is the Southmayd Professor of Law and Political Science at Yale Law School, and is considered by many to be the most outstanding constitutional law scholar of his generation. He was the second youngest person to be tenured and given a chair in the Yale Law School's history. As an undergraduate he attended Yale College, where he majored in history and economics, won many prizes, earned a perfect grade point average, and was a star debater. Later, as a student at Yale Law School, he served as editor of the *Yale Law Journal.*

Professor Amar is the author of several distinguished scholarly books and law review articles, and is one of the most frequently quoted academics in America. His most recent book is *American Constitution: A Biography* (Random House 2005). He serves on the Board of Directors for the National Constitution Center.

Alison Grey Anderson
Visiting Professor of Law, Spring 2009

B.A., Radcliffe College, 1965
J.D., Boalt Law School; University of California, Berkeley, 1968

Alison Grey Anderson currently teaches Contracts and Torts at UCLA. She has received the University's Distinguished Teaching Award, the Eby Award for the Art of Teaching, the School of Law's Rutter Award for Excellence in Teaching, and the Fredric P. Sutherland Public Interest Award for 2001, which recognizes public service contributions by a faculty member. She was the faculty coordinator of the David J. Epstein Program in Public Interest Law and Policy for its first five years, and the Program's Class of 2000 honored her with a gift which established the Alison Grey Anderson Summer Fellowship Fund for students enrolled in the Program. The Program's Class of 2001 also made a generous gift to this fund.

Professor Anderson has devoted much of her teaching career to curricular reform and the improvement of law teaching. She was recently selected as a Carnegie Scholar in the Carnegie Foundation's Program on the Scholarship of Teaching and Learning.

As a student at Boalt Hall (UC Berkeley), Professor Anderson was articles editor of the *California Law Review.* After law school, she clerked for Judge Simon Sobeloff, U.S. Court of Appeals for the Fourth Circuit, before entering private practice with Covington & Burling. She served as Associate Dean in 2003

Robert Anderson
Associate Professor of Law

B.A., Claremont-McKenna College, 1997
J.D., New York University, 2000
Ph.D., Stanford University (expected 2008)

Robert Anderson joins the Pepperdine faculty this fall. After receiving his J.D. from New York University School of Law in 2000, Professor Anderson was associated with Sullivan & Cromwell LLP, where his practice focused on mergers and acquisitions and financial institutions regulation. In 2003, he entered the Ph.D. program in Political Science at Stanford University, where his fields included American Politics, Political Organizations, and Political Methodology (Statistics).

Professor Anderson's primary research interests are corporate and securities law, positive political theory of the judiciary, and quantitative and empirical approaches to law. In particular, he has worked extensively on modeling judicial behavior and developing computational and empirical techniques for analyzing

corporate transactions and corporate governance.

Professor Anderson has published in the *American Political Science Review,* the *University of Miami Law Review,* and *The George Washington Law Review.* In addition, he has presented on panels at the Midwest Political Science Association and the American Political Science Association annual meetings, and is a reviewer for the *American Political Science Review.* He is currently a doctoral candidate in Political Science at Stanford University.

This academic year Professor Anderson will teach Contracts I and II, Corporations, and Mergers and Acquisitions.

Thomas G. Bost
Professor of Law

B.S., summa cum laude,
Abilene Christian University, 1964
J.D., Vanderbilt University, 1967

Order of the Coif and Founder's Medalist (First in Class) were just two of the honors Professor Bost received as a student at the Vanderbilt University Law School. He was the note editor for the *Vanderbilt Law Review* and upon graduation served for a year as an assistant professor of law at Vanderbilt.

Professor Bost became associated with the Los Angeles office of Latham and Watkins in 1968 and was a partner in the firm from 1975 through 1999. During his legal career he has been a frequent lecturer on legal topics for numerous groups including the American Bar Association Section of Taxation, the University of Southern California Tax Institute, the National Association of Real Estate Investment Trusts, the New York University Institute on Federal Taxation, the Tennessee Tax Institute, the California Continuing Education of the Bar, the University of Texas Ethics Institute, the Christian Scholars' Conference and the Religiously-Affiliated Law Schools Conference. Professor Bost has served as a professor at Lipscomb University and as an adjunct professor at the School of Law and at Seaver College. He is an elected member of the American Law Institute, a member of the American Bar Association, the American College of Tax Counsel, the State Bar of California, and the Los Angeles County Bar Association.

Professor Bost has also served as a member and Chairman of the Board of Regents of Pepperdine University. He is currently a member of the Board of Trustees of the Pacific Legal Foundation, having completed a two-year term as Chairman of the Board in 2002.

Professor Bost teaches Business Planning, Corporations, Taxation of Business Entities, Securities Regulation, and Ethical Corporate Practice.

Harry M. Caldwell
Professor of Law

B.A., cum laude,
California State University, Long Beach, 1972
J.D., Pepperdine University, 1976

H. Mitchell Caldwell teaches Criminal Law and Criminal Procedure as well as trial advocacy courses and serves as advisor of the law school's highly successful interschool trial teams. Before joining the Pepperdine faculty, he was a trial prosecutor in Santa Barbara and Riverside counties.

Professor Caldwell routinely represents condemned prisoners in the appeals of their death sentences before both the California Supreme Court and U.S. Supreme Court. He has written extensively in the area of criminal procedure, trial advocacy and the death penalty and is the co-author of *Ladies and Gentlemen of the Jury* (1998), *And the Walls Came Tumbling Down* (2004) and *The Devil's Advocates* (Fall 2006). This popular series of books celebrates significant jury trials and the lawyers who tried the cases. *Ladies and Gentlemen of the Jury* was selected by the *Los Angeles Times* as a best non-fiction selection. Caldwell also co-authored *The Art and Science of Trial Advocacy* for use at the law school level.

Professor Caldwell has received several teaching awards including the Luckman Distinguished Teaching Award (1991 and 2000) and the Richard Jacobson Award as the nation's premier trial advocacy teacher in 2000.

Carol A. Chase
Professor of Law

B.A., summa cum laude,
University of California, Los Angeles, 1975
J.D., University of California, Los Angeles, 1978

Before joining the Pepperdine faculty, Professor Chase was an assistant U.S. attorney for the criminal division in Los Angeles. She has been an associate in the Los Angeles offices of Hughes, Hubbard & Reed, and Skadden, Arps, Slate, Meagher and Flom. She is a member of the American Bar Association, the California State Bar, and is admitted to practice in the Ninth Circuit Court of Appeals, and the U.S. District Court for the Central and Eastern Districts of California.

Professor Chase regularly teaches Criminal Law, Criminal Procedure, Evidence, and Trial Practice, and has been honored as a Luckman Distinguished Teaching Fellow. She has commented extensively in the media on various legal topics, including the proceedings in *People v. Simpson* and *People v. Jackson* appearing for CNN, FOX-TV, E! Entertainment, KCET, and CBS-TV (Canada) and providing radio commentary for BBC (UK).

Her publications include a trial advocacy textbook, *The Art & Science of Trial Advocacy* (Anderson 2003), which she co-authored with Professors Perrin and Caldwell. In addition she has published "Bad Dream Team? The Simpson Defense Employs a Cynical Strategy," *Los Angeles Daily Journal*, February 1995; "Simpson Sideshow," *Los Angeles Daily Journal*, March 1995; "Police Action," *Los Angeles Daily Journal*, March 1995 (co-author); "Balancing Defendants' Confrontation Clause Rights Against the Need to Protect Child Abuse Victims," *Los Angeles County Bar Association Litigation Newsletter*; "Confronting Supreme Confusion: Balancing Defendants' Confrontation Clause Rights Against the Need to Protect Child Abuse Victims," 1993 *Utah Law Review* 407 (1993); "The Unruly Exclusionary Rule: Heeding Justice Blackmun's Call to Examine the Rule in Light of Changing Judicial Understanding About its Effects Outside the Courtroom," 78 *Marquette Law Review* 45 (1994) (co-author); "Hearing the 'Sounds of Silence' in Criminal Trials: A Look at Recent British Law Reforms with an Eye Toward Reforming the American Criminal Justice System," 44 *Kansas Law Review* 929 (1996); "A Challenge for Cause Against Preemptory Challenges in Criminal Proceedings," 19 *Loyola International and Comparative Law Journal* 507 (1997) (co-author); "If It's Broken, Fix It: Moving Beyond the Exclusionary Rule--A New and Extensive Empirical Study of the Exclusionary Rule and a Call for a Civil Administrative Remedy to Partially Replace the Rule," 83 *Iowa Law Review* 669 (1999) (co-author); "It is Broken: Breaking the Inertia of the Exclusionary Rule," 26 *Pepperdine Law Review* 971 (1999) (co-author); "Privacy Takes a Back Seat: Putting the Automobile Exception Back on Track After Several Wrong Turns," 41 *Boston College Law Review* (1999); "Rampart: A Crying Need to Restore Police Accountability," *Loyola Law Review* (2000); "The Five Faces of the Confrontation Clause," 40 *Houston Law Review* 1003 (2003); "Is Clawford a "Get out of Jail Free Card' for Batterers and Abusers? An Argument for a Narrow Definition of 'Testimonials'" 84 *Oregon Law Review* 1093 (2006); and "Cars, Cops and Crooks: A Reexamination of *Belton* and *Carroll* with an Eye Towards Restoring Privacy Protection to Automobiles" 85 *Oregon Law Review* 101 (2007).

Professor Chase has also worked as a volunteer with elementary and high school children, teaching them about the American justice system and assisting them in participating in mock trials. She is an active volunteer in children's sports and holds an "F" license to coach soccer.

Donald Earl Childress III
Associate Professor of Law

B.A., University of Virginia, 1997
M.A., with Distinction, Oxford Brookes University, 1999
J.D., Duke University, magna cum laude, 2004
LL.M., Duke University, magna cum laude, 2004

Prior to joining the law faculty in 2008, Professor Childress was associated with Jones Day in Washington, D.C. as a member of their Issues and Appeals practice, where he focused on Supreme Court litigation, general appellate litigation,

and significant motions practice in trial litigation. While in private practice, his appellate representations included preparation of writs of certiorari, merits briefs, and amicus briefs in the United States Supreme Court. Professor Childress has briefed and argued appeals before the United States Court of Appeals for the Ninth Circuit and has briefed matters in numerous other trial and appellate courts in the First, Second, Third, Fourth, Fifth, Seventh, and D.C. Circuits, as well as various state courts. He has significant private practice experience in complex civil procedure, conflicts of law, constitutional law, immigration law, international dispute resolution, federal Indian law, and national security law, including cases related to the war on terror. He maintains a very active pro bono practice. During his time in Washington, D.C., Professor Childress taught a Supreme Court Litigation Course at the Georgetown University Law Center and served as a "Justice" in the Georgetown University Law Center Supreme Court Institute. Professor Childress is admitted to practice in Virginia, the District of Columbia, and the United States Supreme Court.

Professor Childress clerked for the Honorable Paul V. Niemeyer on the United States Court of Appeals for the Fourth Circuit. While at Duke Law School, he served as editor-in-chief of the *Duke Law Journal* (Volume 53). While at Oxford Brookes University, he served as a Rotary Ambassadorial Scholar in the United Kingdom, where his research focused, in part, on European constitutionalism and European Union law.

Professor Childress's primary research interests are international civil litigation, comparative law, and ethics. In particular, he is working extensively on the role that international civil litigation plays in an increasingly global world.

Professor Childress teaches International Litigation and Ethical Lawyering.

Herbert E. Cihak
Associate Dean for Library and Information Services and Professor of Law

B.A., M.A., M.L.S., Brigham Young University, 1972, 1975, 1984,
J.D., University of Nebraska, 1983

Herb Cihak joined the law school in 2007 as the Associate Dean of the Library and Information Services and Professor of Law. Prior to his arrival at Pepperdine he was the Director of the Young Law Library and Professor of Law at the University of Arkansas from 2004-2007 after serving as the Associate Vice Chancellor for the Library and Information Technology at Louisiana State University Law Center from 2001-2004. He also served as Director of the Law Library and Professor of Law at Kentucky from 1994 to 2001. During 1988 to 1994, he was affiliated at the University of Mississippi, first as Head of Public Services, and then in 1991 he assumed the position of Director of the Law Library and Assistant Professor of Law. Prior law library service includes work in Oklahoma, Texas, and California.

Professor Cihak has presented numerous state, regional, and national programs dealing with library and information technology issues. He has written extensively on topics dealing with library management, and marketing. His 2002 book, *Leadership Roles for Librarians* has been designated an American Association of Law Libraries Series Publication. Professor Cihak has served as President of the Southeastern Chapter of the American Association of Law Libraries in 2001-2002, and he is currently active in regional chapters of the American Association of Law Libraries.

Herb Cihak teaches Election Law. He has published articles dealing with the Help America Vote Act and election law reform.

Robert F. Cochran, Jr.
Director, The Herbert and Elinor Nootbaar Institute on Law, Religion, and Ethics and Louis D. Brandeis Professor of Law

B.A., magna cum laude,
Carson-Newman College, 1973
J.D., University of Virginia, 1976

Professor Cochran is the co-author of *Lawyers, Clients, and Moral Responsibility* West (1994); *Cases and Materials on the Legal Profession*, 2nd ed. West (1996); *The Counselor-at-Law: A Collaborative Approach to Client Interviewing and Counseling,* 2nd ed. Matthew Bender (2006); *Christian Perspectives on Legal Thought,* Yale University Press (2001); *Law and Community: The Case of Torts,* Rowman and Littlefield (2003); and *Faith and Law: How Religious Traditions from Calvinism to Islam View American Law,* NYU Press (2008).

He is the founder of Pepperdine's Institute on Law, Religion, and Ethics.

A 1994–95 and 1997–98 Rick J. Caruso Research Fellow, Professor Cochran teaches Torts, Legal Ethics, Religion and Law, and Family Law. "I teach because I think that truth is important. My hope is that, in interaction with my students, we will discover the truth," he says.

After graduating from law school, Professor Cochran clerked for the Honorable John A. Field, Jr., United States Court of Appeals for the Fourth Circuit. He went on to practice with the firm of Boyle and Bain of Charlottesville, Virginia, and has been a visiting professor at T.C. Williams School of Law, University of Richmond, and Wake Forest University School of Law.

Jack J. Coe, Jr.
Professor of Law

B.A., with distinction,
University of California, Los Angeles, 1975
J.D., Loyola Marymount, 1979
LL.M., University of Exeter, 1982
Ph.D. (Law), London School of Economics and Political Science, 1999

A specialist in private international law, Professor Coe's training includes advanced studies in Europe. He received his LL.M. at Exeter, where he was a Rotary International Graduate Fellow, the Diploma of the Hague Academy of International Law, and a Ph.D. from the London School of Economics. He clerked for the Honorable Richard C. Allison at the Iran-U.S. Claims Tribunal, the Hague and now consults with governments and multinational corporations in relation to commercial and direct investment disputes under the NAFTA and Bilateral Investment Treaties. Professor Coe, a regular speaker in Europe, Latin America, and Asia, has helped organize numerous conferences and programs related to international dispute resolution. He has taught in international programs for Notre Dame and University of San Diego Law Schools. He has authored numerous articles on arbitration, private international law, and related topics and authored the books *Protecting Against the Expropriation Risk in Investing Abroad* (co-authored with R.C. Allison) (1993), *International Commercial Arbitration-American Principles and Practice in a Global Context* (1997), and *NAFTA Chapter 11 Reports* (ed., with Brower and Dodge) (2006). He also is on the editorial panel for Oxford University Press' investor-state arbitration project.

Professor Coe is an elected member of the American Law Institute, and an associate reporter for the Restatement (Third) on the Law of International Commercial Arbitration. He is a Fellow of the American Bar Foundation, admitted to practice in California and Washington, and a member of the Chartered Institute of Arbitrators, London. He has been chair of the Disputes Division of the ABA International Law Section, and chairs the Academic Council of the Institute for Transnational Arbitration. Professor Coe has argued international arbitral claims under NAFTA, and served as an expert in investor-state arbitrations. Coe is also an arbitrator listed on the panel of the International Centre for Dispute resolution (AAA).

Professor Coe teaches Commercial and International Dispute Resolution, Corporations, Commercial Law-Sales, International Business Transactions, International Commercial Arbitration, International Investment Disputes, International Litigation, and International Public Law.

Roger Cossack
Distinguished Practitioner in Residence, Spring 2009

B.A., LL.B., University of California, Los Angeles, 1963, 1966

Professor Cossack was a prosecutor and a defense lawyer during his 22 years of practice, and in 1984 he argued *U.S. v. Leon* before the Supreme Court. Prior to beginning his private practice of law he served on the faculty of the UCLA Law School. In 1994 he joined CNN as the co-host of Burden of Proof and also was the CNN legal analyst. From 1994 to 2001 Professor Cossack covered all of the major U.S. legal events including breaking the *Bush v. Gore* decision, the impeachment of President Clinton, and the disputed election of 2000. Since 2002 he has served as the legal analyst for ESPN, reporting on how the law applies in various ways to sports.

Professor Cossack will teach Media and the Law.

Richard L. Cupp
Associate Dean for Research
and John W. Wade Professor of Law

B.A., magna cum laude, Pepperdine University, 1983
J.D., University of California, Davis, 1987

Dean Cupp teaches Products Liability, Remedies, and Torts. He is an elected member of the American Law Institute and has served as chair of the Association of American Law Schools Section on Torts and Compensation Systems. Dean Cupp has published numerous law review articles, including several in prominent journals such as the *NYU Law Review, Northwestern University Law Review, University of Illinois Law Review,* and *George Washington Law Review*.

As a law student Dean Cupp served as editor-in-chief of the *UC Davis Law Review*. Upon graduation he joined the San Diego law firm of Gray, Cary, Ware and Friedenrich as a litigation associate, and later served as associate general counsel for Pepperdine University.

In addition to his interest in torts and products liability, Dean Cupp has written extensively about moral issues surrounding animal law. He has frequently been invited to participate in conferences, symposia, and media interviews addressing tort law and animal law issues.

The Honorable Bruce J. Einhorn
Director, Asylum Clinic and Adjunct Professor of Law

A.B., Columbia University, 1975
J.D., New York University, 1978

Judge Bruce Einhorn served as a Federal Immigration Judge for 17 years before retiring in 2007. Prior to his service on the court, he served as a special prosecutor and as Chief of Litigation for the U.S. Department of Justice's Office of Special Investigations (OSI), where he conducted trial depositions and treaty negotiations in foreign countries and participated in appellate arguments in the U.S. Supreme and Federal Circuit Courts. Judge Einhorn received his law degree from NYU Law School, graduating Phi Beta Kappa.

In addition to his impressive record of public service, Judge Einhorn is a longtime civil rights activist and Anti-Defamation League leader. As a much beloved adjunct professor at Pepperdine, Judge Einhorn has taught courses such as War Crimes and Human Rights, and has received the David McKibben Excellence in Teaching Award. He will teach Asylum and Refugee Law and will serve as the director of the law school's asylum clinic, which is being offered on an experimental basis.

Selina K. Farrell
Assistant Professor of Law

B.S., cum laude, Oregon State University, 1987
J.D., summa cum laude, Pepperdine University, 1992

Professor Farrell graduated *cum laude* from Oregon State University where she majored in Finance and minored in Economics. Later, she graduated *summa cum laude* and first in her class from Pepperdine University School of Law. While at Pepperdine, she served as editor-in-chief of the *Pepperdine Law Review* and as a teaching assistant for Professor Nancy McGinnis.

After law school, Professor Farrell practiced corporate and partnership tax for Latham & Watkins in Los Angeles and Orange County. She also worked briefly as a litigation associate for Debevoise & Plimpton in Los Angeles. Later, Professor Farrell taught Legal Research and Writing at Whittier Law School in Costa Mesa and worked as an Attorney Placement Director for Special Counsel, Inc., in Newport Beach. She then served as the Assistant Dean for Career Development at Pepperdine School of Law before transitioning into her current role as Assistant Professor of Law.

Professor Farrell teaches Legal Research & Writing to first-year students. As the former Assistant Dean for Career Development, she also regularly counsels students and alumni regarding their career goals and job search strategies.

Suzanne Baker Freyer
Assistant Professor of Law

B.S., University of Southern California, 1993
J.D., magna cum laude, Pepperdine University, 2002

Professor Freyer graduated from the University of Southern California in 1993 with a B.S. in Business Administration. She worked in advertising and marketing for approximately six years before returning to school at Pepperdine University School of Law. As a law student, Professor Freyer was a member of the *Pepperdine Law Review* and the Moot Court Board. She co-chaired the 2002 Dalsimer Moot Court Competition, in which Justice Ruth Bader Ginsburg presided over the final round. During her second and third years of law school, Professor Freyer also acted as a Legal Research and Writing teaching assistant and a research assistant.

Upon graduation, Professor Freyer clerked for the Honorable Dickran M. Tevrizian of the U.S. District Court for the Central District of California. Following her clerkship, she practiced civil litigation at the downtown office of Latham & Watkins and later worked in Regulatory Affairs at Pepperdine University. Prior to joining the faculty, Professor Freyer returned to clerk for now-retired Judge Tevrizian during his final year on the bench.

Professor Freyer teaches Legal Research and Writing. She is admitted to practice in the State of California, the U.S. District Court for the Central District of California, and the Ninth Circuit Court of Appeals.

James Allan Gash
Associate Dean for Student Life
and Associate Professor of Law

B.A., summa cum laude,
Abilene Christian University, 1989
J.D., summa cum laude, Pepperdine University, 1993

After majoring in finance at Abilene Christian University, Dean Gash continued his education at Pepperdine University School of Law. As a law student, he finished first in his class and served as the editor-in-chief of the *Pepperdine Law Review.*

Upon graduation, he went to work for the small litigation firm of DeSimone & Tropio. The following year, he had the privilege of serving as a law clerk to the Honorable Edith H. Jones, United States Court of Appeals for the Fifth Circuit. He then joined the Washington, D.C., office of Kirkland & Ellis where he focused on appellate and commercial litigation. He relocated to Kirkland's Los Angeles office in 1997, where he worked until joining the faculty in 1999.

During his first year of law school, Dean Gash decided that his career goal would be to return to teach at Pepperdine where his passion for the law

was ignited and his spiritual life was enriched by the faculty, administration, and community. As Associate Dean for Student Life, Dean Gash's focus is on enhancing the academic, social, and spiritual life of the law students. He teaches Torts, Evidence, and Legal Ethics.

Dean Gash is a member of the California and Washington, D.C. Bar Associations, is admitted to practice before the Fifth Circuit Court of Appeals, and the U.S. District Court for the Central District of California.

Chris Chambers Goodman
Associate Professor of Law

B.A., cum laude, Harvard College, 1987
J.D., Stanford University, 1991

While at Stanford Law School, Professor Goodman participated on the board of directors for the Annual Women of Color and the Law Conference, worked as a teaching assistant in the political science department, and was an assistant editor for a new journal on gender issues. After law school she worked as an associate at Manatt, Phelps & Phillips (1991-93) and Gipson, Hoffman & Pancione (1993-1995), engaging in civil litigation in state and federal courts. In 1995, Professor Goodman began teaching at UCLA, and created and taught a course in lawyering skills for public interest attorneys.

Professor Goodman joined the Pepperdine faculty in 2001. She teaches Race and the Law, Criminal Law, Evidence, and Trial Practice. Professor Goodman also serves as an advisor to the Black Law Students' Association and the Women's Legal Association, as well as a mock trial team coach. Professor Goodman writes on equal protection topics, including affirmative action, preferences, diversity and racial privacy, as well as evidentary and criminal law issues. She is currently drafting a hornbook on California evidence. Professor Goodman is a member of the Los Angeles County Bar Association where she serves on the Diversity Profession Committee, the Black Women Lawyers, the Women Lawyers' Association of Los Angeles, and the California State Bar Association.

Naomi Harlin Goodno
Assistant Professor of Law

A.B., Princeton University, 1995
J.D., Boalt Law School, University of California, Berkeley, 1999

After focusing on history and teaching as an undergraduate at Princeton University, Professor Goodno attended Boalt Law School for the first two years and spent her third year studying at Harvard Law School. While at Boalt, Professor Goodno served as an articles editor for the *California Law Review,* and was a member of the *La Raza Law Journal*. At Harvard,

she was an active member of the Mediation Program. She also interned at the U.S. Attorney's Office, Northern District of California, and the Alameda District Attorney's Office.

After law school, Professor Goodno joined the downtown Los Angeles firm of Quinn, Emanuel, Urquhart, Oliver & Hedges, where she litigated numerous complex civil litigation cases, including white collar crime, class action, bankruptcy, breach of contract, fraud, and property and employment disputes. She is a member of the California Bar Association, the ABA White Collar Crime Committee, and the Association of Trial Lawyers of America.

Professor Goodno has taught Legal Research and Writing and assisted in coaching the trial advocacy teams. She is also active in working with international human rights organizations. She recently clerked for the Honorable Arthur L. Alarcon of the U.S. Court of Appeals for the Ninth Circuit, and is excited that she will be back teaching at Pepperdine this fall.

Michael D. Green
D&L Straus Distinguished Visiting Professor, Fall 2008

B.S., summa cum laude, Tufts University, 1972
J.D., magna cum laude, University of Pennsylvania, 1975

Professor Green is the Williams Professor of Law at Wake Forest University where he has taught since 2000. Before that, he was on the faculty at the University of Iowa. He has also been a visiting professor at Cornell and NYU law schools.

Professor Green's primary teaching and research interests are in the area of torts and scientific evidence of causation. He is a co-reporter for *the Restatement (Third) of Torts; Liability for Physical and Emotional Harm* and served as co-reporter for *the Restatement (Third) of Torts: Apportionment of Liability* (2000).

Beyond his Restatement work, Professor Green is a co-author of a leading torts casebook, a products liability casebook, and the *Reference Guide on Epidemiology* in the *Reference Manual on Scientific Evidence,* a publication of the Federal Judicial Center for federal judges. He has authored numerous articles in the torts and products liability field and wrote a book about the mass tort litigation over the drug, Bendectin. He is a fellow of the European Council on Torts and Insurance Law and participated in the drafting of *Principles of European Law* by that group.

Melanie Howard
Director, International Human Rights Program
Associate Director, The Herbert and Elinor Nootbaar Institute on Law, Religion and Ethics
Assistant Professor of Law

B.A., cum laude, Williams College, 1997
J.D., Harvard Law School, 2001

While a Harvard law student, Professor Howard was the President of the Harvard Mediation Program and an articles editor for the *Harvard Negotiation Law Review.* After finishing law school, Professor Howard worked as an associate at the law firm of Loeb & Loeb LLP in Los Angeles, where she specialized in intellectual property law with a focus on the entertainment industry. Professor Howard is admitted to practice in the U.S. District Court for the Central District of California, the Supreme Court of California and U.S. Court of Appeals for the Federal Circuit.

Professor Howard's academic areas of focus include social entrepreneurship and social justice initiatives. She teaches Legal Issues in Social Entrepreneurship, and serves as the Director of the International Human Rights Program, as well as Associate Director of the Nootbaar Institute on Law, Religion & Ethics.

Outside of Pepperdine, Professor Howard is active in a number of professional organizations, including the Hollywood Hill, Net Impact, and the Social Enterprise Alliance, as well as various bar associations. Professor Howard is the Secretary of Fonkoze USA, a non-profit organization that raised donated funds and coordinates technical assistance for microfinance and grassroots economic development programs in Haiti. She is also a Founding Director of Opportunities Without Borders, a non-profit organization that facilitates a support network for entrepreneurial business ventures in developing countries.

Bernard James
Professor of Law

B.G.S., J.D., University of Michigan, 1977, 1983

Bernard James joined the Pepperdine faculty in 1984 after serving as a judicial clerk for the Honorable Judge Myron Wails for the Court of Appeals in Michigan.

Specializing in constitutional law, Professor James has served as the First Amendment contributing editor of the *ABA Preview Journal*, which reviews the cases of the U.S. Supreme Court. He also writes for the *National Law Journal* on First Amendment matters. He lectures in the U.S. and Canada on constitutional issues, and serves as a commentator for the national and local media discussing Supreme Court decisions.

James has served as a special consultant to the U.S. Department of Justice since 1988, writing policy guides and conducting workshops on constitutional

subjects. He also has served since 1985 as a consultant to federal, state, and local legislators, providing technical assistance and testimony on issues that arise in lawmaking. He writes and speaks on educational law issues for the National School Safety Center, a partnership between the U.S. Departments of Justice and Education, and Pepperdine University. He is the past California chairman of the National Organization of Legal Problems in Education (NOLPE).

In addition to teaching Constitutional Law, Constitutional Law Seminar, and State Constitutional Law, Professor James teaches Education Law at the Pepperdine Graduate School of Education and Psychology.

Catherine L. Kerr
Associate Director for Library Services
and Assistant Professor of Law

B.A., cum laude, Seattle Pacific University, 1981
M.L.I.S., University of California, Berkeley, 1985
J.D., Loyola Law School, Los Angeles, 1989

Professor Kerr was a reference librarian and adjunct faculty member at Loyola Law School, Los Angeles, from 1989 to 1993. She is a member of the State Bar of Pennsylvania, American Association of Law Libraries, and an author for *Annuals and Surveys Appearing in Legal Periodicals* (with annual supplement).

Professor Kerr teaches Legal Research.

Janet E. Kerr
Executive Director, The Geoffrey H. Palmer Center
for Entrepreneurship and the Law
and Professor of Law

B.A., summa cum laude, Pepperdine University, 1975
J.D., Pepperdine University, 1978
LL.M., New York University, 1979

A member of the state bar in both California and New York, Professor Kerr is admitted to practice in the U.S. District Court for the Central District of California. She has been a staff attorney for the U.S. Securities and Exchange Commission at both the Los Angeles and New York regional offices, and served a stint in the private sector as an associate at the Los Angeles firm Hahn & Cazier.

Professor Kerr joined the Pepperdine faculty in 1983 and was associate dean of academics from 1987 to 1990. She has been a Luckman Distinguished Teaching Fellow having won this honor twice, in 1991 and 1996. She was also honored as the Distinguished Alumna at Pepperdine University's Seaver College in 1994. She presently serves as the executive director for the Geoffrey H. Palmer Center for Entrepreneurship and the Law.

Professor Kerr has authored numerous articles on securities regulations, and is the author of the two-volume *West Annotated Forms/Corporations*, 1993, with annual supplements. She has been appointed to numerous state bar committees dealing with corporation issues, and has been an expert in numerous high profile business lawsuits. Professor Kerr is an expert in corporate governance issues and sits on the boards of several corporations

Professor Kerr teaches Corporations, Entrepreneurship, Securities Regulations, and Advanced Securities Regulations.

Douglas W. Kmiec
Professor of Constitutional Law
and Caruso Family Chair in Constitutional Law

B.A., with honors, Northwestern University, 1973
J.D., University of Southern California, 1976

One of America's best known scholars and popular commentators on the law, Professor Douglas W. Kmiec holds the endowed chair in constitutional law at Pepperdine Law School. He came to this position after serving several years as dean and St. Thomas More Professor of Law at The Catholic University of America in Washington, D.C., and for nearly two decades, on the law faculty at the University of Notre Dame. As dean at Catholic University, Professor Kmiec did what many said would be impossible; he greatly increased academic quality and student selectivity at the same time he deepened the school's religious commitment. During his tenure, the law school moved into the upper tier of the *U.S. News* ranking from tier three. At Notre Dame, he was director of Notre Dame's Center on Law & Government, and the founder of its *Journal of Law, Ethics & Public Policy*. Beyond the university setting, Kmiec served Presidents Ronald Reagan and George Bush during 1985-89 as constitutional legal counsel (Assistant Attorney General, Office of Legal Counsel, U.S. Department of Justice).

A wide-ranging writer and engaging speaker, Professor Kmiec writes a syndicated column for the *Catholic News Service*, and for several years wrote a regular column in the *Chicago Tribune*. He is also a frequent contributor to the pages of the *Los Angeles Times, Wall Street Journal*, and other periodicals. He is the co-author (with legal historian Stephen Presser of Northwestern) of three books on the Constitution -- *The American Constitutional Order; Individual Rights and the American Constitution* and *The History, Structure and Philosophy of the American Constitution*. Another recent book, *Cease-Fire on the Family* (Crisis Books/Notre Dame) attracted scholarly and popular acclaim for proposing realistic ways for families to "end the culture war" by renewing personal virtue and civic responsibility within itself. He has also written *The Attorney General's Lawyer* (Praeger 1992), and several respected legal treatises.

Professor Kmiec's scholarly research spans legal and non-legal subjects, from the Constitution and the federal system, to land use and the organization

of America society. He is a frequent guest on national news programs, such as Nightline, the Newshour, and NPR's Talk of the Nation, analyzing constitutional questions.

A White House Fellow (1982-83), Professor Kmiec is one of a few individuals who has received the Distinguished Service Award from two cabinet departments —the Department of Justice in 1987 and Housing and Urban Development in 1983. In 1988, he was awarded the Edmund J. Randolph Award by the attorney general. He has lectured on the U.S. Constitution in Asia as a Fulbright Distinguished Scholar.

An honors graduate of Northwestern, Professor Kmiec received his law degree from the University of Southern California, where he served on the *Law Review* and received the Legion Lex Commencement Prize for Legal Writing. He is a member of the bar of the U.S. Supreme Court and the state bars of Illinois and California.

Kristine S. Knaplund
Professor of Law

B.A., Oberlin College, 1974
J.D., University of California, Davis, 1977

Professor Kristine S. Knaplund began her career in law teaching in 1983 at UCLA Law School, where she was honored with the law school's Rutter Award for Excellence in Teaching in 1991, the University-wide Harriet and Charles Luckman Distinguished Teaching Award in 1995, and the 1997 graduating class' Professor of the Year Award. She joined the faculty of Pepperdine University School of Law in 2002, and teaches Property, Wills and Trusts, Advanced Wills and Trusts, and the Bioethics Seminar. In 2006 she received the 1L Professor of the Year Award.

Professor Knaplund currently serves as chair of the ABA Committee on Bioethics, and spoke at the ABA Spring Symposium for the Section of Real Property, Trust & Estate Law in May 2008 on "The Fertile Octogenarian Revisited: Romance Late in Life and the Right To Physical Intimacy in the Nursing Home." She has served on the board of trustees of the Law School Admission Council, and also been active for many years on the LSAC Minority Affairs Committee and the LSAC Test Development and Research Committee. Before moving to Los Angeles, she practiced law with Queens Legal Services in New York City and with a private law firm in New York and Washington, D.C., primarily in the area of plaintiffs' Title VII employment discrimination. She has also served as a full-time volunteer attorney with the NAACP Legal Defense and Education Fund in New York. She is a member of the New York bar, and also a member of the Estate Planning, Trust and Probate Section of the California bar. Her most recent article is "The Evolution of Women's Rights in Inheritance," 19 *Hastings Women's Law Journal* 3 (Winter 2008). Other articles include "Grandparents Raising Grandchildren and the Implications for Inheritance," 48 *Arizona Law Review*

1 (Spring 2006), "Equal Protection, Postmortem Conception and Intestacy," 53 *Kansas Law Review* 627 (April 2005), and "Postmortem Conception and A Father's Last Will," 46 *Arizona Law Review* 91 (Spring 2004).

Edward J. Larson
University Professor and
Hugh & Hazel Darling Chair in Law

B.A., Williams College, 1974
M.A., Ph.D., University of Wisconsin, 1976, 1984
J.D., Harvard University, 1979

Prior to joining the Pepperdine School of Law, Professor Larson was the Russell Professor of History and held the Talmadge Chair in Law at the University of Georgia. He received the 1998 Pulitzer Prize in History.

Professor Larson specializes in law, science and technology, and health care law. The author of seven books and over sixty published articles, Professor Larson writes mostly about issues of science, medicine, and law from an historical perspective. His books are *A Magnificent Catastrophe: The Tumultuous Election of 1800* (2007), *The Creation-Evolution Debate: Historical Perspectives (2007), Evolution: The Remarkable History of a Scientific Theory* (2004), *Evolution's Workshop: God and Science in the Galapagos Islands* (2001), *Sex, Race, and Science Eugenics in the Deep South* (1995), *Trial and Error: The American Controversy Over Creation and Evolution* (1985, 1989, 2003 rev. ed.) and the Pulitzer Prize-winning *Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion* (1997). His articles have appeared in such varied journals as *Nature, Scientific American, Atlantic Monthly, Michigan Law Review, The Nation, Time, Wall Street Journal, Virginia Law Review, Christianity Today, Christian Century, Journal of the History of Medicine and British Journal for the History of Science.* He has also co-authored or co-edited an additional six books, including a widely used property law casebook published by Aspen (2004 and 2008), and an edited edition of *The Essentials Words and Writings of Clarence Darrow* (2007).

The Fulbright Program named Professor Larson to the John Adams Chair in American Studies for 2001, and he taught two seminars in American legal history and American science policy while at the University of Leiden in Holland. Professor Larson delivered the George Sarton Award lecture at the American Association for the Advancement of Science in 2000, honoring an historian of science for a body of work. He also received one of University of Georgia's highest honors for scholarship when he was presented with the Albert Christ-Janer Creative Research Award in spring 2001. He has taught in Austria, China, Italy, France and New Zealand. A frequent speaker, Professor Larson has presented named or funded lectures at over 100 colleges or universities, including California Institute of Technology, Yale University, University of Chicago, and New York University. He has given papers at dozens of academic conferences in the U.S., Europe, Canada, and Australia, and legal and medical education talks to professional legal, judicial, and medical groups throughout America. He is interviewed frequently

for broadcast and print media, including feature appearances on the Today Show, Booknotes, Nova, PBS News Hour and various BBC and NPR programs.

Professor Larson also served as associate counsel for the U.S. House of Representatives Committee on Education and Labor (1983-89), Counsel for the Washington State House of Representatives (1981-82), and as an attorney with Davis, Wright & Tremaine in Seattle (1979-83). In 2004, Ohio State University awarded Larson an honorary doctorate in Human Letters.

Kurt T. Lash
D&L Straus Distinguished Professor, Fall 2008

B.A., Whitman College, 1989
J.D., Yale University, 1992

Following his graduation from Yale Law School, Professor Lash served as Law Clerk to the Honorable Robert R. Beezer of the United States Court of Appeals for the Ninth Circuit. Since joining the Loyola Law School faculty in 1993, Professor Lash has published numerous articles on constitutional law, theory and history. His work appears in some of the top law reviews in the United States, including *Stanford Law Review, Virginia Law Review, Northwestern Law Review,* and *Texas Law Review.* Most recently, Oxford University Press has agreed to publish Professor Lash's book, *The Lost History of the Ninth Amendment.* In 2007, Professor Lash served as Chair of the Association of American Law Schools Section on Constitutional Law.

Samuel J. Levine
Professor of Law

B.A., cum laude, Yeshiva University, 1990
J.D., cum laude, Fordham University, 1994
Rabbinical Ordination, Yeshiva University, 1996
LL.M., highest honors, Columbia University, 1996

After graduating from law school, *cum laude* and Order of the Coif, Professor Levine served as an appellate prosecutor in the Kings County District Attorney's Office. He then received an advanced degree from Columbia Law School, graduating with Highest Honors, and accepted a position at St. John's University Law School, teaching Jewish Law, and Legal Research and Writing. Professor Levine also was an adjunct professor at Fordham University, teaching Jewish Law. Following clerkships with United States District Court Judges David N. Edelstein and Loretta A. Preska in the Southern District of New York, he returned to St. John's as Research Professor of Law, teaching Professional Responsibility and Jewish Law.

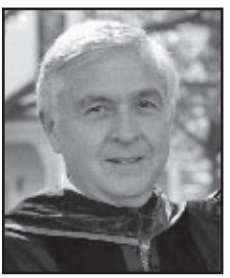
Professor Levine has published more than thirty law review articles in the areas of legal ethics, Jewish law, criminal law, law and religion, and constitutional

law. His articles have appeared in numerous law reviews, including *Fordham Law Review, Houston Law Review, Indiana Law Review, Maryland Law Review, Tulane Law Review,* and *Utah Law Review,* as well as peer-reviewed journals, such as the *American Journal of Legal History, Constitutional Commentary, Dublin University Law Journal* (Trinity College Dublin), and the *Journal of Law and Religion.* Professor Levine's scholarship has also appeared in textbooks and anthologies, has been included in course adoptions in the United States and Israel, and has been cited by courts in the United States and New Zealand.

Professor Levine has spoken at numerous conferences, and he has delivered a number of public and endowed lectures. This past year, he made presentations at conferences at Boston College Law School, Fordham Law School, and Harvard Law School, and he participated on a panel at the AALS annual meeting. In addition, he presented a public lecture on legal ethics at Loyola College in Maryland, and he served as a guest lecturer at Cardozo Law School, in connection with the Center for Ethics at Yeshiva University. In the past, Professor Levine was the inaugural speaker in Trinity College Law Review's Distinguished Speaker Series at Trinity College Dublin, he presented the inaugural Yale L. Rosenberg Memorial Lecture at the University of Houston Law Center, and he delivered a lecture as part of the University of Tulsa's Jewish Law Lecture Series.

He has served as chair of the AALS Section on Jewish Law and is co-chair elect of the AALS Section on Law and Religion, and he continues to serve on the Executive Committee of the AALS Sections on Criminal Justice and Professional Responsibility.

Professor Levine teaches Comparative Law, Criminal Law, Criminal Procedure, Ethical Criminal Practice, Jewish Law, and Legal Ethics.



John P. McCrory
Professor of Law

B.S., J.D., University of Wisconsin, 1955, 1960

Professor McCrory joined the Pepperdine faculty in 2001 after teaching at the Vermont Law School since 1975, where he had been the director of the Dispute Resolution Project since 1983. He has been a visiting professor at Melbourne, Sydney, Wollongong, and Murdoch Universities in Australia; Rhodes University, South Africa; University of Strathclyde, Scotland; University of Leicester, England; and the Puget Sound Law School, Washington.

He has taught courses in Alternative Dispute Resolution, Environmental Dispute Resolution, Arbitration, Evidence, Labor Law, Administrative Law and Civil Procedure.

Professor McCrory is a member of Associates in Conflict Resolution (formerly the Society of Professionals in Dispute Resolution), American Bar Association, and Wisconsin Bar Association. He has extensive experience as an arbitrator, mediator, and fact-finder. His publications include "Mandated Mediation of Civil

Cases in State Courts: A Litigant's Perspective on Program Model Choices," *Ohio State Journal on Dispute Resolution*; "Confidentiality in Mediation of Matrimonial Disputes, Modern Law Review: Environmental Mediation—Another Piece for the Puzzle," *Vermont Law Review*; "Seminar on ADR in Rural and Nonurban Court Systems," editor, *Vermont Law School Dispute Resolution Project*; "The Role of Mediation in Divorce Proceedings—A Comparative Perspective (United States, Canada and Great Britain)," editor and contributor, *Vermont Law School Dispute Resolution Project*; "A Study of Barriers to the Use of Alternative Methods of Dispute Resolution (ADR Barriers Study)," editor, *Vermont Law School Dispute Resolution Project*; and "Removing the Barriers to the Use of Alternative Methods of Dispute Resolution" (ADR Barriers Study Part II), editor, *Vermont Law School Dispute Resolution Project*.

Anthony X. McDermott
Professor of Law

A.B., University of California, Los Angeles, 1961
LL.B., University of California, Los Angeles, 1965

Tony (Skip) McDermott's first position in legal education was as the assistant dean of the UCLA School of Law, where one of his primary responsibilities was to establish the UCLA Legal Education Opportunity Program—the first of its kind in the nation.

After teaching Corporations and Business Planning at the University of Denver College of Law, Professor McDermott went on to teach at Loyola, Oregon, and Santa Clara Law Schools, as well as returning to UCLA for five more years as an assistant dean before coming to Pepperdine. He has taught extensively in the areas of taxation and corporations, but it was his volunteering to teach Civil Procedure that led to his being selected as a Luckman Distinguished Teaching Fellow in 1995. He continues to teach that class, as well as Federal Income Taxation. This year he is also teaching Sports Law.

Professor McDermott has served on the board of trustees of the Law School Admissions Council, and as a consultant to the Council on Legal Education Opportunity and the Committee to Study the Bar Examination Process for the State Bar of California. He has also been a federal public defender, a California probate referee, and the business manager of a thoroughbred breeding and training farm.

Barry P. McDonald
Associate Professor of Law

B.B.A., Loyola University, Chicago, 1981
J.D., cum laude, Northwestern University, 1988

Professor McDonald teaches courses in Constitutional Law, First Amendment Law, Intellectual Property, Contracts, and Alternative Dispute Resolution. He is also a recognized scholar in the area of First Amendment law. Since joining the Pepperdine faculty in 2000, he has published several articles on the law governing freedom of expression in such prominent journals as the *Emory Law Journal, Notre Dame Law Review* and *Ohio State Law Journal*. Prior to joining the faculty, Professor McDonald worked for the U.S. Department of State, the law firm of Gibson, Dunn & Crutcher, and as general counsel to various established and start-up technology companies. In law school, Professor McDonald received the Order of the Coif, the Arlyn Miner Legal Writing Award, and was an associate editor of the *Northwestern Law Review.* Upon graduation he clerked for the Honorable James K. Logan of the U.S. Court of Appeals for the Tenth Circuit, and then served as a law clerk to Chief Justice William H. Rehnquist during the 1989-90 term of the Supreme Court of the United States. He is a member of the State Bar of California, and also serves as the current chair of the Mass Communications Law Section of the American Association of Law Schools.

Nancy L.N. McGinnis
Assistant Professor of Law

B.A., California State University, Fullerton, 1968
J.D., cum laude, Pepperdine University, 1985

Suburban mom and community volunteer turned lawyer, Professor McGinnis teaches Legal Research and Writing and Honors Appellate Advocacy and serves as faculty coach/advisor for Pepperdine's nationally recognized moot court program. She has been a faculty member since 1988, and was associate dean for Advancement, Alumni and Public Affairs before returning to fulltime teaching. Although a child of the '60s, Professor McGinnis remembers graduating from then-fledgling California State University, Fullerton in 1968 with a bachelor of arts in English.

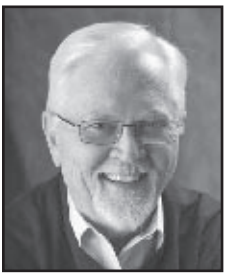
Before becoming a stay-at-home mom, she was the public information director for the American Cancer Society in Orange County. Once her children were in school, she entered law school, serving as literary editor for the *Pepperdine Law Review*. She graduated cum laude in 1985 and is admitted to practice in California, the United States District Court for the Central District of California, and the United States Supreme Court. Professor McGinnis is a longtime member of the American Association of University Women and was a named grant honoree. She is also a member of the Board of Directors for Los Angeles Dependency Lawyers,

Inc. Her practice of law is now limited to *pro bono* work for Ventura County organizations/groups in which she has an interest.

James M. McGoldrick, Jr.
Professor of Law

B.A., Pepperdine University, 1966
J.D., University of Chicago, 1969

Professor McGoldrick began his career as a trial attorney for the U.S. Department of Justice in the attorney general's Program for Honor Law Graduates, Antitrust Division. He is a member of the California state bar and the American Bar Association. Professor McGoldrick is admitted to practice in the Ninth Circuit Court of Appeals. He teaches Constitutional Law, Criminal Procedure, and Federal Courts.



Anthony Miller
Professor of Law

B.A., M.A., California State University, Long Beach, 1967, 1972

J.D., Pepperdine University, 1977

Professor Anthony Miller has been teaching at Pepperdine University School of Law since 1977. He has taught Torts, Remedies, Constitutional Law-Individual Rights, Family Law, Community Property, Domestic Relations Dispute Resolution, Labor Law, Public Sector Labor Law, International Commercial Arbitration, and Arbitration Practice. While these courses may seem disparate, his interest in family law and labor and employment law actually go well together, both emphasizing the law that governs ordinary Americans in their most important relationships.

These two interests have dominated Professor Miller's professional life in other ways as well. He has published in both areas. He is the co-author with Swisher and Singer of a casebook entitled *Cases, Materials, and Problems in Family Law,* 2nd ed. (Lexis). His most recent publication entitled "Baseline, Bright-line, Best Interests: a Pragmatic Approach for California to Provide Certainty in Determining Parentage," *McGeorge Law Review* (2003) exhibits Professor Miller's current interest in the subject of the legal definition of "parent." His interest in labor and employment law is exhibited by articles on the subject of wrongful termination and in his publishing with Grenig a three volume treatise entitled *California Government Codes: Forms and Commentary* 2nd ed. (West) in which he wrote those portions dealing with public sector labor law.

He has also served as a dispute resolution neutral in both areas of interest: as a divorce mediator and as a labor arbitrator. He is currently on the panel

of arbitrators of the Federal Mediation and Conciliation Service and serves as hearing officer and arbitrator for both the City and the County of Los Angeles.

Formerly he served as the associate dean of the law school. He has taught several dispute resolution courses at Jones School of Law and Community Property as a visiting professor at UCLA.

He is a member of the State Bar of California and has been involved in several appeals including an automatic appeal to the California Supreme Court in a death penalty case.

Grant Nelson
William H. Rehnquist Professor of Law

B.A., J.D., University of Minnesota, 1960, 1963

Professor Nelson joins the Pepperdine faculty this fall as the William H. Rehnquist Professor of Law. Before coming to Pepperdine, Professor Nelson was on the faculty at UCLA School of Law since 1991 and taught Real Estate Finance, Advanced Real Estate Transactions, Property, Land Use Regulation, and Remedies. He was the recipient of the UCLA School of Law's Rutter Award for Excellence in Teaching in 2000 and the UCLA University's Distinguished Teaching Award in 2002. UCLA law graduates selected him as "Professor of the Year" in 2004, 2005 and 2007.

He was the co-reporter for the American Law Institute's *Restatement of Property (Third)--Mortgages* (1997), served on the Law School Editorial Advisory Board of the West Publishing Company, and as a commissioner of the National Conference of Commissioners on Uniform State Laws.

While in law school, Professor Nelson was an editor on the *Minnesota Law Review.* After serving as an officer in the U.S. Army during the Vietnam era, he practiced real estate finance at Faegre and Benson, a large Minneapolis law firm. He taught at the University of Missouri-Columbia School of Law for twenty-four years, where he was the Enoch H. Crowder & Earl F. Nelson Professor of Law and was elected Outstanding Professor by three classes. He was also Professor of the Year at two other law schools where he was visiting.

Professor Nelson has published many books and articles on real estate finance law, property, and remedies, the most recent of which include: *Real Estate Finance Law* (with Dale A. Whitman), 5th ed. West Publishing (2007); *Real Estate Transfer, Finance and Development* (with Dale A. Whitman), 7th ed. West Group (2006); and *Contemporary Property* (with W. Stoebuck and Dale A. Whitman), 3rd ed. West Publishing (2008).

Gregory L. Ogden
Professor of Law

B.A., cum laude, University of California, Los Angeles, 1970
J.D., University of California, Davis, 1973
LL.M., Temple University, 1978
LL.M., Columbia University, 1981

Professor Ogden is a *cum laude* graduate of University of California at Los Angeles, and his J.D. is from the University of California at Davis School of Law. He was the senior research editor for the *UC Davis Law Review*. Following law school, he was awarded the Reginald Heber Smith Fellowship, and worked for the San Mateo Legal Aid Society, representing clients in numerous administrative hearings, and other civil cases. He then worked for a small law firm representing clients in many administrative hearings, as well as civil and criminal litigation. In 1976, he returned to the academic world as a law and humanities teaching fellow at Temple University School of Law. He earned an LL.M. degree with a concentration in legal education from Temple in 1978. He joined the Pepperdine law faculty in 1978, as an associate professor of law. He became a professor of law in 1982. He was awarded the Chambership Fellowship in Legislation at Columbia School of Law, and received an LL.M. with a concentration in administrative law from Columbia in 1981.

Professor Ogden was a consultant to the Administrative Conference of the United States on two different projects from 1982–1984, and 1987–1989. He authored the final report entitled *Public Regulation of Siting of Industrial Development Projects*, which provided the basis for A.C.U.S. Recommendation No. 84 1 (1 C.F.R. Section 305-841) adopted in June, 1984. His second study focused on governmental ethics with an emphasis on ethics program assessment at the General Services Administration. Professor Ogden was the editor and contributing author for *California Public Agency Practice*, a three-volume treatise on California administrative law published in 1988, and he was the editor and principal author of the 1997 two-volume revision of that treatise, entitled *California Public Administrative Law,* both published by Matthew Bender Publishing Company. Professor Ogden was an active participant in commenting on consultant reports and proposals with the California Law Revision Commission study on the California Administrative Procedure Act (1990 to 1996), and he was a consultant to the California Law Revision Commission for the Administrative Rulemaking study from 1996–1998. Professor Ogden is the author of a number of law review articles, with a concentration in administrative law subjects.

Professor Ogden was a member of the law faculty committee that helped to establish the Pepperdine Legal Aid Clinic at the Union Rescue Mission in 1998–2000. He was the founding faculty editor of the *Pepperdine Dispute Resolution Law Journal* in 1999–2000, and he was instrumental in bringing the *Journal of the NAALJ* to Pepperdine Law School in 2000–2001. He is the current faculty editor of the *Journal of the NAALJ*. Professor Ogden helped organize the

Evidence for ALJ's conference held at Pepperdine in May 2001, and he has made a number of presentations on administrative law and judicial ethics topics for the National Association for Administrative Law Judges conference. He was the 1999 NAALJ fellowship recipient, and his paper on Demeanor Evidence was published in the *Journal of the NAALJ* in spring 2000. Professor Ogden has been appointed the Reporter for the revised Model State Administrative Procedure Act (MSAPA) project of the National Conference of Commissioners on Uniform State Laws (NCCUSL) 2006-2009.

Professor Ogden teaches Administrative Law, Civil Procedure, Professional Responsibility, and Remedies. He has also taught on demeanor evidence and judicial ethics topics for the National Association of Hearing Officers Annual Conferences in 2002 and 2003.

Brittany Stringfellow Otey
Director, Pepperdine Legal Aid and Family Law Clinics and Assistant Professor of Law

B.A., Westmont College, 1997
J.D., Pepperdine University School of Law, 2001

While attending Pepperdine School of Law, Professor Otey served as a note and comment editor on both the *Pepperdine Law Review* and the *Dispute Resolution Law Journal*. She participated as a member of the nationally-acclaimed trial advocacy team and served as vice-president of the Christian Legal Society. In addition, she volunteered at the Pepperdine Legal Aid Clinic at the Union Rescue Mission.

Upon graduation, Professor Otey clerked at the Orange County District Attorney's Office, before going into private practice in Long Beach, California. Practicing primarily family law, and wills and trusts, Professor Otey continued to take *pro bono* cases from the Pepperdine Legal Aid Clinic.

Professor Otey now directs the Pepperdine Legal Aid and Family Law Clinics located in the Union Rescue Mission in downtown Los Angeles. Utilizing law clerks and volunteer attorneys, the clinic serves over 100 homeless and formerly homeless clients each month in the areas of family law, resolving tickets and warrants, expungements, housing, and government benefits. Professor Otey also teaches the accompanying legal aid and family law clinical courses and supervises the Pepperdine Public Counsel Adoption Project.

L. Timothy Perrin
Vice Dean and Professor of Law

B.A., summa cum laude,
Lubbock Christian University, 1984
J.D., cum laude, Texas Tech University, 1987

Professor Perrin began teaching at Pepperdine University School of Law in 1992 and served as Associate Provost from 2003-2007. He began his tenure as vice dean in August 2007. While in law school, Professor Perrin participated on the *Texas Tech Law Review* and was awarded membership in the Order of the Coif and the Phi Kappa Phi Honor Society. Upon graduation, he worked as an associate with the law firm Gary, Thomasson, Hall, & Marks, practicing general civil litigation from 1987 to 1992.

Professor Perrin teaches Civil Procedure I and II, Evidence, Selected Problems in Evidence, Trial Practice, and Honors Trial Practice. He was named a Luckman Distinguished Teaching Fellow, 1996-2001, and during the 1998-99 academic year he served as the Rick Caruso research fellow.

Professor Perrin writes primarily in the areas of evidence and trial practice and procedure. He has written, along with Professors Caldwell and Chase, The *Art & Science of Trial Advocacy* (Lexis). He has authored numerous scholarly articles that have appeared in *Notre Dame Law Review, Fordham Law Review, Iowa Law Review, Emory Law Review, UC Davis Law Review, Indiana Law Journal,* and *Tulane Law Review,* among others.

Perrin loves his work at Pepperdine, commenting, "I'm privileged to have the opportunity to teach and serve at Pepperdine Law School. I relish teaching at a university that is committed to academic excellence and to Christian values. I find great satisfaction as I attempt each day to better integrate my faith commitments into my teaching and scholarship." As much as he loves teaching at Pepperdine and working with law students, Perrin finds his greatest joy in spending time with his family.

Richard M. Peterson
Director of the Special Education Clinic
and Assistant Professor of Law

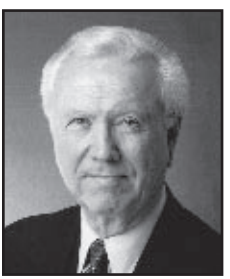
B.S.L., Western State University College of Law, 1978
J.D., Western State University College of Law, 1979
M.D.R., Pepperdine University, 2001

Following admission to the California State Bar in 1979 Professor Peterson spent twenty years practicing law as a trial attorney where he frequently served the community as a mediator, arbitrator, and legal representative of developmentally disabled persons victimized by criminal acts or other civil wrongdoings.

Professor Peterson has served as an educational consultant conducting workshops in anger management and conflict resolution curriculum for K-12 teachers, administrators, counselors, psychologists, and probation officers in public, private and alternative schools in New York, Delaware, Virginia, Florida, Colorado, Missouri, and California. He was a presenter at the Los Angeles United School District Safe Schools Conference (2002), Mental Health in Schools Conference in Pasadena, California (2001) and provided monthly teacher development workshops on these subjects for the Compton Unified School District during the 2001-02 school year. Professor Peterson has more than thirty years experience working with adolescents and teenagers in a variety of capacities including service as a director of youth organizations for his church, athletic coach, adult leader for various troops of the Boy Scouts of America, and has taught numerous religious classes.

He is a passionate advocate for persons with disabilities having served nearly five years as a member of the Board of Directors of the Regional Center of Orange County, three years as president, and is a frequent speaker to parent organizations, educators, psychologists and related service providers on topics including special education law, dispute resolution, collaborative negotiation, and problem solving. He was the recipient of the E. Kurt Yeager Servant Leadership Award for outstanding service to people with developmental disabilities at the RCOC Spotlight Awards in 2002.

Professor Peterson now focuses his energies on the Special Education Advocacy Clinic where he directs law students providing advocacy and training to parents of children with developmental disabilities who are regional center consumers. He teaches Special Education Law and Disability Law.



Ronald F. Phillips
Vice Chancellor, School of Law Dean Emeritus,
and Ronald F. Phillips Professor of Law

B.S., Abilene Christian University, 1955
J.D., University of Texas, 1965

Referred to as the "architect and administrator of the Pepperdine University School of Law," Ronald Phillips served as its dean for twenty-seven years. In June 1997, he was honored with the title of dean emeritus and assumed his responsibility as vice chancellor full-time. In this position, he works with alumni and friends in seeking support for the law school and university.

He is a member of the state bars of California and Texas, the American Bar Association, the American Law Institute, the Los Angeles Bar Association, and the Christian Legal Society. He was a California commissioner of the National Conference of Commissioners on Uniform State Laws from 1988 to 2003. He is a Life Fellow of the American Bar Foundation. He was the chair of the section on the Administration of Law Schools in 1982, was on the Committee on Courts from 1985 to 1987, and is admitted to practice before the U.S. Supreme Court and U.S. Court of Military Appeals. Prior to his deanship at Pepperdine, he had a

private law practice and was an adjunct professor at Abilene Christian University. He was also a corporate staff attorney at McWood Corporation and its successor, the Permian Corporation, also in Abilene, Texas.

In reference to his outstanding career as dean, he says that "I am deeply blessed. Few people have been able to spend such a significant portion of their lives in such a rewarding endeavor."

Robert Popovich
Director of International Programs
and Professor of Law

B.S., with honors,
California State University, Northridge, 1975
M.B.T., University of Southern California, 1977
J.D., summa cum laude, Pepperdine University, 1989

As a Pepperdine law student, Robert Popovich was first in his class and the business editor of the *Pepperdine Law Review.* Upon graduation, he worked as an associate with the law firm Irell & Manella, practicing the areas of estate planning, taxation and business transactions. Prior to his tenure as a Pepperdine law student, he practiced, as a CPA, with Deloitte & Touche (then Deloitte Haskins and Sells), was a director of taxes for a large multi-national corporation, and was CEO and Chairman of Lindmar Data Corporation.

Professor Popovich loves his work as a professor at Pepperdine, in particular his passion for teaching. He comments, "My students know from the first day of class that they are my number one priority. Facilitating their learning of the law is, of course, a primary goal. Equally important is that every student knows that their wellbeing is paramount to me." Professor Popovich was twice named a Luckman Distinguished Teaching Fellow, 1993-1998 and 1998-2003, a Teacher of the Year in 2005, and a 2006 recipient of the Howard A. White Award for Teaching Excellence.

Professor Popovich teaches Community Property, Contracts, Estate Planning, Federal Estate and Gift Taxation, and Federal Income Tax. He also serves as the faculty advisor to the Business and Tax Law Society.

Professor Popovich presently serves as the Director of International Programs with responsibility for exchange programs with the University of Copenhagen and Augsburg University and the Pepperdine London Program.

Professor Popovich is a member of the State Bar of California and is licensed in California as a CPA. He is also a member of the American and California Bas Associations, (Taxation, Education, Teaching Taxation, Estate & Gift Taxation, Trusts & Estates, and Real Property, Probate and Trusts sections), the American Institute and California Society of Certified Public Accountants, and serves on the Association of American Law School's committees of Donative Transfers, Fiduciaries and Estate Planning, and VAT and Other Consumption Taxes.

Robert J. Pushaw
James Wilson Endowed Professor of Law

B.A., summa cum laude, La Salle College, 1980
J.D., Yale University, 1988

In law school, Robert Pushaw served as notes editor of the *Yale Law Journal* and received an Olin Foundation Fellowship. After graduation, he clerked for Judge James Buckley of the U.S. Court of Appeals for the D.C. Circuit, and then worked as an associate for Davis Wright Tremaine in Seattle.

Joining the University of Missouri School of Law faculty in 1992, Professor Pushaw taught Constitutional Law, Federal Courts, Contracts, and Estates & Trusts. In 1998, he won the Blackwell Sanders Distinguished Faculty Achievement Award as the law school's top teacher. In 2000, he received the William Kemper Fellowship for Teaching Excellence, the University of Missouri's highest teaching honor.

Professor Pushaw's scholarship studies the influence of eighteenth-century Anglo-American political and legal theory on the development of the modern law governing the Constitution (especially the Commerce Clause) and the federal courts (particularly the justiciability doctrines and inherent judicial powers). At the University of Missouri, he twice earned the Shook Hardy & Bacon Excellence in Research Award. Professor Pushaw's scholarly writings have appeared in the *Yale Law Journal, Michigan Law Review, California Law Review, Cornell Law Review, Northwestern University Law Review, Georgetown Law Journal, Iowa Law Review, Constitutional Commentary, Notre Dame Law Review, BYU Law Review, Harvard Journal on Legislation, Harvard Journal of Law & Public Policy* and *Election Law Journal*, as well as in symposium issues published by the principal law reviews at North Carolina, William & Mary, Florida State, Missouri, Arkansas, and Lewis & Clark.

Hilary S. Reed
Assistant Professor of Law

B.A., Abilene Christian University
J.D., magna cum laude, Pepperdine University

Before heading west for law school, Professor Reed completed a degree in History from Abilene Christian University, where she co-founded one of the first university chapters of the International Justice Mission. She attended Pepperdine University School of Law as a Faculty Scholar. During her tenure as a student, Professor Reed was a note and comment editor on *Law Review,* Legal Research and Writing Teaching Assistant, Student Ministries Coordinator, Christian Legal Society member, and on the Moot Court Team. She was also selected to be a Blackstone Fellow during her time in law school.

After graduating *magna cum laude* from Pepperdine, she was an associate at O'Melveny & Myers LLP in their downtown Los Angeles office. While there her practice areas included general litigation and corporate bankruptcy, representing major corporations in various actions. During her time at O'Melveny, she was a member of the Associate and Counsel Advisory Committee, Women Attorney Network, and participated in various pro bono projects. She is active in the Los Angeles Chapter of the Christian Legal Society, VIP Mentors Program (a program where attorneys are paired with recent parolees), and her local congregation.

Professor Reed teaches Legal Research and Writing and continues to be an avid supporter of International Justice Mission. In addition to developing her students' research and writing skills, she hopes to nurture her students' spiritual lives.

Peter Robinson
Managing Director
Straus Institute for Dispute Resolution
and Associate Professor of Law

B.A., magna cum laude, University of California, San Diego, 1977
J.D., Hastings College of Law, 1980

Professor's Robinson's humor, energy and ability to articulate lessons from his mediation experiences have made him a popular lecturer and trainer; he has presented advanced negotiation and mediation skills courses in more than thirty states and in Argentina, Canada, England, Holland, Hong Kong, India, Israel, Japan, Jordan, and Mexico.

Prior to joining the Pepperdine community, he served as the director of the Christian Conciliation Service of Los Angeles (CCS), a non-profit dispute resolution center and a staff attorney for a U.S. Government agency that insures pension benefits pursuant to ERISA. He has served on the board of CCS, Ventura Center for Dispute Settlement, Dispute Resolution Services of the LACBA, the Southern California Mediation Association (SMCA) and the California Dispute Resolution Council. The SCMA recognized him as Peacemaker of the Year in 1999. He is a fellow of the International Academy of Mediators and the American College of Civil Trial Mediators. Since 2006 *Los Angeles Magazine* has recognized Professor Robinson as a Southern California Super Lawyer in the area of mediation.

Shelley Ross Saxer
Associate Dean for Academics and Professor of Law

B.S., summa cum laude, Pepperdine University, 1980
J.D., University of California, Los Angeles, 1989

While in law school, Professor Saxer served as the chief managing editor of the *UCLA Law Review*. Upon graduation, she clerked for the Honorable Wm. Matthew Byrne, Jr. of the Federal District Court for the Central District of California and then worked briefly as a corporate associate for the Century City law offices of O'Melveny & Myers.

Professor Saxer enjoys writing articles that address topics where land use issues intersect with constitutional concerns. She has published articles dealing with liquor store overconcentration in urban areas, the use of religious institutions for homeless shelters, conflict between local governmental units over commercial land use decisions that impact surrounding communities, eminent domain, the Religious Land Use and Institutionalized Persons Act, and zoning conflicts with First Amendment rights.

Since joining the Pepperdine faculty in 1991, she has taught courses in real property, community property, remedies, environmental law, and land use. She has integrated technology into her teaching by using presentation software in the classroom and web-based course materials. Professor Saxer has also spoken at AALS and CALI sessions about the use of technology in the classroom. She enjoys teaching because of the rewarding interaction with law students.

Professor Saxer is a member of the Order of the Coif, the American Bar Association, and the California state bar. She has also been admitted to practice before the U.S. Supreme Court.

Mark S. Scarberry
Professor of Law

A.B., magna cum laude, Occidental College, 1975
J.D., University of California, Los Angeles, 1978

Professor Scarberry decided during his first year at UCLA Law School that he wanted to teach law. He graduated first in his class and then joined the Pepperdine law faculty in 1982 after four years' practice experience with Jones, Day, Reavis & Pogue, Los Angeles. His major academic interests are bankruptcy (particularly Chapter 11 business reorganization), contracts, legal philosophy, election law, and constitutional law (particularly freedom of religion). Except when it is time to grade exams, he is amazed that law teachers actually are paid to teach (rather than having to pay for the privilege).

Steven M. Schultz
Assistant Professor of Law and Director,
Legal Research and Writing Program

B.A., summa cum laude, J.D.
University of California, Los Angeles, 1984, 1987

Professor Schultz is a two-time graduate of UCLA. He earned *summa cum laude* and Phi Beta Kappa honors with his Bachelor's degree in 1984 and graduated from the UCLA School of Law in 1987. Immediately following law school, Professor Schultz served as a law clerk to the Honorable Stephen V. Wilson of the United States District Court for the Central District of California.

Professor Schultz practiced labor and employment law for more than a decade with Gibson, Dunn & Crutcher in Los Angeles. He was elected to Gibson, Dunn's partnership in 1995. In 1998, Professor Schultz joined one of his clients, MiniMed Inc., a publicly-traded biomedical device company focusing on helping people with diabetes. At MiniMed, he was a member of the senior management team, holding positions which included Senior Vice President of Human Resources and Assistant General Counsel.

Professor Schultz has always wanted to work with students and joined Pepperdine University School of Law in 2003 as an Assistant Director of Career Development. In that role, he counseled students and alumni on all aspects of legal employment and served as the school's judicial clerkship coordinator. In 2005, he joined the faculty. Professor Schultz loves to write and will again be teaching one of the first-year Legal Research and Writing courses.

Laurie Serafino
Director of Clinical Education
and Assistant Professor of Law

B.A., University of California, Davis, 1974
J.D., cum laude, Southwestern University
School of Law, 1979

Professor Serafino practiced law for twenty years, mostly as a criminal defense attorney. She represented indigent defendants as a deputy Los Angeles County public defender and as a private trial lawyer appointed by the Los Angeles County Superior Court in felony, juvenile, and misdemeanor cases.

Before joining the Pepperdine faculty in the summer of 1998, Professor Serafino represented indigent felons on appeal for the California Appellate Project. In that capacity she wrote appellate briefs, argued several cases in the California Court of Appeal, and brought a number of petitions in the California Supreme Court. She specialized in homicides, sex offenses, and Three Strikes cases.

Shortly after graduation from law school, Professor Serafino served as director of the Lawyer Referral and Information Service of the Los Angeles County Bar Association. There she supervised attorneys and law student volunteers in an in-house legal clinic. In 1988, Professor Serafino was appointed a judicial research attorney with the Appellate Department of the Los Angeles County Superior Court. Thereafter she was named supervising judicial research attorney by the presiding judge.

Professor Serafino has taught Advanced Criminal Procedure, Criminal Pretrial Practice, and various clinical seminars. She supervises Pepperdine's Special Education, Union Rescue Mission, Family Law, Asylum and Adoption Clinics. In addition, she runs Pepperdine's externship program under which students receive law school credit for working in such varied placements as the State Department, federal courthouses, entertainment companies, and public interest law offices.

Kenneth W. Starr
Duane and Kelly Roberts Dean and Professor of Law

A.B., George Washington University, 1968
M.A., Brown University, 1969
J.D., Duke University, 1973

Dean Starr is admitted to practice in California, Virginia, the District of Columbia, and the U.S. Supreme Court. In the 1970's, he clerked for The Honorable David W. Dyer of the U.S. Court of Appeals, Fifth Circuit, and for Chief Justice Warren E. Burger.

While in private practice, he was a partner at Kirkland & Ellis and Gibson, Dunn & Crutcher. In addition to working in the private sector, he has served as Counselor to U.S. Attorney General William French Smith, Judge for the U.S. Court of Appeals, D.C. Circuit, Solicitor General of the United States, and Independent Counsel on the Whitewater matter. As Solicitor General, he argued twenty-five cases before the Supreme Court.

Dean Starr is a member of numerous professional organizations and boards, including the American Law Institute, the Supreme Court Historical Society, and the American Inns of Court. An enthusiastic writer and scholar, he has authored many law review articles. His best-selling book, *First Among Equals: The Supreme Court in American Life* was published in 2002.

Dean Starr's areas of expertise are constitutional law, federal courts, federal jurisdiction, and antitrust. He teaches Current Constitutional Issues and Civil Procedure.

Thomas J. Stipanowich
Academic Director
Straus Institute for Dispute Resolution
and Professor of Law

B.A., highest honors, University of Illinois, 1974
M.A., University of Illinois, 1976
J.D., magna cum laude, University of Illinois, 1980

Thomas J. Stipanowich is a leader in the field of conflict resolution. He is an award-winning author and much-cited authority on arbitration, mediation, and other subjects; the director of one of the world's pre-eminent academic programs on dispute resolution; the former chief executive of another prestigious international institution; a popular teacher and trainer; a respected and widely experienced arbitrator and mediator; and the winner of several of the dispute resolution field's highest honors, including the American Bar Association's prestigious D'Alemberte/Raven Award.

Professor Stipanowich's many writings include co-authorship of a leading treatise, *Federal Arbitration Law: Agreements, Awards and Remedies,* cited by the U.S. Supreme Court and many other federal and state courts, and which was named Best New Legal Book by the Association of American Publishers. As Director of the National Commission on the Future of Arbitration he produced *Commercial Arbitration at Its Best* (2001), a book of practice guidelines for lawyers that was honored by the American Bar Association. He recently co-authored *Resolving Disputes: Theory, Law and Practice* (Aspen, 2005), a book and materials for law students on negotiation, mediation, and arbitration. He was also honored for Best Academic Article by the CPR Institute for Dispute Resolution.

A long-time chaired professor of law, he has advised or participated in national efforts at statutory reform (including revisions to the Uniform Arbitration Act). He was also academic reporter and chief drafter of a protocol for the Consumer Due Process Protocol governing consumer arbitration and ADR programs. He has served on the Board of Directors of the American Arbitration Association (AAA), and was the first AAA Hoellering International Visiting Scholar.

Since 2006, Stipanowich has been Academic Director of the Straus Institute for Dispute Resolution and Professor of Law at Pepperdine School of Law. From 2001-5 he served as President and CEO of the New York-based International Institute for Conflict Prevention & Resolution (CPR Institute), one of the leading dispute resolution organizations in the world.

In 2008, Professor Stipanowich was awarded the prestigious D'Alemberte/Raven Award by the ABA Section on Dispute Resolution, given to an individual who has made significant contributions to the field. He is one of four (and the only non-British) Companion of the Chartered Institute of Arbitrators, a Fellow of the American College of Construction Lawyers, and a Founding Fellow of the American College of Commercial Arbitrators. He is an Honorary Member of the Marie Garibaldi A.D.R. Inn of Court, and an Honorary Fellow of the International Academy of Meditators (IAM) the American College of Civil Trial Mediators (ACCTM). He has been quoted in *The Wall Street Journal, The New York*

Times, The Financial Times, The American Lawyer, The National Law Journal, The American Bar Association Journal, Trial, Corporate Legal Times, The China Daily, and many other print and online publications. He was recently selected as one of 500 outstanding lawyers in America in a survey conducted by a new legal magazine, LAWDRAGON.

An experienced commercial and construction arbitrator (as well as a mediator, special master and facilitator), Stipanowich is a member of the JAMS Panel of Neutrals.

Edward W. Warren
Distinguished Practitioner in Residence, Fall 2008

B.A., Yale University, 1966
J.D., University of Chicago, 1969

Edward Warren graduated from Yale University and the University of Chicago Law School. After clerking, he joined the Washington office of Kirkland & Ellis in 1970, became a partner in 1975, and served from 1980 to 1993 on Kirkland's firm-wide management committee. He founded both the firm's environmental practice (1974) and appellate practice (1993) groups. Since 2006, he has been Of Counsel with Kirkland's Washington, D.C., office.

Professor Warren has extensive litigation experience before federal agencies and courts under a broad range of federal statutes and has argued more than 50 significant cases before the U.S. Courts of Appeals, state Supreme Courts and the U.S. Supreme Court. Some of his more important cases include: Indus. Union Dept., AFL-CIO v. American Petroleum Institute, 448 U.S. 607 (1980); Arkansas v. Oklahoma, 503 U.S. 91 (1992); Whitman v. American Trucking Associations, Inc., 531 U.S. 457 (2001); Corrosion Proof Fittings v. EPA, 947 F.2d 1201 (5th Cir. 1991); Virginia v. EPA, 108 F.3d 1397 (D.C. Cir. 1997); Fox Television Stations, Inc. v. FCC, 280 F.3d 1027 (D.C. Cir. 2002).

For more than ten years, he has been teaching part-time at various law schools including the University of Chicago (1995 -2005) (Complex Appellate Litigation), George Mason University (1997-present) (Administrative Law, Federal Courts, Natural Resources Law), and Georgetown University (1995) (Administrative Law.)

Peter T. Wendel
Professor of Law

B.S., cum laude, University of Chicago, 1979
M.A., St. Louis University, 1980
J.D., cum laude, University of Chicago, 1983

Professor Wendel was born and raised in Webster Groves, Missouri, and attended the University of Chicago, where he graduated in 1979 with a B.S. in Political Science. He earned a master's in Urban Affairs from St. Louis University, and then promptly returned to the University of Chicago where he received his J.D. in 1983.

Professor Wendel began his legal career in 1983 in St. Louis. After four years, he returned to the University of Chicago as a Bigelow Instructor and Lecturer in Law. He served for three years as an assistant professor at St. Louis University School of Law before joining the Pepperdine faculty in 1991. Professor Wendel has been a regular visitor at UCLA School of Law, Loyola University of Los Angeles School of Law, and the University of Augsberg, Germany, School of Law. A member of the Illinois, Missouri, and American Bar Associations, Professor Wendel teaches primarily in the property and wills and trusts areas of law. The aspect of teaching that he enjoys the most is the constant intellectual challenge inherent in legal analysis.

Professor Wendel has recently published three books: *A Possessory Estates and Future Interests Primer* (2nd ed. West); *Emanuel's Wills, Trust and Estate* (Aspen); and *Exam-Pro Property* (West).

Maureen Arellano Weston
Professor of Law

B.A., magna cum laude, University of Denver
J.D., Order of the Coif, University of Colorado

Professor Weston joined the Pepperdine faculty in 2001, coming from the University of Oklahoma where she taught Civil Procedure, Pretrial Litigation, Alternative Dispute Resolution, and Disability Law. Before teaching at Oklahoma, Professor Weston worked for the Colorado law firms of Faegre & Benson, and Holme Roberts & Owen. Admitted to practice in Colorado, she is a member of the American Bar, Hispanic National Bar, and Colorado Bar Associations. She is actively involved with the ABA, Section on Dispute Resolution, has served as co-chair of the Section's Education Committee and as Chair of the Section's Representation in Mediation program promoting mediation advocacy experiences for law students. She has also served on the Board of the Southern California Mediation Association and is active in local community education, church and sporting activities.

Professor Weston is the co-author of casebooks on arbitration and on sports law and has written numerous articles in the area of mediation, arbitration,

sports law, and disability law. She is a frequent speaker at academic conferences on arbitration, mediation, and sports law. Her publications include "The Fantasy of Athlete Publicity Rights: Public Fascination and Fantasy Sports' Assertion of Free Use Place Publicity Rights on an Uncertain Playing Field," 11 *Chapman Law Review* (2008); "Preserving the Federal Arbitration Act by Reining in Judicial Expansion and Mandatory Use," 8 *Nevada Law Journal* 385 (2007); "Internationalization in College Sports: Issues in Recruiting, Amateurism, and Scope," *Willamette Law Review* 101 (Fall 2006); *Arbitration: Cases and Materials* (with Stephen K. Huber) (Lexis-Nexis Publishing) (2nd ed. 2006); "Universes Colliding: The Constitutional Implications of Arbitral Class Actions," *William and Mary Law Review* (2005); *Arbitration: Case and Materials* (2nd ed. with Stephen K. Huber); "Re-Examining Arbitral Immunity in an Age of Mandatory and Professional Arbitration," 88 *Minnesota Law Review* 449 (2004); *Sports Law: Cases and Materials, and Instructor's Manual* (5th ed., Lexis-Nexis Publishing, 2003); and (4th ed. Anderson Publishing, 2000 with Raymond Yasser, James McCurdy, and C. Peter Goplerud); "Confidentiality's Constitutionality: The Incursion on Judicial Powers to Regulate Parties in Court-Connected Mediation," 8 *Harvard Negotiation Law Journal* 29 (2003); "California's New Arbitrator Ethics Standards: A Primer for Compliance and Confusion?," *Dispute Resolution Service News* (October 2002); "Checks on Participant Conduct in Compulsory ADR: Reconciling the Need for Good Faith Participation, Autonomy, and Confidentiality," 73 *Indiana Law Review* 591 (2001); and "Academic Standards or Discriminatory Hoops: Learning Disabled Students and the NCAA Initial Eligibility Requirements," 66 *Tennessee Law Review* 499 (1999).

Professor Weston teaches Alternative Dispute Resolution, Mediation, Sports Law, Negotiation and Settlement Advocacy, Entertainment Dispute Resolution, Ethical Lawyering, Civil Procedure, and International Dispute Resolution, London/Geneva Study Tour.

During fall 2008, Professor Weston will be a visiting professor at the University of Colorado School of Law.

Dale A. Whitman
D&L Straus Distinguished Visiting Professor,
Spring 2009

B.E.S., Brigham Young University, 1963
J.D., Duke University, 1966

Dale A. Whitman is the former James Campbell Professor of Law at the University of Missouri-Columbia, where he retired in 2007. After practicing for a short period with the firm of O'Melveny and Myers in Los Angeles, Whitman began his academic career at the University of North Carolina in 1967. He was a member of the original faculty when the Brigham Young University law school was founded in 1973. He has since been a faculty member at the University of Washington (where he served as associate dean) and the University of Missouri-Columbia (where he served as dean from

1982 to 1988). He has also been a visiting professor at Washington University in St. Louis, the University of Florida, the University of Tulsa, the University of Utah, and UCLA.

Professor Whitman's principal fields of interest are property and real estate finance. He is a co-author of five books and numerous articles in these areas. During 1971-73 he was involved with the nation's federal housing programs, serving in Washington D.C. with the Federal Home Loan Bank Board and the Department of Housing and Urban Development. He was co-reporter, with Professor Grant Nelson of Pepperdine University School of Law, of the American Law Institute's *Restatement of Property (Third)–Mortgages* (1997). He was a member of the Executive Committee of the Association of American Law Schools from 1994 through 1997, and was its president for the year 2002.

Professor Whitman was the reporter for the Uniform Power of Sale Foreclosure Act, approved in August 2002 by the Commissioners on Uniform Laws. He currently serves as a member of the Joint Editorial Board for Uniform Real Property Acts. He is a member of the Order of the Coif, the American Law Institute, the American College of Mortgage Attorneys, and the American College of Real Estate Lawyers, and is a Fellow of the American Bar Foundation.

Rick J. Caruso Research Fellows

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

Harriet and Charles Luckman Distinguished Teaching Fellows

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Carol A. Chase 1994–1999
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Mary E. Miller 1990–1995
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W. Harold Bigham . . . . . Professor of Law
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Corwin W. Johnson 1989–1990
The Honorable Antonin Scalia . . . . . Summer 1990
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Meredith J. Duncan . . . . . Fall 2007
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Michael D. Green . . . . . Fall 2008
Kurt T. Lash . . . . . Fall 2008
Dale A. Whitman . . . . . Spring 2009

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Grant S. Nelson 1987–1988
Roger C. Cramton . . . . . Spring 1995
Douglas W. Kmiec 1998–1999
Michael Bayzler . . . . . Spring 2007
Paul Marshall . . . . . Spring 2007

Distinguished Practitioners in Residence

Roger Cossack . . . . . Spring 2007, 2008, 2009
Michael Emmick . . . . . Fall 2007
Edward W. Warren . . . . . Fall 2008

Distinguished Alumnus Award Recipients

Ronald R. Helm '76 1991
Terry M. Giles '74 1992
The Honorable Eileen Moore '78 1993
James K. Hahn '75 1994
Rick J. Caruso '83 1995
Pamela Hemminger '76 1996
Ahmad K. Al-Saud '88 1997
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The Honorable Betty A. Richli '77 1999
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Raymond P. Boucher '84 2002
Gregory D. Totten '82 2003
Geoffrey H. Palmer '75 2005
Michael J. Bidart '74 2006
Katherine Freberg '90 2007
Montgomery "Monty" Moran '93 2008

Adjunct Professors

The Honorable Gregory Alarcon
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Course: Honors Appellate Advocacy

John Allen
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J.D., Loyola Law School, Los Angeles
Private Practice, Los Angeles
Course: Environmental Law

The Honorable Armand Arabian
B.A., J.D., Boston University
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Associate Justice, California Supreme Court (Retired)
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Eleanor Barr
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Course: Federal Income Taxation of Real Estate

Rob Rader
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Course: Entertainment Law Seminar: Film

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The Honorable Beverly Reid-O'Connell
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Course: Psychology of Conflict

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J.D., Harvard Law School
Private Practice, Los Angeles
Courses: Entertainment Law; Copyright

Mathew Rosengart
B.S., Tulane University
J.D., Boston University
Private Practice, Los Angeles
Course: White Collar Crime

Theodore A. Russell
BA., Cornell University
J.D., University of Southern California
Senior Vice President, Litigation
Fox Entertainment Group, Inc.
Course: Selected Issues in Dispute Resolution: Ethical Practices in Dispute Resolution

Lester Savit
B.S., University of Chicago
J.D., Antioch University
Private Practice, Irvine and San Diego
Course: Law and Biotechnology Seminar

Carolyn Schenck
B.S., Northern Arizona University
J.D., Pepperdine University
Attorney, Internal Revenue Service
Course: Honors Appellate Advocacy

Jeff Schneider
B.A., *cum laude,* University of California, Los Angeles
J.D., with honors, University of Southern California
Senior Vice President/ Deputy General Counsel, Business Affairs, Lifetime Television, Los Angeles
Course: Entertainment Seminar-Television

John Selbak
B.A., California State University, Fullerton
J.D., Pepperdine University
Private Practice, Los Angeles
Course: Law Office Management

Mark G. Sellers
B.A., University of Arizona
J.D., Southwestern Law School
Private Practice, Westlake Village
Course: Land Use Planning

John Sharer
B.A., J.D., University of California, Los Angeles
Advisory Counsel, Gibson, Dunn & Crutcher, Los Angeles
Course: Trial Practice

Jennifer Snyder
B.A., University of California, Los Angeles
J.D., Pepperdine University
Assistant Head Deputy/ Public Integrity Division, Los Angeles District Attorney's Office
Courses: Trial Practice; Sentencing and Corrections

Michael Stein
B.A., University of California, Los Angeles
J.D., Boalt Hall Law School
Private Practice, Los Angeles
Courses: Lawyering Process; Bar Exam Seminar

Larry O. Sullivan
B.R.E., Trinity College of the Bible
M.S., M.D.R., Pepperdine University
Course: Dispute Resolution and Religion

Pamela Conley Ulich
B.A., University of California, San Diego
J.D., University of Maryland
Private Practice, Malibu
Course: Labor Law

Eric van Ginkel
J.D., University of Leiden, Netherlands
J.D., Columbia University
LL.M., Pepperdine University
Mediator/Arbitrator, Los Angeles
Courses: Alternative Dispute Resolution Processes; Introduction to Legal Process

The Honorable Debre Katz Weintraub
B.A.,University of California, Los Angeles
J.D., University of Southern California
LL.M., New York University
Superior Court Judge, Los Angeles
Course: Domestic Violence Law Seminar

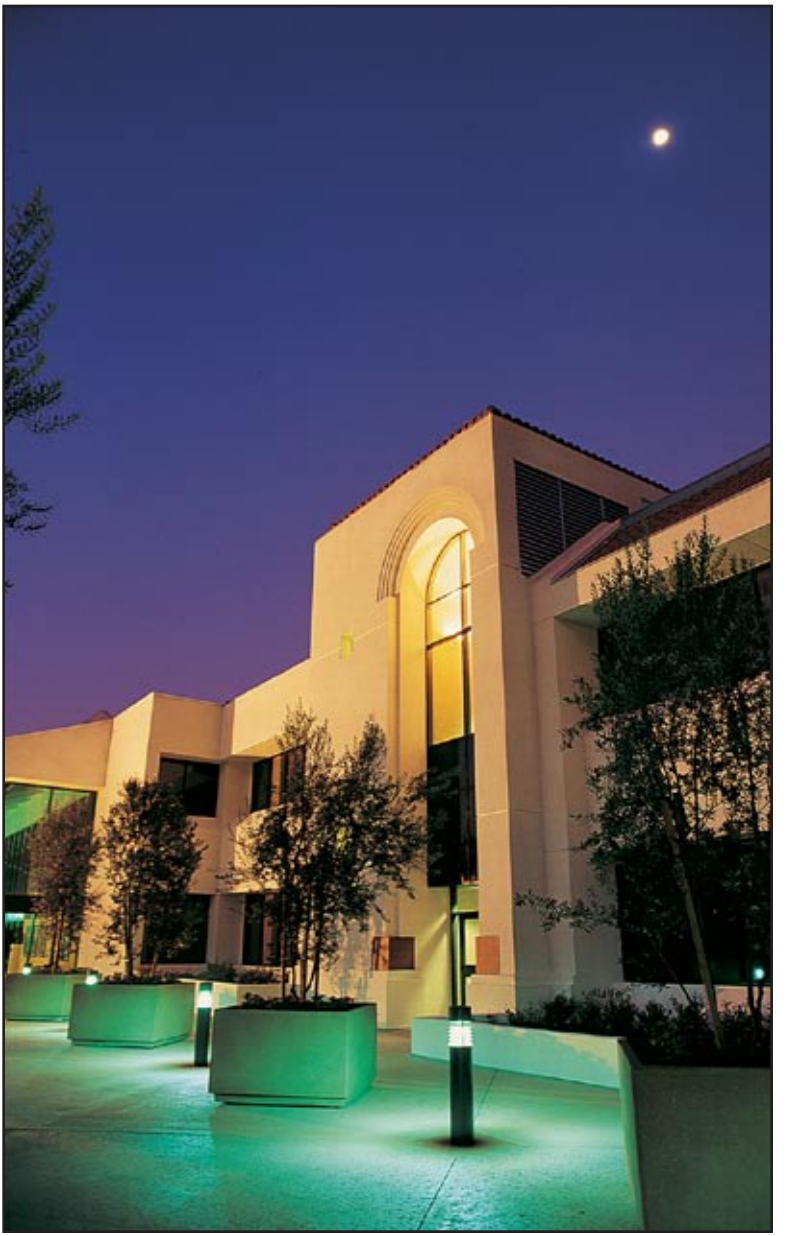
Gia Weisdorn
M.B.A., Pepperdine University
B.A., J.D., *magna cum laude,* University San Diego
LL.M., Columbia Law School
Private Practice, Los Angeles
Practitioner Faculty, Graziadio School of Business and Management
Courses: Securities Regulations; Advanced Securities Regulations

The Honorable Alexander Williams
B.A., Yale University
LL.B., University of Virginia
Superior Court Judge, Los Angeles
Course: Mediation Clinic

Robert K. Wrede
B.A., J.D., Cornell University
Private Practice, Los Angeles
Courses: Trial Preparation and Settlement (Civil); Alternative Dispute Resolution Processes

Bert Zweig
A.B., University of Pennsylvania
J.D., Columbia University
Private Practice, Los Angeles
Course: Financing for High Tech Start-ups

SCHOOL OF LAW
GENERAL INFORMATION



School of Law

ACCREDITATION

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

Pepperdine University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

PURPOSE AND PHILOSOPHY

The purpose of the Pepperdine University School of Law is to provide highly qualified students with a superior legal education. The school seeks to prepare students for positions as counselors, advocates, and judges, as law-trained business persons, and as researchers, teachers, and philosophers of the law. These ends are furthered by a program of academic excellence combined with practical experience.

In keeping with the philosophy of Pepperdine University, the School of Law maintains a Christian emphasis. This heritage leads to a special concern for imbuing students with the highest principles of professional, ethical, and moral responsibility. An effort is made to call together a faculty, staff, and student body who wish to share this experience of quality legal education in a value-centered context.

It is the philosophy of the School of Law that members of the legal profession serve their clients and society best when they possess, in addition to legal knowledge, a genuine commitment to high standards of personal conduct and professional responsibility. Therefore, the school tries to convey to its students not only the knowledge of how to employ the law, but also an awareness of the responsibilities to society that accompany the power inherent in that knowledge.

BUILDING AND LIBRARY FACILITIES

The School of Law occupies the Odell McConnell Law Center, located on the university's 830-acre campus overlooking the Pacific Ocean in Malibu, California. The facility contains the Jerene Appleby Harnish Library, the Irvine Lecture Hall, the Henry and Gloria Caruso Auditorium, the Salathé Library Wing and Classroom, the Mendenhall Courtroom, the Gunder Conference Room, the Rainey Conference Room, the Smith Atrium, the Stauffer Administrative Center and Tower, the Di Loreto Dining Room and Patio, the Darling Trial Courtroom, the Armand Arabian Judge's Chamber, the Duane and Lucille Faw Student Lounge, the Stegall Faculty Wing, the Straus Institute for Dispute Resolution, the Hirsch Classroom, the Garner Conference Room, the Jones Administrative Suite, the Brock Conference Room, the Karns and Karabian Faculty Library, the

Fineman Faculty Lounge, the Thompson Terrace, classrooms, faculty offices, a bookstore, and offices for student services and activities.

The Jerene Appleby Harnish Library is the focal point of the School of Law. Containing in excess of 375,000 volumes, the library has developed from a fine working library for law students and faculty into one which also emphasizes research capabilities. The law student will find the library divided into working areas such as state materials, federal materials, periodicals, foreign materials, and texts and treatises. The library's acquisition emphasis is on materials that will be most useful for student and faculty course work preparation and for legal research.

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

INSTRUCTION

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

As part of its program of instruction, the School of Law clinical law and externship programs emphasize the practical aspects of the law. Students are eligible to participate in the programs following their first year. Program offerings are set forth under Description of Courses. In addition, students can volunteer to work with homeless men, women, and families in the Pepperdine Legal Clinic at Los Angeles' Union Rescue Mission, the largest such mission in the country. Pepperdine also sponsors an effective Special Education Law Clinic, Family Law Clinic, and Asylum Law Clinic.

The Straus Institute for Dispute Resolution offers process-oriented and skills-training courses in the non-litigation processes of dispute resolution. Lawyering Process, Negotiation and Planning, Mediation, and Arbitration are only some of the courses offered.

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

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

In order to maximize the learning experience, first-year classes normally do not exceed seventy-five students. A number of small advanced classes and

seminars are provided in order to facilitate student participation. Small classes also enable students to become better acquainted with one another and with professors.

ACADEMIC SUCCESS PROGRAM

The Academic Success Program is designed to (1) provide an extended orientation into the learning and testing processes customarily utilized in law school, and (2) assist students who want to improve their academic performance. The program consists of an orientation program, a mentoring program held during the academic year, a series of classes in the fall semester, and a spring semester academic success course. Enrollment is open to all incoming first-year students, although participation in the spring semester academic success course is limited through a selection process.

The orientation program consists of a series of classes designed to introduce the incoming student to the law school experience. The program instructors cover case briefing, class preparation, the Socratic method of instruction, outlining, study skills, and exam taking.

CLINICAL EDUCATION PROGRAM

Historically, the prospective lawyer learned law through a clinical, skill-oriented experience. This was accomplished by performing the tasks of a lawyer in the office of a practitioner. Later it was realized that such an education was deficient because it did not provide law students with a foundation in the history and reasoning behind the various areas of law. Legal education then undertook a radical transformation and became almost exclusively a classroom experience. Recent years have seen a trend back to the inclusion of structured clinical experiences as a valuable part of the education of a lawyer.

Pepperdine students have numerous clinical law opportunities available to them. The externship program places students in actual practice settings in both criminal and civil law. Under rules approved by the California State Bar Board of Governors, students may be certified to engage in taking depositions, or trying certain types of cases before a court or administrative tribunal, all under the supervision of a practicing attorney. Students may be placed with a corporation, the district attorney or public defender, public interest legal agencies, or the state or federal judiciary, and they gain practical experience in such areas of law as corporate, entertainment, business, tax, criminal prosecution and defense, juvenile, domestic, labor, and consumer protection.

Pepperdine also offers its students the opportunity to participate in its in-house clinics. The Special Education Clinic provides a unique opportunity for students to gain valuable experience advocating for children with disabilities, to ensure that they receive appropriate education and related services as required by law.

The Pepperdine/Union Rescue Mission Legal Aid Clinic serves the men and women who live on skid row in downtown Los Angeles. Students volunteer at the mission where they meet with residents regarding their legal problems.

Through the Pepperdine Family Law Clinic, students work on family law issues arising out of cases at the Union Rescue Mission. In addition, Pepperdine continues its collaboration with Public Counsel in coordinating an adoption clinic. Commencing in the fall of 2008, Pepperdine will open an Asylum Clinic on an experimental basis. Students will have the opportunity to represent individuals seeking asylum in the United States with an emphasis on assisting victims of religious persecution.

FACULTY

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

THE LAW STUDENT'S RELATIONSHIP TO THE PROFESSION

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

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

This responsibility to the legal profession is supported by an Academic Honor Code and a Student Code of Conduct. The Academic Honor Code, administered by elected student representatives, is a central part of the culture of the law school. The theme of the honor system is that the integrity of the lawyer is the basis of our legal system. The Student Code of Conduct governs non-academic behavior. Both the Academic Honor Code and the Student Code of Conduct are on the law school Web site, and all students are required to be familiar with them law.pepperdine.edu/academics/student_handbook/.

Legal Ethics Program

In order to implement the responsibility-oriented philosophy of the School of Law and to instruct students concerning required standards of professional conduct, the School of Law has adopted a pervasive program for teaching legal ethics. The program begins with the orientation of incoming students to the basic concepts of professionalism. Students also take at least one of four upper division courses to satisfy Pepperdine's professional responsibility course requirement. These courses help develop a more thorough knowledge and understanding of the legal profession and the ethical conflicts that confront its members.

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

Straus Institute for Dispute Resolution

The Straus Institute for Dispute Resolution, established in 1986, provides unique opportunities for law students and professionals to participate in the dispute resolution movement, described by a former dean of Harvard Law School as the "most important social experiment of our time." It is one of the most comprehensive law school dispute resolution programs in the United States and is consistently ranked among the top programs in the country (including number one five times during the last six years by academics surveyed by *U.S. News and World Report*. The Straus Institute's initiatives are divided into five programs: Academic, Conferences and Workshops, Research and Publication, Reconciliation, and Service.

ACADEMIC PROGRAM

The Straus Institute offers more dispute resolution academic programs than any other American law school. Those who possess a law degree from recognized law schools can earn an LL.M. in Dispute Resolution. Law and other graduate students, as well as mid-career professionals, can participate in the Master of Dispute Resolution (M.D.R.) degree program or the largest professional certificate program in the nation. Through these three programs, Pepperdine offers more options and opportunities for students wanting to prepare themselves for professional dispute resolution work.

Faculty

The Institute's academic programs rely on a rich and uniquely assembled faculty: eight full-time School of Law professors; more than twenty prominent professors from universities around the world who teach the one- and two-week intensive courses as visiting professors; and more than twenty-one successful mediators and arbitrators from Southern California who serve as adjunct professors.

Creative Formats

The Institute designed the curriculum to be completed by full-time students in one year or by part-time students over several years. Recognizing that many of the individuals interested in dispute resolution are mid-career professionals, the Straus Institute has developed convenient schedules for its classes. Each year, there are three options for academic classes: regular fifteen-week semester classes, January and May weeklong intensives, and two-week summer school courses. The semester-long courses meet once a week and are scheduled so that three classes can be taken with a commitment of only one afternoon and evening per week. As a result, it is possible to earn an LL.M. or master's degree in as little as twenty-two weeks, spread over a two or three year period. Likewise, it is possible

to complete the certificate program in just twelve weeks, spread over one or two years. In addition, two-weekend intensive courses offered at the school's Orange County campus (Irvine, California), can be applied to any of the three programs.

Courses

According to an American Bar Association study of dispute resolution programs in American law schools, the Straus Institute leads the U.S. in the number of different courses and the number of sections of those courses offered each year. While many schools offer a handful of courses in dispute resolution, Straus offers thirty-seven different courses in its academic program. Multiple sections of core courses are offered every semester resulting in more than forty-five sections of dispute resolution courses each year. Core academic courses move beyond the important theoretical foundation to emphasize the skills of practice. A wide variety of elective courses provides an advanced focus on application to specialized areas of practice. Following is a list of courses:

- Advanced Mediation Seminar
- Advanced Trial Practice
- Alternative Dispute Resolution Processes
- Appellate Advocacy
- Arbitration Law
- Arbitration Practice and Advocacy
- Communication and Conflict
- Complex Litigation
- Cross-Cultural Conflict and Dispute Resolution
- Current Issues in International Dispute Resolution: The European Experience--London/Geneva
- Current Issues in International Dispute Resolution: Hong Kong/Beijing
- Mediation Clinic
- Dispute Resolution and Religion
- Dispute Resolution in Education
- Dispute Resolution Law Journal
- Divorce and Family Mediation
- Environmental and Public Policy Dispute Resolution
- Honors Negotiation Advocacy
- Honors Mediation Advocacy
- International Commercial Arbitration
- International Commercial Dispute Resolution
- International Investment Disputes
- International Litigation
- Interviewing, Counseling and Planning
- Introduction to Legal Process
- Lawyering Process
- Mediation Theory and Practice
- Negotiation Theory and Practice
- Psychology of Conflict

- Restorative Justice
- Selected Issues in Dispute Resolution: Advanced Divorce and Family Mediation
- Selected Issues in Dispute Resolution: Apology, Forgiveness and Reconciliation
- Selected Issues in Dispute Resolution: Advanced Negotiation
- Selected Issues in Dispute Resolution: Employment
- Selected Issues in Dispute Resolution: Faith-Based Diplomacy and International Peacemaking
- Selected Issues in Dispute Resolution: Healthcare
- Selected Issues in Dispute Resolution: Labor
- Selected Issues in Dispute Resolution: Managing Litigation in Corporations and Organizations
- Selected Issues in Dispute Resolution: On-Line Dispute Resolution
- Selected Issues in Dispute Resolution: Ombuds
- Selected Issues in Dispute Resolution: Resolving Engineering and Construction Disputes
- Selected Issues in Dispute Resolution: Systems Design
- Trial Practice
- Trial Preparation and Settlement

International Study Tours

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

Current Issues in International Dispute Resolution – the European Community in London, England, and Geneva, Switzerland. Students spend the first six days in London, have the weekend on their own, and reconvene on Sunday evening in Geneva for the remaining four days of class. This course, which is usually scheduled the last two weeks in May, is designed to provide a professional setting for international study, features a prominent faculty team, a limited number of students, and an unparalleled opportunity not only to learn about but also to experience private and public sector international dispute resolution institutions. The program utilizes collaborative consulting scenarios and includes classroom activities and site visits in London and Geneva.

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

Externships/Theses

The mediation clinic and externships provide real-world, hands-on experience to refine professional skills. Each externship is a two-unit course and involves 120 hours of observation and practice in a supervised setting. The Institute has cultivated myriad externship placement opportunities with such agencies as the Federal Mediation and Conciliation Service, the Los Angeles Superior Court, the National Association of Securities Dealers, and the Equal Employment Opportunity Commission.

Thesis projects require a six-unit commitment over at least two semesters and must be completed under the direction of a faculty member. Topics must be approved before registering for thesis units. The LL.M. writing project is a two-unit experience through which every LL.M. student not completing a thesis will be required to perform scholarly research and writing on a topic of individual interest under faculty supervision.

LL.M. in Dispute Resolution

The twenty-eight-unit LL.M. curriculum is unique in several respects. Degree candidates can select from four areas of concentration: Arbitration, Mediation, International Dispute Resolution, and Litigation. They may also opt to pursue a more general course of study.

Requirements to earn the LL.M. Degree are completion of the required courses listed below (twelve units), either a thesis project or two externships and an LL.M. writing project (six units), and five elective dispute resolution courses chosen from the above list (ten units) for a total of twenty-eight units.

Required Courses

- Negotiation Theory and Practice
- Mediation Theory and Practice
- Arbitration Law, Arbitration Practice, or International Commercial Arbitration
- Communication and Conflict
- Psychology of Conflict
- LL.M. Seminar

Master of Dispute Resolution (M.D.R.)

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

Requirements to earn the M.D.R. degree are completion of the required courses listed below (eighteen units—sixteen units for law students or lawyers), either a thesis or three externships (six units), and four dispute resolution electives for non-lawyers or non-law students (eight units), or five dispute resolution electives for lawyers or law students (ten units) for a total of thirty-two units.

Required Courses

- Interviewing, Counseling, and Planning
- Negotiation Theory and Practice

- Mediation Theory and Practice
- Arbitration Law, Arbitration Practice, or International Commercial Arbitration
- Cross-Cultural Conflict and Dispute Resolution
- Communication and Conflict
- Psychology of Conflict
- Mediation Clinic
- Legal Process (for non-lawyers and non-law students)

Certificate Program

The Straus Institute developed the certificate program to recognize students who complete fourteen units of prescribed course work in dispute resolution. Established in 1989, it is a core part of the dispute resolution curricula and an excellent beginning for work in the dispute resolution field. While available to mid-career professionals, many of the participating students earn the certificate as part of their juris doctor degree because all of these units count toward the eighty-eight units necessary to earn a JD from Pepperdine School of Law.

Requirements to earn the certificate in dispute resolution are completion of the required courses listed below (eight units) and three dispute resolution elective courses (six units) for a total of fourteen units.

Required Courses

- Interviewing, Counseling, and Planning
- Negotiation Theory and Practice
- Mediation Theory and Practice
- Arbitration Law, Arbitration Practice, or International Commercial Arbitration

Joint M.D.R. and Juris Doctor Degree

Pepperdine law students desiring to concurrently earn a juris doctor and a master's in dispute resolution can earn credit for up to fourteen units from the law program toward the thirty-two units necessary for the master's degree. Thus, a Pepperdine law student need only complete an additional eighteen units to earn an M.D.R.. These units could be completed over summer sessions allowing students to earn both degrees in three years.

Joint M.D.R. and Master of Public Policy Degree

Students can earn a joint M.D.R. and a Master of Public Policy (MPP) by completing twenty-six units in dispute resolution (sixteen units of required courses, four units of elective courses, and six units of a thesis project or externship), and fifty-six units in public policy (thirty-two units of required courses, eight units of electives relating to dispute resolution, and sixteen units of elective courses). Students must be admitted separately to both schools' programs to participate in this joint degree program.

Joint MBA and Certificate in Dispute Resolution Program

In the fall of 1999, Pepperdine's Graziadio School of Business and Management and the School of Law endorsed a program allowing MBA students to count up to fourteen units of dispute resolution courses as an MBA concentration.

This innovative initiative allows an MBA student to earn a certificate in dispute resolution from the Straus Institute at the School of Law, while formally studying a fundamental management skill and applying those units towards an MBA.

Requirements for Admission

Applicants for admission to the LL.M. in Dispute Resolution must have completed the first degree in law required for law practice or law teaching in the country in which law studies were pursued. U.S. applicants must have an ABA-accredited JD degree.

Applicants for admission to the Master of Dispute Resolution or Dispute Resolution Certificate Program must have received a bachelor's degree from an approved college or university prior to registration. In addition, M.D.R. applicants who do not have a graduate degree from an approved university must complete the Graduate Records Examination (GRE), the Law School Admission Test (LSAT), or the GMAT, and request that the score be reported to the School of Law.

GRE, LSAT, and GMAT scores are valid for three years. An applicant who has successfully completed a graduate degree from an approved university has the option of submitting an application on the basis of his/her graduate level academic record in lieu of a GRE, LSAT, or GMAT score. A GRE, LSAT, or GMAT score is not necessary for application to the LL.M. or certificate programs.

All foreign applicants must submit a TOEFL score along with a financial statement indicating that they have the necessary funds to attend the program.

Applications for all three programs are due by February 15 for consideration to commence studies for the summer or fall semesters, and by August 15 to commence studies in the Winter Intensive Program or spring semester. To request an application or additional information, contact: sarah.gonzales@pepperdine.edu, or call her at (310) 506-4655.

CONFERENCES AND WORKSHOPS

Supplementing the Straus Institute's academic program is a series of national conferences and workshops presented each year. "Mediating the Litigated Case" is the Institute's premier six-day training program that is offered as an open-enrollment course several times each year, and for various court systems throughout the year. The Institute also offers twelve three-day skills-development programs during its June "Professional Skills Program." The Institute created the Pepperdine Masters Forum, an invitation-only event for the most accomplished mediators in the nation. In early November, the Institute hosts the annual Southern California Mediation Association Conference, which involves hundreds of participants in a one-day gathering. Periodically, the Institute presents a specialty focus conference such as "Dispute Resolution and Technology-Driven Companies," bringing together managers and dispute resolution professionals who deal with conflicts in that context. Each conference provides an opportunity for professionals, and those who want to be professionals, to work with faculty from around the world.

RESEARCH AND PUBLICATION PROGRAM

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

RECONCILIATION PROGRAM

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

FAITH-BASED DIPLOMACY PROJECT

Through its Faith-Based Diplomacy initiative, the Straus Institute seeks to integrate religion and politics in the cause of peacemaking and reconciliation in international and/or cross-cultural contexts. This form of so-called "Track II" diplomacy focuses specifically on identity-based conflicts where religion can transform the traditional "dialogue of differences" into a "dialogue of common interests" among groups in conflict.

Faith-based diplomacy specializes in areas where traditional diplomacy is uncomfortable due to the separation of church and state. Track II diplomacy, including faith-based diplomacy, generally involves interaction with not only government officials, but also unofficial actors from civil society, including business or religious communities. Faith-based diplomacy generally seeks to supplement Track I diplomacy by using non-traditional methods, such as facilitating informal dialogue mechanisms and meetings that include participants from both government and non-government institutions.

SERVICE PROGRAM

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

FINANCIAL INFORMATION

Financial assistance is available for students enrolled in the LL.M., master's degree, and certificate programs. Students may be eligible for Stafford loans and private loans depending on their financial circumstances, the availability of funds allocated to the university, and the student's classification in the program. Full-time status is required for some programs. For more information, please see the Financial Assistance section on page 103.

In addition to the programs available through the university, several dispute resolution fellowships are awarded each year for students in the LL.M. and master's degree programs. A separate application is required for consideration of a fellowship. Applications are due April 15 and recipients are awarded fellowships for the following academic year. Fellowships consist of grant assistance, the amount of which varies each year. The program provides the opportunity for special work in research or teaching assistance.

International Programs

LONDON PROGRAM

Established in 1981, the London Program offers second- and third-year law students the opportunity to study, intern, moot, and travel in England and throughout Europe. The program offers both a six-week summer session and a full-length fall semester.

During the summer session students can complete from two to nine units of course work as well as attend a number of cultural and legal events. Accommodations in central London are provided in dormitory-type housing.

During the fall semester students should complete a minimum of twelve units. They may moot against the Inns of Court, gain clinical internship experience, and take part in the popular European Institutions Tour. The tour takes the group through Belgium, Luxembourg, and France to visit the European Parliament, the European Court of Justice, and the European Court of Human Rights. During some years, a trip to The Hague in the Netherlands is also provided, in which students tour the International Criminal Courts. In the fall, students secure their own housing with the assistance of the London office.

Students from other law schools accredited by the American Bar Association are a welcome addition to the London student body. Enrollment in the summer and fall London Programs is limited to fifty students.

The London Program is located in a Pepperdine-owned listed building constructed after the Great Exhibition of 1861. Its many architectural features complement the facility, which includes classrooms, resource library, computer facilities, and offices. It is located in the prestigious Knightsbridge and South Kensington areas, close to Hyde Park, Harrods, Kensington Palace, and the Victoria and Albert Museum.

The curriculum is designed so that students may complete certain second- and third-year requirements, while enriching their legal education with a variety of international and comparative law courses. Required courses often taught in London include Constitutional Law, Corporations, Remedies, Wills and Trusts, and a Professional Responsibility (Ethics) course. Elective courses unique to the London Program include European Union Law, International Entertainment and Copyright Law, and International Public Law. Also taught on a regular basis is International Commercial Arbitration, which can be credited to the certificate program in Dispute Resolution. Course offerings vary depending upon which

professor is in residence from Malibu. Additional units can be earned through independent studies, moot court competitions, and clinical placements.

In addition to the regular fall and summer programs available in London, the Straus Institute for Dispute Resolution offers a two-week intensive course entitled Current Issues in International Dispute Resolution: The European Community in London, England, and Geneva, Switzerland. Students spend the first six days in London, have the weekend on their own, and reconvene on Sunday evening in Geneva for the remaining four days of class. This course, which is usually scheduled the last two weeks of May, is designed to provide a professional setting for international study, features a prominent faculty team, a limited number of students, and an unparalleled opportunity not only to learn about but also to experience private and public sector international dispute resolution institutions. The program utilizes collaborative consulting scenarios and includes classroom activities and site visits in London and Geneva. Interested parties should contact the Straus Institute directly.

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

University of Copenhagen

In 2003 Pepperdine University School of Law and the University of Copenhagen reached an agreement to exchange two students each fall and spring semester. In this program, Pepperdine students are officially enrolled at Pepperdine and pay tuition to Pepperdine, but they take their classes in Copenhagen at the University. The classes are in English but taught by Danish professors. Courses in International Law and Danish Law will be offered. Credits are transferred as pass/fail credits. Housing for Pepperdine students at the University of Copenhagen is available but not guaranteed. Arrangements for housing in Denmark must be made directly with the University of Copenhagen.

University of Augsburg

The exchange program with the University of Augsburg, Germany, takes place in the summer. Courses are offered in German and European Law, and some of the courses emphasize economic law. The lectures are in English. Pepperdine students are officially enrolled at Pepperdine. Tuition is paid to Pepperdine and the credits granted are transferred as pass/fail credits. Housing is available at the University of Augsburg on a limited basis. Arrangements for housing in Augsburg must be made directly with the University of Augsburg.

Information, including session and semester schedules, and applications are available through the Admissions Office or through the International Programs Office. Information may also be obtained by telephone: (310) 506-7597, e-mail: London@law.pepperdine.edu, and Web site: law.pepperdine.edu/london/.

Byrne Judicial Clerkship Institute

Since 2001, the law school has held an annual Judicial Clerkship Institute (JCI) conference, attracting mostly third-year law students from law schools across the country, who have been accepted into a federal judicial clerkship following their graduation. In addition to these third-year students, representing over 100 law schools, some federal judges have encouraged their "career clerks" to attend the conference for continuing education purposes. The JCI provides courses tailored to the needs of new clerks, including instruction in federal procedure, jurisdiction, writing, and ethics.

The JCI was renamed in June 2006 in honor of one of the federal judges who helped establish it, the Honorable Wm. Matthew Byrne, Jr. The Byrne Judicial Clerkship Institute is the only national training program for students entering federal clerkships. The purpose of the Byrne JCI is to improve the effectiveness and efficiency of the judicial clerks. Some of the most highly respected federal judges in the United States serve on the faculty and give attendees much of the practical knowledge needed by every law clerk. The judicial faculty is also joined by some of the most prominent law professors in the country, who participate by making keynote speeches and addressing topical issues affecting the judiciary.

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

Religious views of law vary greatly, with some people celebrating law, some condemning it, some speaking prophetically to it, and others just wanting law to leave them alone. Legal views of religion vary greatly as well, with some people welcoming religious views to the public square and others wishing to exclude them.

Recognizing the great value in an exploration of an understanding of law and religion, we seek to draw from a broad range of religious and legal voices on the relationship between law and religion. While affirming Pepperdine University's Christian identity, the Herbert and Elinor Nootbaar Institute on Law, Religion, and Ethics (Nootbaar Institute) attempts to draw from the diverse range of religious voices represented by our faculty and student body, seeking dialogue and common ground among faith traditions.

The Nootbaar Institute holds conferences addressing the broad range of issues at the intersection of law, religion, and ethics. These issues include morality and the practice of law, bio-ethical legal issues, constitutional religious issues, clergy sexual abuse, religious lobbying, litigation within religious organizations before ecclesiastical courts, international human rights, tax exempt organizations, politics and the pulpit, government funding for faith-based services, law and poverty, and family law.

During the 2008-2009 academic year, the Nootbaar Institute will be sponsoring an on-campus Asylum Clinic, supervised by Judge Bruce Einhorn.

International Human Rights Program

With a focus on faith-based initiatives, Pepperdine's international human rights program is growing quickly in response to increased student interest in this area. In the classroom, students learn international law and human rights law from distinguished faculty such as Professor Roger Alford and Judge Bruce Einhorn. Outside the classroom, students gain practical experience and make valuable contributions through international externship placements with human rights organizations around the world as well as through on-campus internships. Over the past three years, students have worked with human rights organizations in India, Thailand, Bangladesh, Honduras, Bulgaria, Egypt, Malawi, South Africa, Uganda and The Hague. The International Human Rights Program also sponsors speakers, panel discussions and conferences on various social justice issues. Finally, graduating students desiring to pursue careers in the human rights field receive career counseling and mentorship from program faculty and staff.

The Geoffrey H. Palmer Center for Entrepreneurship and the Law

The Geoffrey H. Palmer Center for Entrepreneurship and the Law is an innovative multidisciplinary sixteen-unit certificate program that offers students (called "Fellows") a challenging, exciting, and unique supplement to the traditional law school curriculum.

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

Additionally, the Palmer Center offers periodic topical symposia, outside conferences, public service opportunities, clinical externships, an entrepreneurship clinic, summer fellowships, and opportunities in the field of social entrepreneurship. The Palmer Center's partners and sponsors in the law and business communities offer Fellows unique internship experiences. Moreover, Pepperdine, through the Palmer Center, is the only law school in California to be a member of a technology consortium composed of leading research institutions and universities.

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

For more information on the Palmer Center, please visit its Web site: law.pepperdine.edu/palmer/.

Joint Degree Programs

JD/MBA DEGREE PROGRAM

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

The JD/MBA program allows the student to compress a five-year program of study into four years. Studied separately, the School of Law juris doctor program is an eighty-eight-unit, six-term program and the Graziadio School of Business and Management MBA program is a sixty-unit, four-term program. Together as a joint program, they comprise 130 units of study. This is accomplished by offering eighty-two units of law study and forty-eight units of business courses. The law program has fifty-seven units of required courses and twenty-five units of core electives representing areas of business law. Students must gain admission into each program separately and they receive a degree from each program rather than one joint degree.

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

JD/MPP DEGREE PROGRAM

The Juris Doctor and Master of Public Policy (JD/MPP) program is a joint program between the School of Public Policy and the School of Law. It is designed to strengthen and perfect the preparation of those whose successful leadership depends on a fuller understanding and a stronger skill-set for addressing issues of public policy in the practice of law. The program also explores the interface between the private business sector and an increasingly complex government presence. Reflecting a Christian commitment to subsidiarity and grass-roots problem solving within community, the program addresses the management of nonprofit associations and foundations, understanding that at times, they may depend heavily on a carefully tended relationship with government or may be expected to provide social services on behalf of the government. The Pepperdine program is unique in recognizing the growing importance of the intermediary institutions between the federal government and the individual, as well as the critical role of local, regional and state government. It further acknowledges the need for domestic and global business to appreciate more fully the implications of public policy, both in the United States and other regions, and how to manage those policies.

The four-year joint JD/MPP program requires a total of 130 units: eighty-two units of law courses and forty-eight units of the public policy curriculum. It thus

permits the student to complete in four years what would ordinarily require five years if undertaken separately. Applicants for the joint program must apply and be granted admission to both the School of Public Policy and the School of Law. The admission requirements for potential JD/MPP students are identical to the admission requirements for the JD and MPP degrees if pursued separately.

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

JD/MDIV DEGREE PROGRAM

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

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

JD/M.D.R. DEGREE PROGRAM

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

M.D.R./MPP DEGREE PROGRAM

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

Cross-Registration Policy

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

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

SCHOOL POLICIES

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

Admission Information for Juris Doctor Degree

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

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

Because of the significant increase in the number of students presently studying law nationally, prospective applicants should be aware that competition for law-related jobs will increase. Applicants should therefore have serious goals and high motivation.

PRELEGAL EDUCATION COURSE OF STUDY

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

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

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

ADMISSION TO THE FIRST-YEAR CLASS

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

Filing of Application

Each candidate must submit a completed application for admission to the School of Law or to LSAC via the LSDAS Electronic Application. The application must be accompanied by a $50 non-refundable application fee. The priority application deadline is February 1. The final application deadline is April 1.

Law School Admission Test

Each applicant for admission must take the Law School Admission Test administered by Law Services. This test is given four times each year at testing centers established for the convenience of applicants in all parts of the United States and in many foreign countries. Because admission decisions are made beginning in early February, it is recommended that applicants take the LSAT no later than the fall or winter test date of the year prior to expected enrollment, and certainly no later than February of the year in which the applicant is seeking admission. Application forms and information concerning the time and place of the examination may be obtained from LSAC Web site: lsac.org, or the Admissions Office at the School of Law.

Applicants should register for the LSAT no later than thirty days before the test date to assure themselves of a place at the desired test site.

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

Law School Data Assembly Service

The applicant should register with the Law School Data Assembly Service (LSDAS). LSDAS registration options are listed at www.lsac.org. A transcript from each college or university attended should then be sent directly to:

LSAC
662 Penn Street
Box 2000-M
Newtown, PA 18940

Please DO NOT send these transcripts to the School of Law. Transcripts showing any work completed after the initial registration with LSDAS should also be sent to LSDAS.

Letters of Recommendation

Two letters of recommendation are required. Recommendations should be furnished by those individuals who can best assess your ability to succeed in law school. When possible, at least one of the recommendations should be provided by a faculty member with whom you pursued your undergraduate studies. Relatives should not be asked to submit recommendations. Pepperdine University School of Law requires that your letters be submitted through the LSAC letter of recommendation service that serves all member schools. This service is included in your LSDAS Registration subscription. Your letters will be copied and sent to us along with your LSDAS Report when the letter of recommendation service has received both letters. To use this service, follow the directions for submitting letters outlined at www.lsac.org under "Applying to Law School".

THE ADMISSIONS PROCESS

Responsibility for evaluation of candidates for admission is vested in the faculty admissions committee. Upon completion of the file, it is sent to the committee, where objective criteria such as the undergraduate grade point average and the Law School Admission Test score are carefully evaluated. The next stage of evaluation is subjective and includes evaluation of the applicant's ability to make a positive contribution to the unique environment of a Christian law school, employment experience, extracurricular activities, community involvement, commitment to high standards of morality and ethics, reasons for wanting to study law, competence in writing and speaking, emotional stability, maturity, initiative, motivation, and any other relevant subjective information furnished by the applicant.

DIVERSITY ADMISSIONS

The School of Law seeks to attract students who will bring variety, diversity, and excellence to the study of law. In addition to academic performance, admissions decisions may be based on consideration of other factors that would serve these purposes. These factors include racial and ethnic origin, unique work or service experience, a history of overcoming disadvantage, unusual life experiences, and other qualities that are likely to enrich the learning and living environment at the School of Law.

SPECIAL ADMISSIONS

The university reserves the right to make a small number of special appointments to the entering class each year from among those applicants who may not meet the objective qualifications for admission but whose background, subjective qualifications, special interest, and relationship to the university make them deserving of an opportunity to study law.

CAMPUS VISITS

Prospective students are encouraged to visit the campus and tour the facility. Whenever possible, a campus visit will include a tour of the Odell McConnell Law Center given by a current law student and the opportunity to attend a

first-year law class. The School of Law admissions personnel are available Monday through Friday from 8:00 a.m. until 5:00 p.m. to answer questions and provide information.

ACCEPTING AN OFFER OF ADMISSION

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

ACCEPTANCE DEPOSIT

The applicant is required to make two deposits to the School of Law. Unless the deposit is received on or before the date stated in the offer of admission, the acceptance may be canceled so that the place may be offered to another applicant. The first deposit of $300 is required by April 15. If written notice of a decision not to enroll is received by the school on or before the June 30 preceding the anticipated date of enrollment, $150 of the acceptance deposit will be refunded to the applicant. Otherwise, the deposit is not refundable. The second deposit of $300 is required by July 1. The second deposit is not refundable. For those applicants who matriculate, the acceptance deposits will be applied toward the first semester's tuition.

OFFICIAL TRANSCRIPTS

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

OTHER ADMISSION RELATED POLICIES

Admission with Advanced Standing

Admission with advanced standing may be considered only for individuals who have satisfactorily completed a portion of their studies at a law school approved by the American Bar Association. The student must satisfy the entrance requirements for beginning students at Pepperdine University School of Law. In addition, the student must submit an official law school transcript and a letter of good standing from the school attended that indicates present status and current class rank. A law student disqualified elsewhere because of low scholarship will not be admitted to the School of Law. Credit allowable for advanced standing is determined by the associate dean, based on an official transcript from the school attended. Transfer students admitted to the School of Law are not eligible to receive an official class ranking but will be given an equivalent rank in class. Transferred units will not be computed in determining the grade point average. Students graduating from Pepperdine University School of Law must complete their last fifty-eight units of study in residence. The deadline for transfer applications and all supporting documentation is July 15.

Readmission After Withdrawal

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

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

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

Reactivation

Applicants wishing to reactivate an admission file should complete the reactivation form, available on the School of Law Web site. The application may be reactivated if the file was initiated the previous year.

Withdrawal Because of Military Service

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

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

Along with a letter of intent of withdrawal, the student must submit a copy of his/her military orders.

Admission to the Bar

Applicants for admission to the School of Law should consult the rules and regulations of the Committee of Bar Examiners of the state in which they intend to practice, to determine whether or not there is anything that might affect their eligibility for admission to the bar, and whether they are required to register with the bar of that state when they commence the study of law.

Applicants are advised to keep a careful and detailed record of all employment and residence addresses, no matter how temporary. It is highly advisable to secure from each employer, immediately upon the termination of employment,

an affidavit showing the length of service, the capacity in which the student was employed, and the employer's opinion of the student's character.

California Registration as a Law Student

The state of California requires that each student seeking to practice law in California must, within ninety days after beginning the study of law, register with the Committee of Bar Examiners of the State Bar of California. A fee is required by the state at the time of such registration.

Registration forms are only available online at www.calbar.ca.gov.

Examination for Admission to Practice Law

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

Veteran's Educational Benefits

Pepperdine University School of Law is approved for the training of veterans.

Financial Information

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

CURRENT CHARGES

The following charges are for the academic year beginning August 2008. 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 (non-refundable) $50
Acceptance deposits[1] $300/300
Tuition
- Per semester, fall and spring (10–18 units) $18,795
- Per unit, fall and spring (fewer than 10 units and more than 18 units) $1,380
- Per unit, summer $1,380

Dispute Resolution tuition (per unit) $1,380
London Program, tuition only (10–18 units) $18,795
London Euro fee (Fall only) $450
Student Bar Association fee, per semester $30

Room Charges

Room Reservation deposit[2] $500
Student Housing, per semester[3] $6,335
Married Housing, per semester
- August-December $7,962.50
- January-April $6,378
- May-July $4,777.50

Other Charges (Non-refundable)

Graduation fee $65
Transcripts, per copy $5
Finance Charge (per day)[4] 10%/365
Returned Check Charge $25
Withdrawal fee $150
Three-payment option service charge[5] $15
Auditing fee, per class . . . . . 50% of tuition

1. The applicant is required to submit two deposits to the School of Law. Unless the deposit is received on or before the date stated in the offer of admission, the acceptance may be canceled so that the place may be offered to another applicant. The first deposit of $250 is required by April 15. If written notice of a decision not to enroll is received by the school on or before the June 30 preceding the anticipated date of enrollment, $100 of the acceptance deposit is refunded. The second deposit of $250 is required by July 1. The second deposit is not refundable. For those applicants who matriculate, the acceptance deposits will be applied toward the first semester's tuition.
2. Required of all first-year / transfer students who wish to reserve a space in campus housing for the fall semester.
3. Room-only charges for the School of Law apartment complex.
4. A 10%/365 per day delinquency charge (liquidated damages under Cal. Civ Code §1671-b) is applicable to all delinquent balances. The imposition of such a delinquency charge does not constitute an agreement to forebear collection of the delinquent payment.
5. Students who are eligible for and choose to use the Three-payment option will be assessed a $15.00 service charge per term.

FULL-TIME STUDENT BUDGET FOR NINE MONTHS, 2008–2009

Tuition (two semesters)	$37,590
Room/Board	$15,770
Books/Supplies	$950
Student Body Association Fees	$60
Transportation	$1,560
Personal	$3,330
TOTAL	**$59,260**

PAYMENT POLICIES

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

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

Dynamic Billing

The online student account serves as the official student "bill." The account will be updated dynamically with every charge/credit posted to the student

account. The amount due will be available by viewing the student account online and will reflect the charges, credits, amounts due and specific due dates for each. Students are responsible for viewing their student account online, for noting their account balance due and for making the appropriate arrangements for payment to be made by the due date.

The University will accept the following forms of payment in addition to financial aid and loans toward a student account balance: cash, checks (must be drawn on a U.S. bank in U.S. dollars), credit cards (see online payment page for exact cards accepted) and wire payments (contact Student Accounts for information on where to send payment). Payments by check or credit card can be made online by accessing the Student Service Center through WaveNet and clicking on the "Make a Payment" link.

PAYMENT OPTIONS

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

Simple Payment Option

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

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

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

Finance charges will be applied to each installment payment that is not received by Pepperdine by the due date. Finance charges will accrue daily on charges not paid by the due date. The privilege of using one of the installment payment options will be revoked upon any installment payment becoming delinquent. Students who do not comply with payment policies or who have previously been in collections will be required to pay all charges upon future registrations and advance registrations.

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

Two-Payment Option

Tuition and room charges remaining after the deduction of any financial assistance are divided into two equal installments to be paid according to the following schedule. All other charges are due on or before the due date listed on the student's online account.

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

Three-Payment Option

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

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

Company Reimbursement Payment Option

For students reimbursed for tuition by their employers, the University will allow a deferral of payment after deduction of any financial assistance. All financial aid funds are applied to tuition charges and fees first. Deferment of tuition charges and fees due to company reimbursement does not create excess funds. Funds cannot be released until all institutional charges are paid. If financial aid funds do not cover full tuition, the remaining balance can be deferred under the company reimbursement plan. The student is responsible for payment to the University of the deferred amount by the due date. Payment must be received by the School of Law Office of Student Accounts on or before the due date to avoid a $50 late payment fee and finance charges of 10%/365 per day on any delinquent balance.

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

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

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

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

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

Company Reimbursement Payment Option Payment Due Dates

Fall	Spring	Summer
January 15	May 15	September 15

How to Pay

Checks should be made payable to Pepperdine University and must include the student's name. Books and supplies are purchased at the university or law school bookstore and, accordingly, require separate checks. A fee will be assessed for each returned check. Repeated occurrences of returned checks will necessitate that the student's future payments be made in cash or by cashier's check. Electronic check and credit card payments may be made online by clicking the "Make A Payment" link located on the Student Center through WaveNet.

Payment for Summer School

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

Penalties on Delinquent Balances

Paper bills will no longer be mailed. The amount due for each term will be available by viewing the student account online and will reflect the charges, credits, amounts due and specific due dates for each. Students are responsible to view their student account online for their account balance due and to make the appropriate arrangements for payment to be made by the due date. Finance charges will accrue daily on any past due balances. Payments will apply first to this penalty and then to the principal.

ADVANCE REGISTRATION

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

CLASS CHANGES AND CHANGES IN AMOUNTS DUE

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

FINANCIAL AID

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

REFUND POLICIES

University operating expenses and student charges are planned on an annual basis. The refund policies have been established in recognition of both the University's advance commitment to operating expenses and a spirit of fairness for students who find it necessary to discontinue the use of University services. The policies for dismissal and suspension are the same as for voluntary withdrawal.

Tuition

Consideration for refund of tuition requires written notice from the student to the Records Office of the student's intention to drop a course or withdraw from the University. The date this notice is received by the Records Office is the effective date for determining the refund amount according to the schedule below.

Students may drop classes without tuition penalty during the add/drop period only. Students withdrawing from courses after the add/drop period are subject to the partial refund policies listed below for the fall and spring semesters.

Through the add/drop period (first two weeks) . . . . . 100% less $150

During the third week 75%

During the fourth week 50%

During the fifth week 25%

After the fifth week 0

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

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

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

Please review this withdrawal policy on page 115 regarding the ramifications of withdrawal under the Federal Family Educational Loan Program (FFELP).

Room and Board

Students are responsible for room and board fees for 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, from August to April. Withdrawing from the University is the only reason a contract is cancelled. Residents who withdraw from school during the year need to notify the Housing Office. Room and board charges will be prorated from the date that they check out. A contract release fee for a student withdrawing may be charged to the student's account. Residents who are dismissed due to policy violations or move off campus without approval from the Housing Office are responsible for the entire room and board charges for the contract.

Room and Other Charges

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

Refunds

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

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

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

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

SECURITY INTEREST IN STUDENT RECORDS

A student may not receive any diploma, certificate, or official transcript until all accounts, current or otherwise, have been settled in accordance with University policies as described above. Such documents will be retained by Pepperdine University as security for such obligations until they are satisfied.

If a student defaults on payment of a student loan and/or student account balance, all records will be held until the student either pays off the balance owed, or brings the loan and/or account to current status. In addition, every student with a Perkins and/or Pepperdine loan must complete an exit interview with the Accounts Resolution Office before any records will be released. Each student also agrees to pay all costs of collection upon default, including, but not limited to, collection agency fees, attorney fees, and location searches.

Financial Assistance

Pepperdine University School of Law offers financial aid to eligible students through university funded grants, scholarships and federal or private loan programs. Over 86% of the student body receives some type of financial aid. The School of Law offers a program of scholarship assistance made available through endowed funds, gifts from alumni, and the general appropriation of university funds. Students must meet the eligibility criteria and posted deadlines for need-based grants. First-year, transfer, and returning students who demonstrate financial need according to the federal analysis formula and complete their financial aid files by the priority deadline may be eligible for the Law Grant. The deadlines are **April 1** for first-year and transfer students and **May 1** for returning students. The Law Grant is subject to the availability of funding and budget for the academic year. Students who do not meet the deadlines can expect to receive a financial aid award that consists primarily of federal and private loans. Students are encouraged to apply for financial aid prior to receiving an admission decision. Students will receive a Financial Aid Award Notification once they are admitted and their financial aid file is complete. All financial aid provided to School of Law students is administered through the Office of Financial Assistance. The Office of Financial Assistance communicates important information by means of Pepperdine WaveNet, so we encourage you to log in on a regular basis.

APPLICATION PROCEDURE

Applicants to Pepperdine University School of Law are eligible for financial aid to assist with educational expenses. In order to ensure that their financial aid proceeds are available at the start of school, students are encouraged to begin the financial aid application process prior to receiving an admission decision. To apply for financial aid student must complete the following:

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

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

The priority deadline to submit the FAFSA is **February l**. It takes approximately three-four weeks to process during peak periods. To check the status of your FAFSA, call (800) 433-3243, or you may check the application status online using your PIN number.

NON-UNITED STATES CITIZENS

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

ADDITIONAL APPLICATION REQUIREMENTS

Verification

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

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

Students who apply for need-based financial aid may be asked by our office to supply additional documentation to verify the information that was reported on the FAFSA. Students will be awarded financial aid once all documentation has been received and evaluated.

The verification process requires that selected students submit a copy of their most current (prior year's) federal income tax return, including all schedules and wage earning (W-2) statements. If you are married and filed separate federal income tax returns, you must provide a copy of both you and your spouse's federal income tax returns. Federal income tax returns must be signed and dated. Students that have filed their taxes over the telephone using the Tele file tax return process are required to sign and date the Tele file form.

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

FINANCIAL AID NOTIFICATION

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

RETURNING STUDENT AWARDS

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

Types of Financial Assistance

SCHOLARSHIPS AND GRANTS

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

Faculty Scholars

All applicants for admission to the full-time Juris Doctor program at Pepperdine University School of Law are eligible to apply for the prestigious Faculty Scholars Award. This award is granted to applicants who demonstrate academic excellence and personal achievement, without regard to financial need. It is recommended that applicants have a minimum undergraduate GPA of 3.5 and an LSAT score in the 93rd percentile. Full tuition plus a five thousand dollar stipend is awarded for the first year of law school. Each year thereafter, scholarship renewal is contingent upon finishing in the top third of the class.

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

- What are your strongest qualifications for this award
- Describe your interest in law as a profession
- Describe your two most noteworthy extracurricular activities or honors received in college
- Describe your most significant employment experience
- Describe how any of the above contributes to or identifies with the University mission

For consideration, the Office of Admissions must receive a complete admission file, Faculty Scholar application and letter no later than **January 10**.

Dean's Scholarship

All applicants for admission to the full-time Juris Doctor program at Pepperdine University School of Law with an undergraduate GPA of 3.5 or higher and an LSAT score in the 88th percentile are considered for the Dean's Scholarship. No formal application is required. The scholarship amount varies dependent upon funding and the number of qualified applicants, typically ranging from one-fourth to full tuition. Dean's Scholarships are awarded annually and are renewable contingent upon the student being in the top third of the class at the close of each academic year.

Diversity Scholarships

A limited number of scholarships are available to students who bring significant diversity to the student body. Diversity encompasses qualities and characteristics which include, but are not limited to, racial or ethnic origin, unique work or service experience, and/or a history of overcoming disadvantage. Scholarship amounts vary dependent on funding and the number of qualified applicants. For consideration, the Office of Admissions must receive your application by February 1.

President's Scholarship

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

Law School Grant

The Law School Grant gives priority to students demonstrating exceptional financial need. Financial aid files must be complete by **April 1** for first-year and transfer students and **May 1** for returning students in order to be considered.

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

Scholarships from Private Sources

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

The following are restricted scholarships awarded annually to returning students. These awards are based on financial need, merit, and potential for academic and personal achievement.

Associated Women for Pepperdine (AWP) Scholarship

Associated Women for Pepperdine is a group of Church of Christ women who raise funds each year to assist deserving members of the Church of Christ attend Pepperdine University's Seaver College, Graduate School of Education and

Psychology, and School of Law. Recipients are selected on the basis of financial need, merit, character, and church membership.

Armenian Student Scholarship

This scholarship was established by Khajak Kassabian, a 1997 School of Law alumnus, to assist law students of Armenian heritage.

Beck-Pfann Memorial Scholarship

Family members and friends have established this scholarship for second-year students in honor of R. Michael Beck and C. Lori Pfann, who had completed their first year at Pepperdine University School of Law and were engaged to be married at the time of their death in an automobile wreck. This fund assists qualified students through a tuition credit. Community service, academic achievement, financial need, and extracurricular activities will be considered.

David and Camille Boatwright Endowed Scholarship

This scholarship is for students pursuing a law degree that are in good standing in all areas of the university.

Ann Marie Bredefeld Scholarship

This scholarship is for students who share the Christian values of Pepperdine.

Margaret Martin Brock Scholarship in Law

The individuals selected each year to receive this scholarship are designated as Margaret Martin Brock Scholars. This scholarship fund was established by the late Mrs. Margaret Martin Brock, nationally recognized civic leader, longtime friend of the university, and a founding member of the Law School Board of Visitors.

Kae and Kay Brockermeyer Endowed Scholarship Fund

This fund was established by Kae and Kay Brockermeyer of Wilson, Wyoming, to assist deserving law students who have an interest in trial advocacy and are residents of the state of Texas. The Brockermeyer's son, Brant, is a 1996 graduate of the law school. Kae Brockermeyer has been a member of the Law School Board of Visitors.

Shirley J. Brooke Endowed Scholarship

This fund was established to be awarded to a female law student who demonstrates above average academic achievement.

Athalie Clarke Endowed Scholarship

This scholarship, funded by the late Athalie Irvine Clarke, will provide assistance to qualified law students. Mrs. Clarke was a community leader in Orange County and Los Angeles, and a founding member of the Law School Board of Visitors.

Brian Dane Cleary Memorial Scholarship

Family members and friends have established this annual scholarship to memorialize the life of Brian Dane Cleary, a member of the class of 1991, who died in a car accident eighteen days before graduation. The fundamental goal of this scholarship is to assist a well-rounded, financially-needy student in the bottom 75% of his/her class. Belief in God is very important, but religious denomination is not. A personal interview is required.

Andrew Cochrane Memorial Fund

This scholarship fund was established by the Cochrane family and friends, in memory of their son, Andrew Cochrane. The scholarship is intended to pay for mental health services for law students in need of such services but who have difficulty affording them.

Hugh and Hazel Darling Dean's Scholarship

This scholarship is awarded to encourage students to remain enrolled at the school of law. Recipients will be selected based on academic excellence as well as school and community involvement.

Darling Foundation Endowed School of Law Scholarship

The Darling Foundation has generously supported the School of Law in many important projects as well as this endowed scholarship. The sole trustee of the Foundation, Richard Stack, is a member of the Law School Board of Visitors. The scholarship was established to assist deserving students.

Ashley M. DeLorenz Memorial Scholarship

This scholarship is for the best advocate in the annual Vincent S. Dalsimer Moot Court Competition.

Edward D. Di Loreto-Odell S. McConnell Scholarship

The late Edward D. Di Loreto, a longtime friend of the university and a major influence in Pepperdine's acquisition of the Orange University College of Law by Pepperdine University in 1969, founding member of the Law School Board of Visitors, and the late Odell S. McConnell, founder of the Odell McConnell Law Center, home of Pepperdine University School of Law, established a scholarship to aid deserving students of high scholastic standing who are in need of financial assistance.

Kimberly Dawn Ellis Scholarship Fund

This scholarship was established by the Ellis family to be given to a first-year Jewish law student in order to perpetuate the memory of their daughter. She was tragically killed by a drunk driver on the Pacific Coast Highway on December 9, 1997, during her first final exams. A garden (Kim and Jeannine's Garden) located at the entrance to the law school was dedicated to her memory and to the other first-year law student who was also killed in the accident. Eligible students are requested to submit a letter of application detailing their academic qualifications, community and Jewish involvement, career goals and financial needs.

R. Wayne Estes Endowed Scholarship Fund

This endowed scholarship was established by former students of Professor Emeritus R. Wayne Estes, along with colleagues and friends. Wayne Estes, in addition to being a very popular professor who has taken a great personal interest in the professional careers of his students, has also developed an enviable reputation in the field of arbitration. He served as associate dean of the School of Law during the critical time of its move from Orange County to Malibu. Deserving students receive scholarship assistance from this fund.

Judge McIntyre Faries Scholarship

This scholarship was established by John Herklotz to honor an exceptional California jurist, the late Judge McIntyre Faries, who served on the superior court bench for over twenty years.

Froberg-Suess JD/MBA Scholarship

This scholarship was established by alumni, Jay A. Froberg and Greg Suess, to assist JD/MBA students who have successfully completed at least one semester of law school and one semester of business school. Applicants are required to make a moral pledge to give back to the scholarship fund within five (5) years of the date of graduation from Pepperdine's JD/MBA program. Each recipient who fulfills this moral pledge will be entitled to have his or her name added to the scholarship fund.

Gerald Garner Memorial Scholarship

This scholarship was established in memory of Gerald Garner who was a member of the George Pepperdine Society Chancellor's Circle and a supporter of many activities of the University.

Terry M. Giles Honor Scholar Program

An honor scholar program is provided each year by Pepperdine University School of Law alumnus, and Board of Visitor member Terry M. Giles (class of 1974). The Terry M. Giles Honor Scholar is a third-year student selected on the basis of scholastic achievement, co-curricular and extracurricular activities, personality, and character. A personal interview with the donor is required for this scholarship.

Guy P. Greenwald Jr. Endowed Scholarship Fund

This fund was established by the late Guy P. Greenwald, attorney and Pepperdine friend, to provide scholarships for worthy and needy law students.

Jeannine Gregory Endowed Scholarship Fund

Family members and friends have established this scholarship in memory of this first-year law student, a member of the class of 2000, who died in a car accident during her first semester of law school. Scholarships will be provided to help financially needy law students.

Warren and Rosalie Gummow Endowed Scholarship

Rosalie and the late Warren Gummow, strong supporters of Pepperdine University School of Law and parents of Todd A. Gummow, a 1986 School of Law graduate, fund this endowed scholarship for students based on financial need and/or merit.

Mark and Michelle Hiepler Endowed Scholarship Fund

This scholarship, established by Mark (class of 1988) and Michelle (class of 1989) Hiepler, in memory of Nelene Hiepler Fox, provides $1,000 to be divided between the writers of the Best Respondent's Brief and Best Petitioner's Brief in the yearly Vincent S. Dalsimer Moot Court Competition. Other scholarships will be awarded taking into consideration need, academic study, community

involvement, and health care law interest or health care background. Mark Hiepler serves on the School of Law Board of Visitors.

JD/MBA Endowed Scholarship

This scholarship is restricted to students who are enrolled in the joint JD/MBA program at the School of Law and the Graziadio School of Business and Management.

JSR Foundation Endowed School of Law Scholarship

The JSR (Joan Stuart Richard) Foundation has generously provided funding for this endowed scholarship to assist deserving students with financial need.

Woodrow Judkins Endowed Scholarship

This scholarship is for law students who are in good academic standing.

Kerrigan Scholarship Foundation

The scholarship was established by Sharon Kerrigan, a 1992 School of Law alumna, and the Kerrigan Family Charitable Foundation to assist single-parent mothers at the School of Law.

Krist-Reavley Minority Scholarship

This scholarship has been established by noted trial attorney Ronald D. Krist and his wife, Carole, to assist deserving ethnically diverse students and to honor U.S. Court of Appeals Fifth Circuit Judge Thomas M. Reavley and his late wife, Florence. The Krists' daughter, Karyn, is a 1993 alumna of the School of Law. Mr. Krist and Judge Reavley are longtime members of the Law School Board of Visitors.

Martha Delman and Milton Arthur Krug Endowed Law Scholarship

The late Martha Delman Krug, a loyal friend of Pepperdine University and a respected leader in the Law Affiliates of Los Angeles, provided funds for this scholarship. Her late husband, Milton Arthur Krug, was a distinguished attorney. Scholarship assistance will be awarded to qualified law students.

Julia Kwan Endowed Scholarship

The Julia Kwan Endowed Scholarship was established with a generous gift by Julia Kwan to assist students with financial need who are pursuing a graduate degree at the School of Law.

Albert J. and Mae Lee Memorial Scholarship

The Albert J. and Mae Lee Memorial Scholarship was established as a gift from the Mae Lee estate in 2003, and is restricted to students with above average scholastic ability who are in need of financial assistance at the School of Law.

Lincoln Endowed Scholarship

Dr. Clara Lincoln established this scholarship to assist law students with financial need who intend to pursue a career in domestic or family law. Recipients must be in good standing in all areas of the University.

The Mager Scholarship in Law

This scholarship is for students pursuing a degree at the School of Law and who demonstrate financial need.

Greg Matthews Memorial Scholarship

This scholarship was established in memory of Greg Matthews through private donations made by his family and friends. Greg was a third-year law student at the time of his death in 1982. Scholarship recipients are chosen on the basis of financial need and/or merit.

Odell S. McConnell Scholarship

The late Odell S. McConnell, a graduate of Yale University and Harvard Law School and a distinguished legal counselor for more than half a century, was the founder of the Odell McConnell Law Center in which Pepperdine University School of Law is located, and a founding member of the School of Law Board of Visitors. He established this scholarship to assist deserving students.

John Merrick Law Scholarship

Friends of long-time Malibu judge John Merrick have established this fund to honor his extraordinary service to the community, Pepperdine University and its School of Law. Judge Merrick has served on the law school board of visitors and been a member of the adjunct faculty. He is one of Malibu's most beloved citizens. Preference for this scholarship is given to those with an interest in public service.

Charles I. Nelson Endowed Scholarship Fund

This endowed scholarship fund honoring Professor Emeritus Charles I. Nelson was established by Kae Brockemeyer, a former law school classmate, and his wife, Kay, and by Pepperdine alumni, faculty, and friends. Charles Nelson, the second individual hired as a full-time faculty member at the School of Law, was a most effective teacher and served as assistant, associate and interim dean during his tenure. Scholarship assistance is awarded to qualified individuals.

Gunnar Nicholson Endowed Scholarship

A restricted fund has been established to provide scholarships to deserving students by the Gunnar Nicholson estate. Mr. Nicholson was a pulp and paper industrialist who was widely recognized as one of the leaders responsible for the southern United States producing nearly seventy percent of the nation's pulp.

Patti Paniccia Law Scholarship

This scholarship, funded by 1981 alumna Patti Paniccia, is intended to provide assistance to a male or female student who is actively parenting a minor child while in law school.

Phi Delta Phi Scholarship

An annual Phi Delta Phi scholarship auction has been established to fund an annual scholarship award. Criteria for selection of this scholarship include financial need, public service, extracurricular activity, and academic record.

Jamie Phillips Endowed Scholarship Fund

This scholarship was established in memory of Jamie Phillips, wife of School of Law Dean Emeritus Ronald F. Phillips. She played a critical role in the development of the school, constantly at the side of Dean Phillips, and fully engaged in all of the school's activities. For twenty-six years, she helped define the nature of

Pepperdine University School of Law, beginning in 1970, near the time of its birth. She considered the law school community as extended family and worked, entertained, and invested her time, talents, and energy tirelessly in its behalf. This scholarship bearing her name provides funds for deserving students.

John Purfield Endowed Scholarship

The late John Purfield established this scholarship to assist qualified students who have demonstrated academic excellence.

Scott H. Racine Award for Excellence in the Study of Taxation Endowed Fund

The Scott H. Racine Award for Excellence in the Study of Taxation Endowed Fund was established as an award restricted to graduating students of the School of Law with financial need who have excelled in the tax curriculum and are pursuing a career in the practice of tax law. Mr. Racine received his BA from Bradley University in 1972 and his JD, *cum laude,* in 1978 from the Pepperdine University School of Law, where he was an editor of the *Pepperdine Law Review*. He received his LL.M. in taxation from the New York University School of Law in 1979. This award is to be given to students upon graduation from the School of Law.

Barbara A. Shacochis Scholarship

The recipient of this scholarship must be a member of the *Law Review* and is selected by a committee that has been designated by the donor, a 1990 alumna and *Pepperdine Law Review* editor-in-chief, and School of Law Board of Visitors member.

The Benjamin G. Shatz Scholarship

The Benjamin G. Shatz Scholarship is awarded annually through the generosity of Benjamin G. Shatz (class of 1992) and assists second- and third-year students with financial need and who are active members of the Jewish Law Students Association.

Silverman Scholarship

This scholarship was established in memory of 1974 alumna Stuart Silverman. The scholarship is intended to assist students pursuing a Juris Doctor at the School of Law, and who have overcome a major tragedy or hardship. The recipient is chosen through an essay, written by the applicant, describing the tragedy or hardship that he or she has overcome.

Special Law School Scholarship

This scholarship is for law students with special financial needs.

The Honorable Raymond Thompson Endowed Scholarship

The late Raymond H. Thompson, superior court judge and professor emeritus at the law school, is credited with strongly influencing California courtroom procedures and etiquette. This scholarship, established in his memory through private donations made by his family and friends, provides funds to qualified students on the basis of financial need and/or merit. Recipients are selected by the School of Law administration.

Thomas and Glenna Trimble Endowed Scholarship

Tom and Glenna Trimble are longtime friends of the University and church leaders in their community. Mr. Trimble received his JD from Vanderbilt University. He is chairman of the university board of regents and is a member of the law school board of visitors. The Trimbles' son, James, is a 1985 School of Law graduate, and their daughter, Julie, is a 1993 graduate. They have established this restricted scholarship to assist deserving Church of Christ students.

The Brian J. White Endowed Law Scholarship

The scholarship was established by Brian White to assist practicing Christians who are committed to pursuing a career in criminal defense. The student must actively worship with a congregation. A letter from his/her minister or priest should confirm such affiliation with a congregation. The student must demonstrate commitment to pursuing a career in criminal defense in the form of having a job; a job offer; or internship with a public or federal defender's office or with a private criminal defense practitioner. A letter of intent from an employer must verify the commitment.

Howard A. White Endowed Scholarship

A restricted scholarship program has been established in honor of Howard A. White, president emeritus of Pepperdine University, who was affiliated with the school from 1958 until his death in 1991. Dr. White was a minister for a period of his life and was an active church leader until his death. The Howard A. White Scholarship was established by friends to assist Church of Christ students to attend Pepperdine University's Seaver College and School of Law.

J. McDonald and Judy Williams School of Law Scholarship

This scholarship was established by J. McDonald and Judy Williams to assist Church of Christ students who attend the School of Law.

FEDERAL LOANS

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

Federal Subsidized Stafford Loan

Subsidized Stafford loans are awarded to students with demonstrated financial need as determined by the information provided on the FAFSA. Students who meet the need criteria may borrow up to $8,500 annually. The federal government pays the interest on the loan while the student is enrolled at least half-time. Federal Stafford loans have a fixed interest rate of 6.8%. Repayment begins six (6) months after the borrower graduates or is no longer enrolled at least half-time. The loan has a 10-year repayment term. Federal law requires both entrance and exit counseling for this loan.

Federal Unsubsidized Stafford Loan

Unsubsidized Stafford loans are not awarded based on a student's financial need. Through this program, a student may borrow up to $12,000 annually. The interest rate is the same as the subsidized Stafford loan; however, the unsubsidized interest begins to accrue immediately upon disbursement. The student has the option of paying the interest quarterly or allowing it to accrue while in school. Repayment begins six (6) months after the borrower graduates or is no longer enrolled at least half-time. Federal law requires both entrance and exit counseling for this loan.

Federal Graduate Plus Loan

The Grad PLUS loan is a federal loan designed to assist graduate and professional students who are United States citizens or eligible non-citizens. Students may borrow the amount equal to the Cost of Attendance less all other financial aid. The Grad PLUS loan has a fixed interest rate of 8.5%, with repayment beginning 60 days after the loan is fully disbursed. Once in repayment, students that are enrolled at least half-time are eligible for an in-school deferment on the principal balance of the loan. The Grad PLUS loan is credit based, but the government does not factor debt-to-income ratio, therefore, more students may be approved for the Grad PLUS loan as opposed to private loans. The Grad PLUS loan has the same repayment, deferment, forbearance and cancellation provisions as the Federal Stafford loan program. The Grad PLUS loan may be consolidated with other federal loans.

PRIVATE LOANS

Students in need of additional financial aid resources may apply for a private loan. Students may borrow an amount equal to the Cost of Attendance minus all other financial aid. Private loans are credit based, therefore it is required that applicants be credit worthy or have a credit worthy co-signer. A private loan is the only form of financial aid available to Non-U.S. citizens. Non-U.S. citizens must have a co-signer that is a credit worthy U.S. citizen in order to apply for a private loan. It is the student's responsibility to compare the loan terms of each lender. Information regarding interest rates, payments, fees, and repayment options can be obtained by contacting participating lenders (refer to the lender directory). The School of Law will not be held responsible for students who are denied private loans due to adverse credit.

BAR LOANS

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

INSTITUTIONAL LOANS

Pepperdine University School of Law Loan

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

Loan Application Process

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

Master Promissory Note (MPN)

Federal regulations require students to complete the mandatory entrance counseling session if they are a Federal Stafford loan borrower. Federal loans will not be disbursed until the entrance counseling is complete. The purpose of the entrance counseling is to advise students of their rights and responsibilities as an educational loan borrower. The entrance counseling session provides information on loan terms, repayment, and modest budgeting. On line entrance counseling is available on the Office of Financial Assistance Web site at www.law.pepperdine.edu.

Mandatory Entrance Counseling

Federal regulations require students to complete the mandatory entrance counseling session if they are a Federal Stafford loan borrower. Federal loans will not be disbursed until the entrance counseling is complete. The purpose of the entrance counseling is to advise students of their rights and responsibilities as an educational loan borrower. The entrance counseling session provides information on loan terms, repayment, and modest budgeting. On line entrance counseling is available on the Office of Financial Assistance Web site at www.law.pepperdine.edu.

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

Loan Disbursement

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

Federal Work Study

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

Research Assistant

A number of second- and third-year students are chosen by professors to assist with research material. An authorization form, noting the student's hours per week and job description, must be signed by the professor and returned to the Office of Financial Assistance. Research assistants are considered to be employees of the School of Law and are paid an hourly wage.

Teaching Assistant

Second- and third-year students interested in becoming a teaching assistant should contact professors for position availability. Hiring authorization must be given to the Office of Financial Assistance by the supervising professor. Teaching assistants are considered to be employees of the School of Law and are paid an hourly wage.

Legal Clerk

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

All positions require that a student complete an I-9 (Employment Eligibility Verification), W-4 (Employee's Withholding Allowance Certificate), and a Direct Deposit form (if desired).

Joint Degree and Other Programs

Joint Degrees

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

Summer Session

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

London Program

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

Visiting Student Program

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

Postgraduate Information

Mandatory Exit Counseling

Federal regulations require Federal Stafford and Perkins Loan borrowers to complete online exit counseling. The purpose of exit counseling is to answer any questions you may have regarding your rights and responsibilities as an education loan borrower. The exit counseling session provides graduates with an aggregate summary of the loans borrowed while enrolled at the School of Law and offers information on repayment, deferment, financial planning, loan consolidation, and tax options.

Stafford Loan Exit Counseling

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

Loan History

Graduates can locate prior and current federal loans by accessing National Student Loan Data Systems (NSLDS) at www.nslds.ed.gov. This Web site has

information on loan amounts, outstanding loan balances, loan statuses, and disbursements. In order to access your records on the NSLDS Web site, you will need to provide your social security number, the first two digits of your last name, date of birth, and FAFSA PIN number.

Federal Loan Consolidation

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

The Caruso Loan Forgiveness Fund

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

The Harry T. Shafer Loan Repayment Assistance Fund

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

Tax Benefits

Government tax credit programs are designed to make college education more affordable to students and their families. Programs such as the following may be beneficial to graduates who are in repayment and are searching for ways in which to support their educational costs. Complete details on educational tax programs can be found on the IRS Web site at www.irs.gov. Tax Benefits for Higher Education is located in Publication 970, and can be ordered by call (800) 283-3676.

Education Loan Interest Deduction

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

Lifetime Learning Education Tax Credit

The Lifetime Learning Credit authorizes a tax credit for expenses incurred for an postsecondary education. An individual may claim an income tax credit for

20% of qualified tuition and fees with a maximum yearly credit of $2,000. This credit must be taken in the year that the educational expenses are incurred.

Tuition and Fees Deduction

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

Delinquency and Default Prevention

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

WITHDRAWAL POLICY

Fall and Spring Semesters

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

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

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

Summer Sessions

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

Seven-Week Session

Through first three days . . . . . 100%, less $150
Day 4-8 (5 days) 75%
Day 9-11 (3 days) 50%
Day 12-14 (3 days) 25%
After 14th day 0%

Two-Week Session

First day	100%, less $150
Second day	75%
Third day	50%
Fourth day	25%
After fourth day	0%

One-Week Session

First day	100%, less $150
Second day	75%
Third day	50%
Fourth day	25%
After fourth day	0%

Withdrawal and the Federal Family Educational Loan Program (FFELP)

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

Student Exchange Program (WICHE)

The School of Law participates in the Student Exchange Program, administered by the Western Interstate Commission for Higher Education, under which legal residents of western states without a law school are entitled to a reduction of tuition at Pepperdine. To be certified as eligible for this program, juris doctor students must write to the WICHE certifying officer in their home state for application forms. State eligibility requirements vary, and the number

of students funded by each state depends upon the level of appropriation by the state legislature. For addresses of certifying officers, write to the Director, Student Exchange Programs, Western Interstate Commission for Higher Education, 3035 Center Green Drive, Boulder, CO 80301-2204, or call (303) 541-0200.

VETERANS INFORMATION

Information regarding aid from the state of California (CVEI) may be obtained from the State Department of Veterans Affairs, 1227 O Street, Sacramento, CA 95814.

General Information

For additional information regarding the financial aid process please visit our Web site at www.law.pepperdine.edu or contact the Office of Financial Assistance at 310-506-4633.

Regulations

RESERVATION OF RIGHTS

It is the intention of the university to adhere to the rules, regulations, policies, notices, financial charges, and other statements and conditions announced in this catalog, or in other publications. Nevertheless, the university reserves the right to modify the requirements for admission or graduation, to change the curriculum, to make and alter rules and regulations concerning the student body, to vary the tuition, fees, and manner of payment, or to make other desirable or necessary changes.

ANNOUNCEMENTS

Students are expected to read and comply with the contents of the latest School of Law catalog, student handbook and academic policy statement, as well as notices and bulletins posted on the school's Web site at www.law.pepperdine.edu, and on the bulletin boards maintained by the administration of the School of Law. The administration publishes via e-mail a weekly newsletter, the *Law School Dicta,* which contains important notices and news.

E-MAIL

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

USE OF THE NAME OF PEPPERDINE UNIVERSITY SCHOOL OF LAW

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

UNIVERSITY STUDENT CONDUCT POLICY

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

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

STUDENT CODE OF CONDUCT

Violations of school policies and regulations, or conduct adverse to the best interest of the school, including the school's reputation in its pursuit for academic and moral excellence, or to other students, may lead to suspension, dismissal, withholding the granting of a degree, or other disciplinary measures. Students who are disciplined for violating the school's code of conduct may be subjected to a hearing to determine the student's continued eligibility to receive financial aid, pursuant to the university's written policy on this issue, which can be obtained from the financial assistance office.

The university expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable. Students should refer to the *School of Law Student Handbook* for a more detailed explanation of the code of conduct and potential discipline thereunder. Also included in the *School of Law Student Handbook* is the substance abuse policy.

ACADEMIC HONOR CODE

The School of Law has adopted an Academic Honor Code and enforcement procedures. While the ultimate decision in any disciplinary matter is reserved for the School of Law administration, great weight is given to findings and recommendations of the Student Honor Board in its disposition of alleged Academic Honor Code violations. Copies of the Academic Honor Code are made available to all students in the *School of Law Student Handbook*.

HEALTH INSURANCE

Graduate and Law students are required to carry health insurance, but are not required to furnish proof of insurance. The University requires health care coverage for the purpose of limiting undue financial and academic stress related to illnesses during the academic year. A health policy will assist in meeting not only common illnesses treated at the Student Health Center or at a private physician's office, but also with the financial burden of illness and accidents involving more extensive care.

The University Insurance Committee has contracted with an insurance broker, Wells Fargo Insurance Services (WF). This group researched insurance options and presented The Aetna Life Insurance Co. as the optimal coverage for our student body. A supplemental insurance plan is also provided for students who have private insurance coverage. This plan aids in meeting deductibles and providing medical care for those with HMO or PPO plans. The University insurance policy through Aetna Life has been contracted to include the lowest premium for your benefit; however, you may purchase any policy that has comparable coverage to the University policy. Wells Fargo facilitates our group policy with Aetna Life and provides customer service to our students for all insurance matters. A nominal administrative fee is added to the premium to cover University insurance-related services.

If you have any questions regarding the University's student health insurance plan, please call the University's insurance broker, Wells Fargo Insurance Services, at (800) 853-5899. You may also access student insurance information online by clicking the link Wells Fargo Insurance Services located at Pepperdine's Health Center Web site.

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 insure that students' interests continue to be well-served and that appropriate quality levels are maintained.

Student Life

STUDENT BAR ASSOCIATION

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

LAW REVIEW

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

DISPUTE RESOLUTION LAW JOURNAL

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

JOURNAL OF BUSINESS, ENTREPRENEURSHIP, AND THE LAW

The *Pepperdine Journal of Business, Entrepreneurship, and the Law* (JBEL) is sponsored by the Geoffrey H. Palmer Center for Entrepreneurship and the Law. The primary objective of the journal is to contribute to the body of legal knowledge in the fields of entrepreneurship and business through publication of a high quality and professional periodical. The journal achieves this goal through a unique approach, combining the traditional legal print journal with a dynamic online forum fostering a sophisticated interdisciplinary exploration of the legal issues pertaining to business and entrepreneurship. The journal publishes two issues per year containing articles from judges, lawyers, law professors and other academics as well as student-authored notes and comments.

NATIONAL ASSOCIATION OF ADMINISTRATIVE LAW JUDGES JOURNAL

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

MOOT COURT

Pepperdine has achieved a national reputation for excellence in training students to be advocates. During the first year, students participate in an appellate advocacy experience requiring the writing of a brief and presentation of oral argument. Upper division students compete for positions on teams that Pepperdine fields for interschool appellate and trial advocacy competitions. These competitions include the National Moot Court Competition, the Robert Wagner Labor Law Competition; Rendigs Products Liability Competition, Chicago Bar Association Competition, the ATLA Trial Competition, the National Trial Competition, and the National Civil Trial Competition.

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

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

The moot court program is administered by the Moot Court Board, composed of second- and third-year students with experience in moot court competitions. Board membership is an honor and a demanding responsibility.

HONOR BOARD

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

NATIONAL STUDENT ORGANIZATIONS

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

STUDENT MEMBERSHIP IN LOCAL BAR ASSOCIATIONS

Law students in their last year of school are eligible to become student members in local bar associations. This enables the student to make valuable contacts with practicing members of the profession and benefit from the associations' activities.

LAW STUDENT DIVISION-AMERICAN BAR ASSOCIATION

Students are encouraged to apply for membership in the Law Student Division of the American Bar Association.

STUDENT ORGANIZATIONS AND ACTIVITIES

Note: Student organizations form to meet the interests of currently enrolled students and may vary from year to year.

Administrative Law Society
Advocates for Public Interest Law
Armenian Law Students
Asian-Pacific American Law Student Association
Association of Trial Lawyers of America
Black Law Students Association
Business and Tax Society
Christian Legal Society
Democratic Law Society
Dispute Resolution Society
Environmental Law Society
Federalist Society
Intellectual Property Society
International Justice Mission
International Law Society
International Students Association
Internet Law Society
J. Reuben Clark Law Society
Jewish Law Students Association
Latin American Law Students Association
Legal Waves
Married Students Association
Pepperdine Law Golf Association
Phi Alpha Delta
Phi Delta Phi
Republican Law Students Association
Sports and Entertainment Law Society
Student Mentor Program
Trial Lawyers Club
Women's Legal Association

CAREER DEVELOPMENT OFFICE

The Career Development Office assists students as they navigate their transition from student to professional. Experienced staff is available for individual appointments to discuss job search strategies, résumé-writing and interviewing skills, networking opportunities, and other aspects of career counseling. In addition, throughout the academic year, Career Development offers workshops and programs designed to assist students in their the job search process.

Career Development hosts special guest speakers, providing students with the opportunity to talk directly with people currently working in specific areas of interest. Career Development maintains both student and alumni job listings on its Web site and regularly interfaces with legal employers across the country to develop new job opportunities. Each fall, employers come to Pepperdine to interview students for full-time summer and permanent positions. All second- and third-year students are invited to participate in this On-Campus Interview Program, which begins in early September. A second On-Campus Interview Program is held in the spring in which all students are invited to participate.

PROFESSIONAL DEVELOPMENT PROGRAM

The innovative School of Law Professional Development Program is designed to ensure that Pepperdine students develop exceptional career development skills. In addition to a large number of optional services, the development program requires the following:

- attending three career development workshop series in the first year of law school;
- meeting with a career counselor in the Career Development Office (CDO) at least once during each year of law school; and
- fulfilling a cumulative 120 hour legal experience requirement, which can be met through *pro bono* work, work in a law office, judicial externships or participation in the clinical program.

Satisfactory completion of the requirements of the School of Law Professional Development Program is necessary for graduation.

BOOKSTORE

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

CAFETERIA

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

HOUSING

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

SUPPORT GROUPS

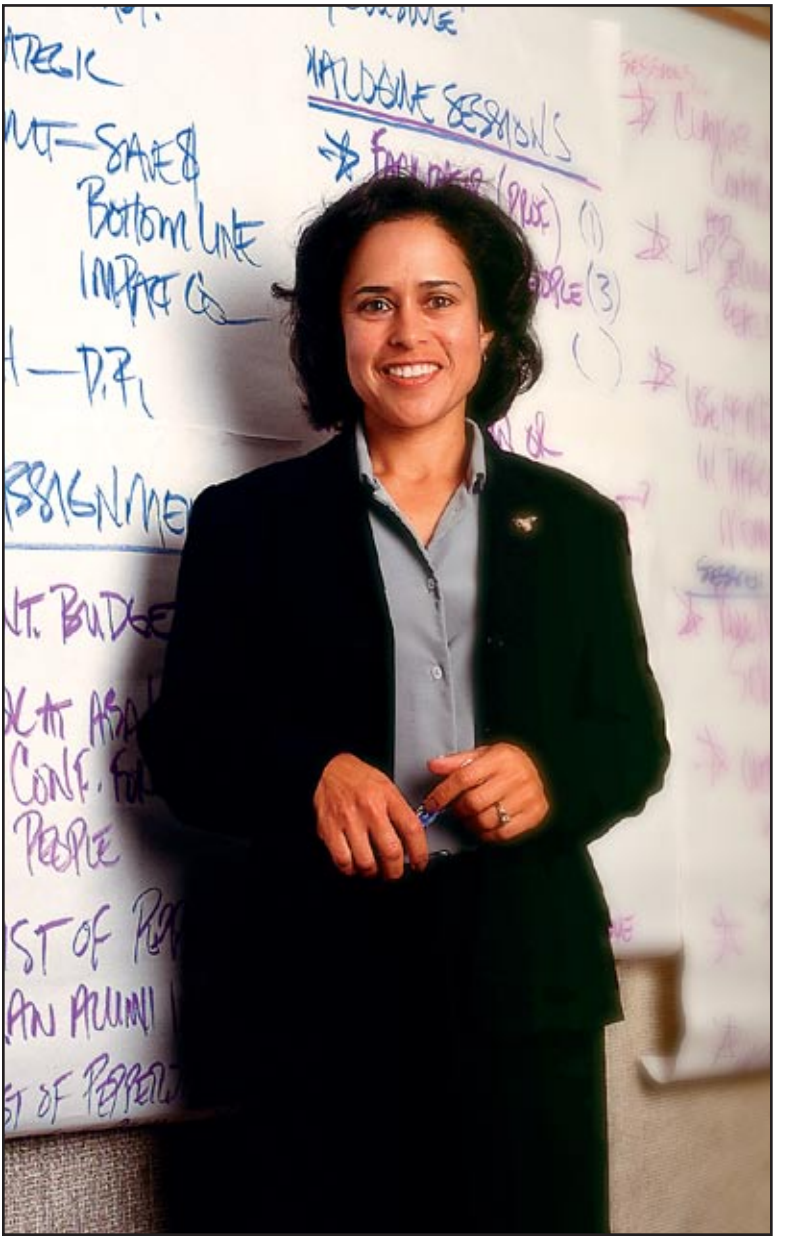
Amicus Pepperdine and Law School Associates are support groups composed of a growing number of individuals who are interested in the continued advancement of the School of Law. Their monetary contributions aid in funding scholarships and other School of Law programs. Graduates of the School of Law become members of the University Alumni Association and have an opportunity to take part in alumni activities.

STUDENTS WITH DISABILITIES

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

Inquiries should be directed to the Director of Disability Services at (310) 506-6500. Please visit the DSO Web site at www.pepperdine.edu/disabilityservices/ for further information.

ACADEMIC PROGRAMS AND POLICIES



Juris Doctor Requirements

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

- timely filing with the School of Law Records Office of formal application to graduate;
- satisfactory completion of required and elective courses comprising eighty-eight units;
- satisfactory completion of the School of Law Professional Development Program (see description under "Career Development", page 126).
- satisfactory completion of the upper division writing requirement (see Academic Policy Statement, section 14.12);
- satisfactory completion of the requirements of the American Bar Association (ABA) and the State Bar of California (see Academic Policies below);
- recommendation of the faculty; and
- participation in the School of Law's graduation ceremony.

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

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

Academic Policies

ACADEMIC STANDARDS POLICY

A more complete statement of academic policy is found in the School of Law's Academic Policy Statement, which is included in the *School of Law Student Handbook* located at: www.law.pepperdine.edu/current/policies/student_handbook/. All students should familiarize themselves with the full policy statement. The following is a summary of some of the more significant provisions.

ACADEMIC ENROLLMENT

Three calendar years is the maximum time students may take to earn their degrees without written permission from the associate dean for academics, although the three years need not be consecutive. All students are required to carry at least twenty-six units during any twelve-month period. Students must complete at least twelve semester hours of credit per semester except during the second semester of the third year if a lesser number will qualify them for graduation. Students must obtain permission from the associate dean for academics to take more than sixteen units in a single semester. A student may take as many as seventeen units in a single semester, but no more than thirty-four units in the fall and spring semesters combined.

ABA RESIDENCY STUDY REQUIREMENTS

In order to graduate in three years, the American Bar Association requires as a minimum that a student must complete 58,000 minutes of instruction over 130 days on which classes are regularly taught with no more than 20% of the coursework required for graduation in any single semester. In order to insure compliance with this requirement, a student must be enrolled in ten (10) or more units for five semesters and complete at a minimum an additional five (5) units in summer school or other sessions.

EARLY GRADUATION

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

PROGRAM OF CLASSES

The course of study consists of three years during which the student attends classes five days per week. A summer program may be offered. A winter intensive program is offered during the winter break. Other one- and two-week format courses are offered between the spring and fall semesters.

STUDY ABROAD PROGRAMS

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

WITHDRAWAL FROM CLASSES

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

WITHDRAWAL FROM THE SCHOOL OF LAW

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

TRANSFER TO OTHER UNIVERSITIES

If a student plans to transfer to another university in order to graduate from that university, the student will need a letter of good standing and a transcript. The student should request in writing a letter of good standing from the

associate dean for academics. The form for requesting transcripts is available in the records office.

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

EXAMINATIONS

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

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

GRADING AT THE PROFESSIONAL SCHOOL LEVEL

Beginning with the Class of 2010, letter grades will be awarded instead of numerical grades. Existing grade policies shall continue to apply to the Class of 2009. The following numerical weights are assigned to letter grades:

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

CLASS ATTENDANCE, ACADEMIC PROBATION, AND DISMISSAL

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

A student with a cumulative average below 72 (2.00) after the spring semester will be academically dismissed unless the faculty grants a petition to be permitted to continue on probation. A student must maintain a yearly average of 72 (2.00) or above, and a cumulative academic average of 72 (2.00) or above at the end of each academic year in order to remain in good academic standing. Dismissals will occur when a student's grade point average in any academic year is less than a 72 (2.00) unless the faculty grants a petition to be permitted to continue on probation.

COMPUTER USAGE IN THE CLASSROOM

The classroom is a place for intensive learning, which may employ such vehicles as a Socratic discussion between faculty member and students, a lecture or presentation of materials by the faculty member, or a student discussion or presentation. Some approaches will make use of the technologies installed in the classrooms. Whatever the approach, students have a responsibility to themselves and others to concentrate on the subject matter and to engage themselves in an appropriate manner. The faculty member may ask students to put away their laptops during class. It is expected that students will never use their laptops for e-mail, instant messaging, playing games or otherwise diluting their attention during class time. Using technology intelligently and appropriately is fundamental to your professional training here, and will likely be equally important to your success as a lawyer or other professional.

To maintain an atmosphere conducive to learning in the classroom and to avoid distraction to others, the faculty has adopted the following principles of good practice regarding the use of portable computers in the classroom:

- Only laptop or notebook computers may be used in the classroom. Use of modems or printers in the classroom is prohibited.
- In purchasing laptop computers, students should make sure that the keyboard is one which does not "click" when the keys are depressed. If other students complain, computers that make excessive noise may be excluded from the classroom.
- Most classrooms are equipped with power outlets for each seat. Students are encouraged to use these outlets for their computers. Students should purchase an extra battery so that power can be replaced if the installed battery is depleted.
- Computers should be set so that no audible signal is heard (e.g., when the battery is low).
- Software should be installed so that there is audible disruption to the class when the software is "booted up" or used.
- In any situation in which the use of a computer or computers causes a disruption in the classroom, the professor may require that such usage be discontinued.

INFORMATION FOR VETERANS

Information and Standards of Progress

Veterans, military service personnel, and their qualified dependents intending to use VA benefits should contact the School of Law's Office of Student Information and Services and be aware of the following policies:

It is the student's responsibility to notify the Office of Student Information and Services immediately when increasing or decreasing unit load, withdrawing, or taking a leave of absence.

The VA considers its payments a reimbursement, not a subsidy. Students are expected to pay their own tuition and be reimbursed by the VA. It usually takes six to eight weeks from the time a student's papers are processed by the Office of Student Information and Services until a check is received. Students should file their papers with the Office of the University Registrar at least eight weeks before the beginning of the term.

Appropriate credit for previous education will be granted.

All students using VA benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veteran's benefits will result should a student fail to maintain a yearly cumulative grade point average of 2.00. 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.

How to Apply

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

For efficient handling of students' VA records, inquiries and other VA related problems, please contact the Office of Student Information and Services at (310) 506-4638.

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

ADDITIONAL RULES

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

Students are not permitted to attend classes for which they are not officially enrolled without written approval from the dean.

Students enrolled in the School of Law may audit an elective course upon payment of the auditor's fee.

All academic matters requiring the decision or approval of the dean may in the alternative be decided or approved by the associate dean for academics.

Academic Awards and Honors for Juris Doctor Students

CENTER FOR COMPUTER-ASSISTED LEGAL INSTRUCTIONS (CALI) AWARD

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

DEAN'S HONOR LIST

Students whose semester averages are 80 (3.33) or above and who are in the upper fifteen percent of their class will be placed on the Dean's Honor List. Students must be enrolled for a minimum of nine graded units in a semester in order to qualify for the Dean's Honor List.

THE ORDER OF THE BARRISTERS

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

THE ORDER OF THE COIF

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

WITKIN AWARD FOR ACADEMIC EXCELLENCE

The Witkin Legal Institute at West Group awards a certificate to the top student in certain designated courses.

Legal Notices

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

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

PROVISIONS SUBJECT TO CHANGE

The provisions of this catalog, including rules of conduct, academic offerings, and all charges, are subject to change by Pepperdine University. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, or other factors.

APPLICABILITY OF CATALOG PROVISIONS

The academic offerings and policies in this catalog are applicable only to students who enroll prior to the 2009 fall semester and who attend Pepperdine University after August 1, 2008.

ADMISSION CONTINGENT UPON TRUTHFULNESS

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

NONDISCRIMINATION POLICY

Pepperdine University does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in administration of its educational policies, admissions, financial aid, employment, educational programs, or activities.

The School of Law does not discriminate against any person on the basis of any sexual orientation which such person may have. However, sexual conduct outside of marriage is inconsistent with the school's religious traditions and values. Therefore, as a matter of moral and faith witness, the faculty, staff, and

students of the School of Law are expected to avoid such conduct themselves and the encouraging of it in others.

SEXUAL HARASSMENT POLICY

Pepperdine University reaffirms the principle that its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the university community.

Sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship, or to subject a person to unwanted sexual attention, or to punish a refusal to comply; or to create a sexually intimidating, hostile, or offensive working, living, or educational environment. This definition will be interpreted and applied in a manner consistent with accepted standards of mature behavior, academic freedom, and the mission of the university.

The University Equal Opportunity Director is responsible for the coordination of nondiscrimination efforts and the monitoring of employee and student complaints alleging discrimination. The Equal Opportunity Office is located in the Charles B. Thornton Administrative Center at Malibu; the telephone number is (310) 506-4208. Grievances should be directed to the dean's office and complainants are encouraged to exhaust institutional procedures before seeking relief outside the university.

The laws and regulations prohibiting the above discrimination are as follows: (1) Titles VI and VII of the Civil Rights Act of 1964, 29 CFR 1601-1607; (2) Equal Pay Act of 1963, 29 CFR Part 800; (3) Title IX of the Education Amendments of 1972, 45 CFR Part 86; (4) Age Discrimination in Employment Act of 1967, 29 CFR Part 850; (5) Sections 503 and 504 of the Rehabilitation Act of 1973, 45 CFR Part 84 and 41 CFR Part 741; (6) Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, 41 CFR Part 60-250; and (7) Americans with Disabilities Act of 1990, P.L. 103-336. Inquiries regarding compliance with the above laws and the regulations there under may be directed to the Equal Opportunity Officer or the following agencies (keyed to number above):

(1)	Equal Employment Opportunity Commission 2401 E Street, NW Washington, D.C. 20506
(2),(4)	Wage and Hour Division U.S. Department of Labor Washington, D.C. 20210
(3), (5), (7)	Office of Civil Rights U.S. Department of Education 330 Independence Avenue, SW Washington, D.C. 20201
(6)	U.S. Department of Labor Washington, D.C. 20210

CODE OF ETHICS

Introduction

Pepperdine University is a Christian University committed to the highest standards of academic excellence and Christian values. Members of the Pepperdine University community—faculty, staff, students, administrators, members of the Board of Regents, members of the University's advisory boards, and volunteers—are responsible for maintaining the standards of the institution and of the various communities in which they live. We value integrity, honesty, and fairness and strive to integrate these values into our daily practices.

Our ethical expectations are found in Holy Scripture, the University Mission Statement, the founding vision of George Pepperdine, and the University Affirmation Statement. Holy Scripture provides the ultimate source for our ethical standards, including the two great commands taught by Jesus: the duty to love God and love one's neighbor as one's self (Matthew 22: 37-40).

In this spirit, we commit ourselves to the highest standards of ethical conduct. We act with integrity; we treat others with respect and dignity; we carefully steward the University's resources; we avoid conflicts of interest or commitment; we maintain confidentiality; and we comply with legal and professional obligations. We are individually accountable for our own actions, and we are collectively accountable for upholding these standards of behavior and complying with all applicable laws, policies, standards, and regulations. While human and therefore fallible, we constantly strive to meet our ethical expectations. Moreover, because the Pepperdine community is composed of many distinct constituencies, we understand that, beyond the general ethical principles outlined in this document, we may be subject to additional rules of conduct specific to our respective roles within the community.

Acting with Integrity

We seek to be people who are honorable, forthright, and upright at all times. Our commitment to integrity demands more than mere satisfaction of legal and ethical obligations, although we comply with the law and conform to the highest standards of ethical conduct. Our commitment to integrity means that we actively discern what is right from what is wrong; that what we do flows directly from who we are; that we seek consistency between our inner self and our outward conduct. We value people; we speak the truth; we have the courage of our convictions; and we keep our commitments. We do not condone any form of dishonesty—such as fraud, theft, cheating, or plagiarism—as described more specifically in student, faculty, and staff handbooks and policies.

Treating Others with Respect and Dignity

Members of the community are committed to principles of equality and fairness. We follow the profound truth found in the Golden Rule, "In everything do to others as you would have them do to you" (Matthew 7:12).

We do not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Consistent with our affiliation with

the Churches of Christ and our faith heritage, we do seek to hire and promote persons who support the goals and mission of the University, including, but not limited to, those who are members of the Churches of Christ.

We respect the inherent worth of each member of the community. We do not engage in any forms of harassment of others. Those in positions of authority, including administrators, supervisors, faculty members, and student leaders exercise their authority fairly and appropriately.

Other expectations about how we treat others with respect and dignity can be found in University policies and in each school's faculty and student handbooks.

Stewarding the University's Resources

We are good stewards of the University resources entrusted to us and we prepare accurate and clear reports about those resources. University resources are reserved for business purposes on behalf of the University. We exercise reasonable judgment in the use of University resources, acting with care and prudence. We do not use University resources for personal gain.

We prepare correct and clear financial records and research reports. All entries in University books and accounts accurately reflect each transaction. In reporting on the University's resources, we do not hide, conceal, or mislead; and we promptly report such misconduct when it is discovered.

Avoiding Conflicts of Interest and Commitment

We do not have direct or indirect interests or commitments, financial or otherwise, which conflict with the proper discharge of our duties to the University. The primary professional allegiance of all full-time employees lies with Pepperdine University and the advancement of its mission. We do not solicit or accept any gift, service, or favor that might reasonably influence the discharge of our duties or that we know or should know is being offered with the intent to influence our official conduct. We do not accept other employment or engage in business or professional activities outside of the University when such work might reasonably cause real or apparent conflicts of interest or conflicts of commitment. We do not transact business in our official capacity with any business entity of which we are an officer, agent, or member, or in which we own a substantial interest without the explicit prior knowledge and approval of the appropriate senior University officer. We disclose potential conflicts of interest to the appropriate supervisor or officer as soon as possible after we realize that a conflict may have arisen. Additional information is located in the University conflicts of interest policy.

Maintaining Confidentiality

We observe and respect the confidentiality rights of all other members of the community, and this duty continues even after we are no longer affiliated with the University. This right of confidentiality applies to all academic, financial, health-related, personnel, or other non-public information protected either by

law or by University policy. However, the right does not preclude the consensual release of information or the disclosure of information within the University when there is a legitimate need for its disclosure. E-mail or other uses of the University's computers or computer network are for business purposes and are not presumed confidential. Additional information is located in the University's Computer and Network Responsible Usage Policy.

Complying with Legal and Profession Obligations

We comply with all state and federal laws and conform to the highest standards of professional conduct. We transact University business in compliance with all applicable laws, regulations, and University policies and procedures. We do not misrepresent our status or authority in our dealings with others. To the extent that we belong to professions that are governed by standards specific to the profession (such as attorneys, psychologists, or certified public accountants), we adhere to such professional standards. We conduct ourselves in accordance with professional principles for scholarly work, including upholding academic codes of conduct and professional standards for research.

Reporting Violations of the Code

In order to maintain the integrity of the community, we report observed or suspected violations of this code of ethics with a spirit of fairness, honesty, and respect for the rights of others. Those who report alleged misconduct and those against whom allegations are reported are afforded all rights provided by University policies, as well as all applicable state and federal laws. Those who are found to have violated this code will be subject to appropriate disciplinary action, up to and including expulsion, termination of employment, or termination of relationship. Information about reporting violations of this code may be found in the University policy "How to Report a Violation of the Code of Ethics."

Conclusion

We are governed by an ethos of care and respect, virtues that transcend the provisions of this code. We are called to something greater and nobler than mere compliance with the law or a written code of ethics. We are called "to live a life worthy of the calling [we] have received . . . , bearing with one another in love" (Ephesians 4:1-2). We are called to "dedicate ourselves anew to the great cause of beautiful Christian living" (George Pepperdine's Dedicatory Address).We are called, ultimately, to lives of service (University Affirmation Statement). As the University motto instructs us: "Freely ye received, freely give."

STUDENT RECORDS POLICY

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

Right of Access

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

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

Disclosure of Student Records

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

The University has designated the following categories of information as directory information, which may be released to the public without consent of the student: student's name, address, telephone number, electronic mail address, photograph, classification (Graduate), enrollment status (full-time, part-time), major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

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

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. The student records coordinating office maintains copies of the official Pepperdine University Student Records Policy, which contains detailed information and procedures regarding these rights. Students may obtain a copy of that written policy upon request to this office:

Pepperdine University School of Law
Office of the Records Coordinator
Malibu, California 90263

Right to File a Complaint

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

DESCRIPTION OF COURSES

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

Required Courses for the Juris Doctor

First Year	**Units**
Civil Procedure I & II	5
Contracts I & II	6
Criminal Law	3
Legal Research & Writing I & II	4
Property I & II	6
Torts I & II	6
TOTAL	30

Upper Division	**Units**
Constitutional Structure	2
Constitutional Law-Individual Rights and Liberties	3
Corporations	3
Criminal Procedure	3
Evidence	3–4
Federal Income Taxation	3–4
An Approved Professional Responsibility (Ethics) Course	2–3
Remedies	3
Wills and Trusts	3–4
TOTAL	25–29

There is a presumption that students who plan to practice law, or who, even if they do not plan to practice law, nevertheless plan to take a bar examination, should take all nine of the upper division required courses. However, the associate dean for academics, in his or her discretion, may grant a waiver so that a student may graduate without taking all nine of the upper division required courses. In deciding whether to grant a waiver, and in tailoring any such waiver, the associate dean for academics may take into account any relevant facts or circumstances. In any event, any such waiver shall require that the student take at least the following upper division required courses:

a. Both of the following courses:
   An approved Professional Responsibility (Ethics) course (2 or 3 units)
   Evidence (3 or 4 units)

b. At least three of the following courses:
   Corporations (3 units)
   Federal Income Taxation (3 or 4 units)
   Remedies (3 units)
   Wills & Trusts (3 or 4 units)

c. At least two of the following courses:
   Constitutional Structure (2 units)
   Constitutional Law-Individual Rights and Liberties (3 units)
   Criminal Procedure (3 units)

First-Year Required Courses for the Juris Doctor

Law 753, 762. Civil Procedure I, II (3,2)

A study of the various aspects of civil procedure including pleading, discovery, pretrial adjudication, trial, appeal, jurisdiction, venue, joinder of claims and parties, and preclusion.

Law 603, 613. Contracts I, II (3, 3)

A study of the basic principles involved in contractual relationships, including formation of contracts, consideration, illegality, Statute of Frauds, defenses, parol evidence rule, conditions, damages, assignments, third-party beneficiaries, and remedies for breach.

Law 622. Criminal Law (Spring, 3)

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

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

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

Law 703, 713. Property I, II (3, 3)

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

Law 653, 663. Torts I, II (3, 3)

Attention is devoted to problems of interference with one's person, property, or intangible interests. Social factors and philosophical considerations are studied in the traditional context of trespass, assault, battery, false imprisonment, negligence, nuisance, fraud, defamation, products liability, and injury to business.

Upper Division Required Courses for the Juris Doctor

Law 733. Constitutional Structure (2)

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

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

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

Law 803. Corporations (3)

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

Law 822. Criminal Procedure (3)

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

Law 904. Evidence (3–4)

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

Law 814. Federal Income Taxation (3–4)

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

One Professional Responsibility (Ethics) Course Chosen from the Following Five Courses:

Law 2614. Ethical Lawyering (2–3)

A survey course exploring the lawyer's ethical responsibilities and the general principles of law governing the legal profession. Focuses on the ABA Model Rules of Professional Conduct, including the lawyer's duties as an officer of the court, the lawyer's duties to the client, and the lawyer's duties to third parties.

Includes discussions of the interplay of law, ethics, and morality, and the concept of law as a profession.

Law 2616. Ethical Criminal Practice (2–3)

Focuses on the ethical responsibilities of prosecutors and criminal defense lawyers, including examination of the following topics in the context of criminal practice: respective autonomy of the attorney and client; the duty of confidentiality and its limits; conflicts of interests; and ethical responsibilities in the investigation and trial of criminal cases.

Law 2618. Ethics of Public Interest Lawyering (2–3)

Focuses on the ethical responsibilities of public interest lawyers, including examination of the following topics in the context of civil public service practice: "justice" as a goal in the lawyer's work; representation of a client with mental health disabilities or a child; the government attorney's duties of zealousness and confidentiality.

Law 2620. Ethical Corporate Practice (2–3)

Focuses on the role of the lawyer in negotiating corporate and business transactions and in litigation disputes on behalf of corporate and business entities. Topics include: independence of in-house counsel; duties of confidentiality and loyalty in the context of corporate and business entities; avoidance of conflicts in merger and acquisition transactions; and ethical obligations relating to whistleblowing and exposure of corporate misconduct.

Law 2622. Faith, Morality, and Legal Practice (2–3)

Focuses on the question of "how shall I be an effective lawyer and remain consistent with my ethical, moral and religious values?" Explores general issues of morality of legal practice through the perspective of religious traditions and value systems. Topics may include: ethical, moral and practical challenges of modern legal practice; compatibility of law, morality and religion; potential frameworks for integrating legal specific scenarios in which the work of a lawyer may conflict with religious and personal notions of morality.

Law 723. Remedies (3)

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

Law 824. Wills and Trusts (3–4)

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

Elective Courses

Law 222. Accounting For Lawyers (2)

A study of the basic principles, conventions, and methods of accounting to help lawyers understand the economic environment in which they function, with specific reference to the accounting problems encountered in such courses as Taxation and Corporations. This course is for students without a substantial foundation in accounting.

Law 872. Administrative Law (3)

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

Law 2772. Advanced Constitutional Law-Current Constitutional Issues (1-3)

An examination of the workings of the United States Supreme Court. The first portion of the course is devoted to discussing the history of the United States Constitution, exploring not only what the Constitution says, but how and why. The course will examine the Supreme Court and the manner in which it interprets the Constitution. The balance of the course is devoted to the oral argument and decision of cases on the Court's current docket. Each student will be required to submit a final essay on an issue currently being considered by the Supreme Court. The course is of special interest to students who anticipate seeking a federal judicial clerkship. Prerequisites: Law 733 Constitutional Structure or Law 742 Constitutional Law-Individual Rights and Liberties. Limited enrollment, with preference given to students in their final year or students who have completed both Law 733 and Law 742.

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

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

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

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

The seminar is limited to no more than 24 students and has been of special interest to students who anticipate a judicial clerkship or federal appellate work. Prerequisites: Law 733 Constitutional Structure or 742 Constitutional Law-Individual Rights and Liberties. Preference given to students in their final year or students who have completed both Law 733 and 742.

Law 1400. Advanced Criminal Procedure (1–3)

A study of the phases of criminal prosecution, including pretrial and trial issues, sentencing, and posttrial remedies. Specific subject areas may include prosecutorial discretion, grand jury proceedings, discovery, presumption of innocence, and prosecutorial misconduct. Special attention will be paid to the distinctive ethical and strategic problems faced by prosecutors and defense counsel. Prequisite: Law 822 Criminal Procedure.

Law 2111. Advanced Legal Writing Workshop (1)

This course is designed to refine students' legal writing technique. Students review basic writing principles and write seven short closed legal memos. The course meets every other week for two-hour sessions during which students critique each other's memos. Enrollment is limited to twelve students, and students must write a one to two page memo on why they want to take the course to be considered for enrollment. The memo should be submitted to the professor before registering for the course.

Law 1522. Advanced Mediation Seminar (2)

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

Law 1442. Advanced Securities Regulations (2)

This course examines the federal securities laws governing investment advisers, investment companies, broker-dealer fraud, tender offers, insider trading, and regulation of the securities markets.

Law 404. Advanced Trial Practice (2)

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

Law 2192. Advanced Torts Seminar (2)

This course will cover the moral and ethical foundation of tort law and its proper role in America today. The course will explore some current tort issues such as wrongful life, wrongful birth, duties to the unborn, duty to rescue, tort liability for sexual misconduct, child abuse and harassment, professional liability, police torts, government liability, privacy protection, and automobile accident compensation.

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

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

Law 1392. Alternative Dispute Resolution Processes (2)

Focuses on the non-litigation processes of dispute resolution and their relationship to traditional litigation. The course involves the study of negotiation, mediation, mini-trials, private judges and special masters, court-annexed and private arbitration, as well as court related settlement options, such as panel evaluations, settlement conferences, and summary jury trials.

Law 2742. Animal Law Seminar (2)

A study of legal and moral issues relating to animals and the law. Some specific issues to be analyzed include whether legal rights and "personhood" through a guardian ad litem should be assigned to any animals; implications of potential evolution in animals' property status for tort law, estate law, and other areas; animal welfare-related legislation; and the scope of legal standing to enforce such legislation. Students will produce a significant research paper addressing an animal law topic.

Law 232. Antitrust (2 or 3)

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

Law 1672. Arbitration Law (2)

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

Law 1632. Arbitration Practice and Advocacy (2)

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

Law 1800. Banking Law (2)

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

Law 2842. Bioethics Seminar (2-3)

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

Law 1523. Business Planning (3)

Advanced study of corporate organization, capitalization, merger and acquisition, reorganization, and dissolution with emphasis on financial and tax planning. Prerequisites: Law 803 Corporations, Law 814 Federal Income Taxation.

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

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

Law 2572. Christian Perspectives on Law (3)

Christians historically have had widely differing views of law (ranging from disdain to devotion). This seminar will explore that range of views and wrestle with whether the Christian faith has anything special to say about what the law should be. It will explore Christian perspectives on a variety of legal topics, as well as the schools of legal thought that dominate legal education today.

Law 1733. Civil Rights (3)

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

Law 325. Clinical Law–Civil Externship (1 unit seminar, maximum 4 units fieldwork)

Through the Civil Seminar and field placements in a variety of legal settings in the public and private sectors, students develop their skills in analysis, negotiation, planning, writing, and counseling. Placements within the entertainment industry enable students to experience the theories and strategies taught in prerequisite business, labor, and intellectual property law courses. The Civil Seminar explores the role of the lawyer in society, access to legal assistance, legal ethics and morality, comparative practice environments, strategies for problem-solving, and reflective learning. Students actively participate in preparing and leading class discussions. All students are required to enroll in the seminar concurrently with their first civil externship.

Law 335. Clinical Law–Criminal Externship (maximum 10 units fieldwork)

Through placements in public agencies conducting both criminal defense and prosecution, students develop skills related to almost all aspects of representation. Under the Practical Training of Law Students program of the State Bar of California or a federal Student Practice Rule, students in certain externships meeting specific prerequisites, may be certified to appear in court under the direct supervision of a licensed attorney. Placement must be pre-approved by the Clinical Education Office. Seminar required. Additional related coursework required for students who seek to appear in court, including but not limited to coursework required by the State Bar program or Federal Court rule. Only in unusual circumstances will an externship be approved for more than six units.

Law 331. Clinical Law–Criminal Practice Seminar (2)

This seminar is required for those enrolled in a criminal law externship. It involves practical skills training in handling criminal trials, as well as lectures on various aspects of criminal procedure.

Law 355. Clinical Law-Entertainment Externship (maximum 4 units)

Through field placements in entertainment, students develop their skills in legal analysis, legal reasoning, negotiation, legal research, writing, and counseling. Placements may be in a variety of entertainment companies, including those in the television, film, and music business, as well as the guilds and agencies. Placement must be pre-approved by the Clinical Education Office. Seminar required.

Law 365. Clinical Law-Government Externship (maximum 10 units)

Through field placements in the government sector, students develop their skills in legal analysis, legal reasoning, negotiation, legal research, writing, and counseling. Placement must be pre-approved by the Clinical Education Office. Seminar required. Only in unusual circumstances will an externship be approved for more than four units.

Law 360. Clinical Law–International (1) (London Program only)

Students in the London program may earn one unit credit (two units with prior approval by director) for participating in the London Clinical Program. Students attend a series of lectures, visit English courts, keep a weekly journal, and complete a minimum of sixty hours work in their clinical placement. Placements include American law firms, Barristers chambers, Solicitors firms, human rights organizations, and the Department of Justice at the U.S. Embassy in London.

Law 315. Clinical Law–Judicial Externship (1 unit seminar, maximum 10 units fieldwork)

Through judicial placements, students develop skills in legal analysis, legal reasoning, legal research, and writing under the supervision of a judge. Externships in trial courts offer an overview of litigation practice and observation of oral advocacy; externships in appellate courts focus on analysis, research, and writing. Placement must be pre-approved by the Clinical Education Office. Seminar required.

Law 1893. Commercial Law–Sales (3)

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

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

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

Law 1122. Communication and Conflict (2)

Based on communication studies, this course examines the vehicle of communication in the context of conflict, both in the courtroom and as part of various alternative dispute resolution processes and other conflict-driven interactions. It builds on basic conflict theory covered in Law 1302, Psychology of Conflict, while narrowing its focus to findings related to communication. Concepts explored include the following: basic principles and assumptions of a range of communication theories; influence, persuasion, rhetoric, dialogue, narrative paradigm, and linguistics; non-verbal communication, listening skills, neuro-linguistic programming (NLP); perception and perceptual distortion; power, threat, and face-saving; argumentation vs. aggression; group dynamics and differences in interpersonal, intra-group, inter-group, and organizational contexts; and the effect of third party interventions. The course includes at least one self-assessment instrument to enhance student awareness of individual differences in conflict communication styles. Prerequisite: Law 1302 Psychology of Conflict.

Law 1852. Communications Law (2–3)

Survey of legal issues associated with the regulation of the mass media, but with particular emphasis upon the broadcast media. FCC regulatory and licensing issues will be covered extensively. First Amendment issues, especially as related

to television and radio, are an important part of the course. To the degree that time allows, defamation and privacy issues will also be considered.

Law 802. Community Property (2)

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

Law 1322. Comparative Law (2)

A comparative study of various legal systems and the influences which those systems have had upon American jurisprudence. Particular attention will be given to the Roman, French, and German legal systems.

Law 1743. Complex Litigation (3)

This course will explore advanced civil litigation skills through a combination of lecture and writing assignments. Lectures will cover subjects such as class actions, discovery, and judicial control of complex litigation. Writing assignments will be geared toward practical litigation skills. Students will work together in team "law firms," in order to plan litigation strategies and to draft federal court documents, including complaints, motions, discovery documents, and pre-trial briefs. This course is highly recommended for students interested in litigation.

Law 903. Conflict of Laws (3)

Rules governing the choice of law to be applied when the laws of a jurisdiction other than those of the forum may affect the rights of the parties; choice of law applied in federal courts; jurisdiction of courts to affect personal and property rights; extraterritorial effect of judgments, comity, and full faith, and credit.

Law 1112. Constitutional Law Seminar (1–3)

An in-depth, advanced study of selected constitutional law topics more fully described by the offering faculty member in pre-registration materials. Important constitutional issues of current concern are emphasized. A substantial written product analyzing and attempting to resolve constitutional issues is required. Prerequisite: Law 733 Constitutional Structure or 742 Constitutional Law-Individual Rights and Liberties. Limited enrollment with preference given students in their final year or students who have completed both Law 733 and 742.

Law 912. Copyright Law (2–3)

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

Law 1103. Creditor's Rights and Bankruptcy (3)

A study of the rights of creditors and debtors inside and outside of bankruptcy, including prejudgment and postjudgment creditors' remedies, debtor protections

under state and nonbankruptcy federal law, and fundamental aspects of consumer and business bankruptcy.

Law 336. Criminal Externship Seminar (1)

Concurrent enrollment is required in a corresponding Criminal Externship Seminar when participating in a Criminal Externship. The seminar is a forum for studying the values, behaviors, attitudes, and ethical requirements of lawyers. Students explore the role of the lawyer in society as well as ethics and morality as they apply to law. Students discuss challenges and successes in their externships.

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

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

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

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

Law 1282. Dispute Resolution and Religion (2)

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

Law 1912. Dispute Resolution in Education (2)

This advanced course examines conflict in the educational environment with a focus on devising and implementing age-appropriate strategies for its

prevention, management, and resolution at all levels of education, from pre-kindergarten through university. Conflicts between and among students, faculty, parents, administrators, school boards, governmental entities and community groups are addressed, including those arising out of local, state, and federal mandates and entitlements. Commonly disputed concerns receiving special emphasis include: equal access to education; violence, safety, and discipline; faculty hiring, promotion and tenure; discrimination and sexual harassment; individual educational plans for special needs students; local school governance; curricular issues such as intelligent design vs. evolution; and public support for extracurricular activities. Peer mediation programs and other internal dispute resolution processes prevalent in educational institutions are also explored. Prerequisite: Law 1422 Mediation Theory and Practice or Law 1392 Alternative Dispute Resolution Processes.

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

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

Law 1932. Divorce and Family Mediation (2)

This advanced course explores conflicts that arise in the context of families, with emphasis on negotiating and mediating issues surrounding marital separation and divorce. It is designed to equip students with the strategic judgment, skills and sensitivity needed to help parties build consensus on matters such as child custody, visitation, division of property, spousal support, and child education and support. Relevant emotional concerns, such as feelings of betrayal and loss, are examined, along with techniques for addressing them. Special considerations surrounding high conflict families, domestic violence, spousal or child abuse, and "move aways", as well as ethical issues related to power differentials, court-mandated mediation, collaborative law and mediator certification, are also covered. Prerequisite: Law 1422 Mediation Theory and Practice or Law 1392 Alternative Dispute Resolution Processes, and suggested: Law 102 Family Law.

Law 103. Domestic Violence Law Seminar (2)

This seminar is being offered for those who intend to pursue careers in criminal law. Areas that will be explored include a review of domestic violence crimes, protective orders, battered women's syndrome, bail, jury selection issues, expert testimony, privilege issues, hearsay exceptions of spontaneous statements and prior inconsistent statements, prior and subsequent misconduct of the defendant, and sentencing issues.

Law 1552. Education Law (2)

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

Law 2052. Election Law (3)

Law and policy issues relating to the regulation of the election process. Specific issues that will be discussed include the right to vote, the Help America Vote Act of 2002, voting technology, the Voting Rights Act, reapportionment, rights of political parties, incumbency, ballot access, partisan and racial gerrymandering, voting initiatives and referenda, and campaign finance reform.

Law 1792. Employment Discrimination Law (2–3)

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

Law 982. Employment Law (2)

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

Law 1622. Entertainment Law (3)

An overview of the entertainment industry, covering common law and statutory protection for all forms of creative expression, and a study of the legal and business relationships that drive the industry. Labor Law and Antitrust are both recommended prior to registration for this class. Prerequisite: Law 912 Copyright Law.

Law 356. Entertainment Externship Seminar (1)

Concurrent enrollment is required in a corresponding Entertainment Externship Seminar when participating in an Entertainment Externship. The seminar is a forum for studying the values, behaviors, attitudes, and ethical requirements of lawyers. Students explore the role of the lawyer in society, as well as ethics and morality as they apply to law. Students discuss challenges and successes in their externships.

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

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

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

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

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

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

Law 2552. Entrepreneurship (2)

In this course students examine the nature of entrepreneurship from both a business and legal perspective. During the first half of the course, students learn the factors for success in venture creation and growth, and the pitfalls that increase the likelihood of failure. Students become familiar with the research and application literature on new venture planning and implementation. This includes understanding risk analysis and problem solving, the development of a new venture marketing plan, the strategic management of growth, the development of a business plan and the raising of capital for launch and growth. During the second half of the course, students examine the theory of entrepreneurship and receive training in how to provide effective legal representation to small business entrepreneurs on transactional and regulatory matters. Topics as they relate to entry-level enterprise include: constitutional and regulatory issues; community economic development; and choice of entity.

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

This advanced course examines the consensual processes used to resolve public policy disputes, particularly those concerning environmental and community impact, natural resources management, and land use and regulation. It is designed to equip students to strategically facilitate understandings among large constituencies with divergent interests through, for example, identification of stakeholders, selection of appropriate spokespersons, management of multiple participants, acquisition of approval from public sector entitles, and coordination with elected officials. Negotiated rule-making and the 1990 Administration Dispute Resolution Act are also covered. Prerequisite: Law 1422 Mediation Theory and Practice or Law 1392 Alternative Dispute Resolution Processes, and suggested: Law 1162 Environmental Law.

Law 1162. Environmental Law (3)

A general survey course on domestic environmental law that focuses on major federal environmental statutes and includes the following areas: Clean Air Act, Clean Water Act, Waste Management (CERCLA/Superfund & RCRA),

the National Environmental Policy Act (Environmental Impact Statements), the Administrative Procedure Act, the Endangered Species Act, the Toxic Substances Control Act, the Federal Insecticide, Fungicide, and Rodenticide Act, and the study of common law toxic torts.

Law 422. Estate Planning Seminar (2)

The interrelating aspects of estate planning, including counseling with the client, formulation of the gift and estate plans, tax planning, and drafting of documents. Probate and non-probate estate administration, alternative gift and estate planning techniques, charitable gift and estate planning, and foreign gift and estate aspects are covered. Class attendance is supplemented by significant independent research and a writing/drafting course project. Prerequisite: Law 1842 Federal Estate and Gift Taxation.

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

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

Law 2622. Faith, Morality, and Legal Practice (2-3)

Focuses on the question of "how can I be an effective lawyer and remain consistent with my ethical, moral and religious values?" This course explores general issues of morality of legal practice through the perspective of religious traditions and other value systems. In addition, it covers the rules of the legal profession that govern lawyers.

Law 102. Family Law (2–3)

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

Law 395. Family Law Clinic (2)

The Pepperdine Family Law Clinic provides direct legal services to homeless individuals in downtown Los Angeles. The clinic, housed in the Union Rescue Mission, allows participating student law clerks to receive training and provide legal assistance regarding family law issues, including child custody and visitation, child support, restraining orders and guardianship. Law clerks perform live client interviewing and counseling, legal research and motion preparation, and client representation. In addition, the clinic presents preventative law training to various social service organizations and community groups.

Law 242. Federal Courts (3)

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

Law 2462. Federal Courts Seminar (2)

This seminar is designed for students who want to broaden their understanding of the federal judiciary. The seminar examines particularly important doctrines and topics related to the law of federal jurisdiction. A central theme is the federal courts' great discretion in exercising jurisdiction and managing litigation. The course features intensive discussion of selected issues such as judicial review, justiciability, abstention, and inherent judicial powers. The course also entails writing a research paper addressing federal courts issues. Students who successfully complete this course enhance their ability to research a legal issue thoroughly and to write a concise, well-organized argument.

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

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

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

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

Law 2202. Federal Income Taxation of Property Transactions (2)

Federal income tax treatment of acquiring, holding and disposing of property, including capital gain and Section 1231 treatment, deferred payment sales, non-recognition transactions, analysis of basis, depreciation, and depreciation recapture. Prerequisite: Law 814 Federal Income Taxation.

Law 2252. Financing for High Tech Start-Ups (2)

The course covers the legal, business, and technology-related issues connected with funding high-tech businesses, including, but not limited to, obtaining multiple rounds of financing (from angel investment, venture capital financing, and institutional funds), creating and adding value, attracting talent and establishing the "real" management team, studying valuation methodology, and considering various exit strategies.

Law 992. Gender and the Law (2)

Issues, laws, policies and rationales used to uphold or strike down discriminatory or preferential treatment of men and women based upon their gender or gender orientation, Including Title VII (employment, harassment and pregnancy), Equal

Pay Act, Title IX, Equal Protection, First Amendment rights to belong to single-sex organizations, same-sex marriages, rights of unwed fathers, women's criminal reponsibility for fetal health, and other gender-based legal issues.

Law 2662. Health Care Organization, Financing & Ethics (2-3)

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

Law 10. Honors Appellate Advocacy (2)

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

Law 70. Honors Mediation Advocacy (2)

This class is designed to provide individualized assessment and coaching for students interested in representing the School of Law in the ABA interschool mediation advocacy competition. Each student in the class will be required to participate in multiple mediations as an advocate and to create and implement strategies specific to the inter school problem. Up to four students from this course will be selected to participate in the interschool competition. This advanced mediation advocacy practice class requires the approval of the professor for enrollment. Prerequisite: Law 1422 Meditation Theory and Practice or concurrent enrollment.

Law 71. Honors Negotiation Advocacy (2)

This class is designed to provide individualized negotiation assessment and coaching for students interested in representing the School of Law in the ABA interschool negotiation competition. Each student in the class will be required to participate in multiple negotiations and to create and implement negotiation strategies specific to the inter school problem. Up to four students from this course will be selected to participate in the interschool competition. This advanced negotiation practice class requires the approval of the professor for enrollment. Prerequisite: Law 1492 Negotiation Theory and Practice or concurrent enrollment.

Law 403. Honors Trial Practice (2)

This class is designed to provide additional trial experience for students who excelled in Law 402 Trial Practice. Each student in the class will be required to participate in multiple trials. Interest in participating in interschool trial

competitions is one factor considered in granting approval for enrollment. This advanced trial practice class requires the approval of the professor for enrollment. Prerequisite: Law 402 Trial Practice.

Law 1972. Human Rights (2–3)

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

Law 842. Immigration Law (2)

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

Law 501. Independent Study (2)

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

Law 1262. Insurance Law (2)

A study of the law of insurance considered in relation to economic functions, business practices, and other legal and social institutions, with emphasis on problems arising under current policy forms, including regulation of insurance carriers, insurable interests, selection and control of risks, formation of insurance contracts, waiver and estoppel, and adjustment of claims.

Law 2512. Intellectual Property Survey (2-3)

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

Law 272. International Business Transactions (2)

The course is a transaction-based approach to the study of international business transactions. The coverage will include the international sale of goods

and services, the international transfer of technology, and the foreign investment. The course will address the legal and business issues facing a foreign national investing or doing business in the United States as well as U.S. persons engaged in business or investing abroad.

Law 372. International Commercial Arbitration (2-3)

This course provides a comprehensive overview of international arbitration law and practice. Topics explored include the making and enforcement of arbitration agreements; the selection and appointment of the arbitral tribunal; preliminary proceedings, including procedural orders and interim relief; the arbitration hearing; and the making and enforcement of the arbitral award. Particular attention is paid to the enforcement of arbitration agreements and awards, the role of the New York Convention on the Recognition and Enforcement of Foreign Arbitral Awards and other treaties, and their interplay with national laws as a backdrop for private arbitration agreements.

Law 1342. International Commercial Dispute Resolution (2)

This course introduces students to the growing variety of options for preventing or resolving international business disputes, including negotiation, mediation or conciliation, expedited evaluation, and binding or nonbinding arbitration, as well as complex approaches incorporating multiple processes. Students are familiarized with the tools employed by counselors, drafters and advocates for companies doing business abroad, including the evolving international or regional organizations and procedures supporting private dispute resolution and the varying judicial enforcement of agreements for private dispute resolution or of resulting settlements. The course focuses on approaches other than international arbitration, although arbitration is addressed for purposes of comparison, contrast, drafting of multi-stepped agreements and other interface issues.

Law 274. International Entertainment and Copyright Law (2–3) (London Program only)

This course examines the law of copyright in the international setting. It looks at the development of copyright in common law legal systems and compares that to the development in civil law systems. It discusses the international conventions and treaties, as well as the law of the European Union. International dealings in copyrighted works within the film, television and music industries are examined along with the future of copyright in the digital age.

Law 2082. International Environmental Law (2) (London Program only)

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

Law 2133. International Investment Disputes (2-3)

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

Law 270. International Litigation (2)

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

Law 262. International Public Law (2)

A study of the law of nations, including the sources of international law, jurisdiction of states over persons and property, recognition of states and governments, state responsibilities, governmental immunities, treaties, international organizations, legal status of use of force, and the protection of human rights.

Law 1012. International Tax (3)

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

Law 1962. International Trade (2)

This course analyzes the national and international constitutional framework of the complicated regulatory legal system affecting international economic relations, including questions regarding the WTO, NAFTA, the executive-congressional relationship in the United States, and the process of formulation and adoption of United States trade legislation. The course will take up various regulatory legal principles and how they operate at both the national and international level, dealing with subjects such as trade dispute resolution, tariffs and tariff negotiations, quotas, normal trade relation clauses, national treatment clauses, escape clauses, dumping and antidumping duties, export subsidies, countervailing duties, investment, and other topics. The course will also address trade linkage questions, such as the relationship between trade and labor, the environment, intellectual property, and human rights. The goal of the course is to give a rounded appreciation of the interplay between national and international rules as they affect government actions, which influence private international transactions.

Law 2142. Internet Law (2)

Regulation of the Internet, including computer crime, fraud, and abuse laws; free speech and anonymity on the Internet; ISP liability; jurisdiction of Internet-

related disputes and choice of law issues; intellectual property rights as they relate to on-line activities, including secondary copyright liability and domain name disputes; trade secret laws; spam; and the rules of on-line contracting.

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

This course develops the craft of the lawyer in client interviewing and counseling. It examines the theoretical framework and strengths and weaknesses of prevailing models of attorney-client relationships with a focus on planning and decision-making. Authoritative, client-centered, and collaborative approaches are explored and compared. The class also examines principles of moral responsibility underlying this critical aspect of a lawyer's role. Emphasis is on learning competent and ethical interviewing and counseling skills through simulated exercises, case studies and discussions.

Law 2162. Islamic Law (2)

This course is designed to introduce students to the origins and sources of Islamic Law such as the Quran, Al Hadith (traditional), and Ijithad (jurisprudence). It will also review the application of Islamic Law in the present Islamic countries as the law of the land, or as adopted and incorporated in the laws of commerce, economics, personal status (marriage, divorce, inheritance) and obligations.

Law 2200. Jewish Law (2)

This course provides a forum for students to explore the history, literature and process of Jewish law. No knowledge of Hebrew or prior study of Jewish law is required for the course. Following introductory classes on the sources and structure of Jewish law, the course will examine the dynamics of the legal system by looking at such areas as: biblical interpretation in civil and ritual law, capital punishment, self-incrimination, the duty of confidentiality, abortion, the interaction of Jewish law with other legal systems, and the application of Jewish law in the Israeli legal system. There will be an emphasis on comparative analysis, and course materials will include discussion of Jewish law in contemporary American legal scholarship. Grades are based upon a research paper, a draft of which each student will present to the class toward the end of the semester.

Law 62/63. Journal of Business, Entrepreneurship, and the Law (variable)

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

Law 316. Judical Externship Seminar (1)

Concurrent enrollment is required in a corresponding judicial seminar when participating in a judicial externship. Students explore various aspects of working within the judicial system, the roles and responsibilities of the different courts, the role of the judge, and the role of the lawyer in society, as well as ethics and

morality as they apply to law. Students also discuss challenges and successes in their externships.

Law 1192. Jurisprudence (3)

An examination of different understandings of legal philosophy as it shapes the rule of law in its relation to the human person in society. The course studies, among other issues, how law is influenced by moral considerations derived from faith and from reason. The course also considers secular theories, including those under which the concept of law has no necessary connection with morality.

Law 112. Juvenile Law (2)

Problems related to the status of minors, including jurisdiction of the state, detention, responsibility for committed acts, responsibilities of parents, and the handling of both criminal and civil matters involving juveniles.

Law 143. Labor Law (3)

Problems arising from the employer-employee relationship, as affected by the common law, the federal labor relations acts, and the union contract. The course also briefly considers the union-employer relation, the employer's duty to bargaining, arbitration, and other methods of resolving labor disputes.

Law 1312. Land Use Planning (2–3)

A study of the legal, political, and economic factors involved in the control of land use. Topics covered include the land development process; planning; zoning and zoning changes; subdivision regulations; building codes; aesthetic controls; financing the urban infrastructure; discriminatory land use controls; and constitutional constraints on government action.

Law 2492. Law and Biotechnology Seminar (2–3)

This seminar will survey legal, ethical (including moral and religious perspectives), and public policy issues raised by recent advances in the life sciences, with an emphasis on those associated with the decoding of the human genome, and the employment of new genetic and cellular technologies by the biotechnology industry. Topics covered will include the following: the regulation of biomedical research; intellectual property rights in biological materials and technologies; assisted reproduction and the use of genetic screening and testing technologies; the impact of DNA testing on family and criminal law; the impact of behavioral genetics research on the law; genetic privacy and discrimination issues; bioengineered organisms and foods; gene therapy and stem cell research; the use of life prolongation technologies; and the issues surrounding genetic enhancement and cloning technologies.

Law 2072. Law and Economics (2)

This course addresses the economic analysis of law. The course will explore what it means for the law to be efficient; the extent to which a quest for economic efficiency explains the development of the law; and the extent to which efficiency should be the guiding star in the development of the law. Unless otherwise noted in the schedule of courses, prior coursework in economics is not necessary, and

the course will include an introduction to the tools of microeconomics analysis. However, the course may be taught from time to time in an advanced version for those students who already are conversant with economic principles.

Law 1472. Law and Morality Seminar (2)

A study of the relationship between law and morality. The seminar will explore whether the law is based on moral principles, whether it should be based on moral principles, and if so, how such moral principles should be derived. The course may explore civil disobedience, "victimless" crimes, capital punishment, regulation of abortion, racial and other forms of discrimination, sexual conduct and drug use, the duty to rescue, enforcement of promises, concepts of fault in tort law, the place of moral principles in martial dissolution, and whether the development of the moral character of its citizens is an appropriate end of government. Students will be required to research and write a paper.

Law 852. Law and Religion Seminar (2)

This course represents basic relationships between religion and law in a civilized society. The chief model used to develop and illustrate these relationships is Judeo-Christian history and heritage. The Bible and the Talmud are the primary sources. Special attention is given to the religious and ethical dimensions of judicial and governmental law as reflected in the sources.

Law 1982. Law and the Disabled (2–3)

This course considers developing law regarding physically and mentally disabled persons. Areas of concern include the following access to education, employment and transportation; architectural barriers; income maintenance; right to treatment and to refuse treatment; guardianship. Regulations protecting legal rights of the handicapped will be analyzed.

Law 1200. Law and the Visual Arts (2)

An overview of legal and practical issues relevant to artists, art institutions, and collectors of art. Emphasis will be given to issues such as copyright; artist's rights (including moral rights); customs; repatriation of cultural objects; the organizational structures of museums; the tax-exempt status of museums; and labor relations.

Law 1301. Law Office Management (1–2)

Management postulates applied to law offices; forms of practice; legal assistants and the use of systems for professional and business functions; time-keeping and fees; bookkeeping; client relationships; the law office staff manual; library and retrieval systems; calendar and monitor systems; essential equipment and law office layout; and developing a practice.

Law 2/3. Law Review (variable)

Members of the *Law Review* staff receive credit for their work on the *Law Review*. The amount of credit will vary according to the number of semesters in which a student participates. No credit is awarded until the student has fulfilled the commitment to the *Law Review,* at which time a pass/fail grade will be assigned

to the credits based on the student's performance. All members are required to write publishable articles, and to do editorial and staff work.

Law 1300. Lawyering Process (3)

This course is designed to give students a "hands on" experience in making lawyering decisions, relating to clients, and researching and drafting documents typically used in the civil litigation process. Students handle and develop several fictitious case files, and are expected to research and draft such diverse assignments as opinion letters, complaints, answers, pretrial motions, discovery requests, and motions for summary judgment. Students are given instruction and feedback regarding the lawyering techniques involved in client counseling, legal research, legal analysis and writing, and advocacy.

Law 385. Legal Aid Clinic (2)

The Pepperdine Legal Aid Clinic provides direct legal services to homeless individuals in downtown Los Angeles. The clinic, housed in the Union Rescue Mission, allows participating student law clerks to receive training and provide legal assistance in a variety of areas, including expungements, tickets and warrants, homeless court, taxes and benefits. Law clerks perform live client interviewing and counseling, legal research, motion preparation, and client representation. In addition, the clinic presents preventative law training to various social service organizations and community groups.

Law 122. Legal History (2)

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

Law 2382. Legal Issues in Social Entrepreneurship (2-3)

An examination of the legal framework necessary to support and sustain successful microfinance programs. The first half of the course will involve an international case study of a successful microfinance model operating in a developing country. The second half of the course will explore (through a combination of lecture and problem-solving) whether and how the microfinance model can be applied in the U.S., with a particular emphasis on banking, regulatory and social welfare issues.

Law 1232. Legal Process (2)

This course is designed for non-lawyers and non-law degree seeking students in the graduate dispute resolution programs. This course provides students an understanding of law, its role in society, and the dispute resolution principles that have emerged from it. It familiarizes students with the court system, its operation, and the challenges it faces in serving as this society's traditional formal

dispute resolution forum. The course examines the efforts to reform the justice system, and the relationship between such reforms and the alternative dispute resolution movement of the last two decades. The course is taught using a traditional law school case method, but it includes substantial personal contact with those most prominently involved in the justice system—practicing lawyers and sitting judges—as well as personal observation of the court system.

Law 1372. Legislation (2)

A study of the construction and interpretation of statutes; timely responsiveness in legislation, emergency legislation, adoptive legislation, comparative legislation, exemptive legislation, reconciliatory legislation, and legislative oversight. The drafting of a model-annotated statute on an assigned topic is required.

Law 2782. Licensing (2)

This course will consider the substantive law underlying intellectual property licensing as well as the practical aspects of the licensing process. The legal context of licensing transactions; the rights and duties of parties to licensing agreements; appropriate terms and conditions in such agreements; and antitrust and misuse constraints (including international considerations) will all be examined. Particular attention will be paid to UCITA (Uniform Computer Information Transactions Act) and its effect on software licenses. The course will emphasize the negotiation and drafting of licensing agreements.

Law 380. Mediation Clinic (2)

This practicum offers students the opportunity to actually apply mediation theory in context and to enhance their mediation skills by serving as the mediator in numerous small claims court cases and other referred disputes. Students share the specifics of their mediation experiences in class and receive feedback on their strategic and tactical choices, as well as on their tone and demeanor. This critical review is designed to cultivate and refine advanced mediation skills. Students must be available to mediate six hours per week during normal business hours. Prerequisite: Law 1422 Mediation Theory and Practice.

Law 1422. Mediation Theory and Practice (2)

This course explores the various theories underlying and practices basic to mediation. The mediation process is organized into a series of stages, and basic mediation skills and techniques appropriate to each stage are identified and cultivated. Simulations and experiential exercises provide students with an opportunity to develop proficiency as mediators and to rigorously analyze appropriate roles and behavior as mediators and advocates taking into account the legal, ethical and public policy issues surrounding the practice of mediation.

Law 2262. Mergers and Acquisitions (2–3)

An overview of transactional lawyering in the area of corporate mergers and acquisitions. The course is oriented toward equipping law students for law firm practice and covers both theoretical and practical aspects of acquisition work. The course will examine the duties and risks of both sellers and buyers in these transactions, as well as selected federal securities laws and state corporate laws.

Law 111. Moot Court Board (1)

Members of the Moot Court Board receive credit for organizing intra-school moot court competitions and for working with the interschool moot court teams.

Law 5. Moot Court–Dalsimer Competition (1)

Students participate as a two-person team in the Vincent S. Dalsimer Moot Court competition on a credit basis. Those who elect to participate and who demonstrate satisfactory proficiency will receive one unit. All participants write an appellate brief and engage in competitive oral argument.

Law 8. Moot Court–International (1) (London Program only)

Students in the London program may earn one unit credit for participating in the London Moot Program. Students attend a series of lectures, visit English courts, take part in an advocacy class given by barristers, participate in an internal "moot-off" competition, review video-taped feedback, and moot against one of the four English Inns of Court or English law schools.

Law 1. Moot Court–Interschool Competition (1)

Students participating in interschool competitions may receive one unit of credit upon recommendation of the moot court advisor and approval of the dean.

Law 52/53. National Association of Administrative Law Judges Journal (variable)

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

Law 1492. Negotiation Theory and Practice (2)

This course examines the theory and practice of negotiation as a process used to put deals together or to resolve disputes and legal claims. Students learn about competitive positional bargaining and collaborative problem solving and acquire insight into the strategic management of the tension between the two approaches. Through simulated exercises, students develop skills and confidence as negotiators, including an awareness of the psychological encouragements and barriers to consensus. Special challenges of multi-party negotiations are addressed with an emphasis on the attorney-client relationship, including applicable ethical standards, codes, and law.

Law 370. Palmer Center Capstone Practicum (1)

This course will require the student to develop an idea for a business, including writing a business plan which covers formation of the business, setting up the management structure, entering into acquisitions and taking it public or entering into a private placement. This course is open only to students enrolled in the Palmer Center Certificate Program.

Law 1832. Patent Law (2)

Fundamentals of patent law relating to standards of patentability, patent claims, interpretation, licensing, and enforcement are presented in reference to patent litigation.

Law 2802. Police Practices (2)

Bridges the knowledge gap between today's police professionals and the attorneys who prosecute and defend the accused. The complexities facing law enforcement–from patrol officers to chiefs of police–are historical, constitutional, and political. The course analyzes how these issues affect investigations, criminal trials and the later stages of incarceration and rehabilitation. Students study modern urban policing, with a focus on "real life" criminal law. The course biopsies major police misconduct, and explores options for reform, including civilian oversight, federal intervention and civil litigation.

Law 1292. Products Liability (2)

Development of the concept of product liability. Specific problems and a survey of civil actions for harm resulting from defective and dangerous products with reference to parties and proof of negligence, warranty, misrepresentations, and strict liability in tort.

Law 1302. Psychology of Conflict (2)

Based on findings from the social sciences, this course examines how individuals think about and relate to one another in the context of conflict. Students acquire a theoretical framework for understanding and assisting parties in conflict. Concepts explored for their usefulness in conflict resolution include the following: personality development and differences; neurotic styles, difficult people and psychological disorders; predictable cognitive biases; sources of psychological resistance to dealing with conflict such as fear of abandonment, shame, guilt and unresolved grief; stages of conflict including escalation, stalemate, de-escalation, and resolution; social origins of conflict, including differences in values, beliefs and mores; socialization of aggressive and cooperative behaviors; emotional intelligence, self-awareness and empathy; trust and altruism; anger and the limits of argumentation and rationality; prejudice and the need for enemies. The course includes at least one self-assessment instrument to enhance student awareness of individual differences in psychological styles.

Law 2352. Race and the Law Seminar (3)

This course examines how and why race, racism, racial preferences and racial biases inform and shape our legal structures and impact the legal decision-making process, and explores the possibilities of transforming the law to more adequately fulfill the promise of equal protection. The course explores different views of what race means, what constitutes racism, and the historical and legal background of major racial groups in the United States. The course also focuses on the application of the equal protection doctrine across groups, in areas such as education, employment, housing, voting rights, freedom of expression, popular culture, and crime.

Law 312. Real Estate Finance (2–3)

The law of mortgages, deeds of trusts, liens, rights, and duties of parties before and after foreclosure, receivership, priorities, subordination, and suretyship.

Law 1603. Real Estate Transactions (2)

An overview of real estate transactions, including brokerage, the purchase and sale process, due diligence (including physical and soils inspections, zoning considerations, environmental, title, surveys, estoppel certificates, and financing), construction, and leasing. Very little emphasis will be devoted to land use issues or to real estate finance.

Law 2533. Religion and the Constitution (3)

This course addresses constitutional law, primarily the First Amendment, as it applies to religion. The course focuses on the Free Exercise Clause and the Establishment Clause but also covers relevant aspects of freedom of speech. The course includes a review of the history of religious freedom in America and of the views of the founders.

Law 2108. Restorative Justice (2)

This course explores the restorative justice movement, a systematic approach to criminal justice that emphasizes repairing harm caused or revealed by criminal behavior. Restorative justice incorporates aspects of alternative dispute resolution and civil law into criminal matters in furtherance of its overarching goals of healing and reconciliation. The course considers where the movement originated, how it has developed in the past twenty years, the opportunities and challenges it confronts, and specific ways in which it can be woven into and implemented as part of the criminal process.

Law 1243. Securities Regulations (3)

Federal and state laws governing offer and distribution of securities to the public by corporate issuers and others; regulation of securities markets, and rights and liabilities of purchasers. Prerequisite: Law 803 Corporations.

Law 1652. Selected Problems in Evidence (2)

In-depth examination on certain recurring evidentiary problems, particularly those problems currently being litigated. Each student will be required to research, write, and present a paper to the class on a selected problem. Prerequisite: Law 904 Evidence.

Law 600. Selected Topics in Law (1-4)

This course number covers a variety of courses that may be offered by the law school on a one-time or experimental basis. For a description of the topics to be covered, see the current course schedule.

Law 1512. Sentencing and Corrections (2)

The course will provide a critical examination of criminal sentencing and corrections law from state, federal, and juvenile courts. Federal sentencing guidelines will be compared to California determinate and indeterminate sentencing laws. The course will examine issues related to the three-strike law,

prosecuting juveniles as adults, parole and probation, plea bargaining, death penalty, and prisoner rights, in the context of federal and state prosecutions. Theories of punishment, rehabilitation, and other social policies underlying sentencing and corrections law will also be discussed.

Law 1882. Special Education Law (2)

This course introduces students to legal advocacy for those protected by federal and state special education law. While a substantial body of legislation has evolved to protect the rights of this group of citizens, there is a shortage of qualified practitioners available to provide for their legal representation. This course will explore the legal history of Special Education Law, its current status, and future trends. Exercises and activities will be undertaken to develop practitioner skills to implement the student's knowledge of substantive law. Guest speakers from various functions of special education will supplement course material. This course is a prerequisite for participation in the Pepperdine Special Education Legal Clinic.

Law 2282. Selected Issues in Dispute Resolution (2-3)

This course is a general category designed to accommodate and include a broad range of narrowly focused dispute resolution courses, each with its own specific emphasis. Examples include in-depth examination of dispute resolution theory, processes, customs and practices as applied to the following contexts: employment law; labor unions; entertainment industry; and healthcare. Prerequisite: Law 1422 Mediation Theory and Practice or Law 1392 Alternative Dispute Resolution Processes.

Law 1252. Sports Law (2–3)

A study of the professional and amateur sports law aspects of torts, contracts, antitrust, labor, and criminal law; special problems such as players' agents, workers' compensation, professional drafts, amateur eligibility rules, products liability, privacy, sex discrimination, liability disclaimers, and enforcement of personal service contracts.

Law 142. State Constitutional Law Seminar (2)

This course presents a comparative and systematic study of state constitutions. Topics include the history, nature, and function of state constitutions, and the influence of state constitutions on the development of the U.S. Constitution. A discussion of the modern role of the state constitution on issues of democratic self-government in a diverse society, and a critique of the ratification of constitutional amendments through popular initiative are also included. Students are required to select a topic on state constitutional law, present a research paper, and defend the paper in class.

Law 922. Trademarks, Unfair Competition, and Unfair Trade Practices (2)

Problems related to the protection of commercial marks and products, including a study of the methods for securing and maintaining protection, the laws that govern exploitation of the marks and products, and problems and methods of protecting those rights.

Law 402. Trial Practice (3)

A study of the methods and procedures of counsel in various aspects of trial. Students will actively participate in direct- and cross-examination of witnesses, making objections, methods of impeachment, use of depositions, introduction of exhibits, the importance of ethics, decorum, and personal mannerisms in the courtroom. Participation in complete practice trials; learning through actual experience. Prerequisite: Law 904 Evidence.

Law 7. Trial Practice Competition (1)

Students participating in interschool competitions may receive one unit of credit upon recommendation of the faculty advisor and approval by the dean.

Law 1172. Trial Preparation and Settlement (2) Civil

Preparation of the trial from the first interview with the civil client; investigation of the facts; choice of forum; practical aspects of discovery; importance of depositions and how to conduct them; preparation of witnesses for discovery and trial; preparation of trial file; and settlement negotiations. Prerequisite: Law 904 Evidence.

Law 1171. Trial Preparation and Settlement (2) Criminal

Preparation of the trial, including: the arrest, charging and bail; case investigation and jury instructions; interviewing witnesses, victims, and the defendant; pretrial motions; jury voir dire and profiling; plea bargaining and sentencing; and settlement negotiations. Prerequisite: Law 904 Evidence.

Law 972. War Crimes (2)

War Crimes is the study of the evolution and application of the rules governing the initiation and conduct of war, and of the treatment of combatants and civilians during time of war. This is an interdisciplinary law course, and includes topics and precedent in public international law, legal philosophy, and U.S. military and civil law. The Nuremberg Trial, 6 F.R.D. 69 (International Military Tribunal 1946), its genesis, resolution, and future application, will be discussed at length.

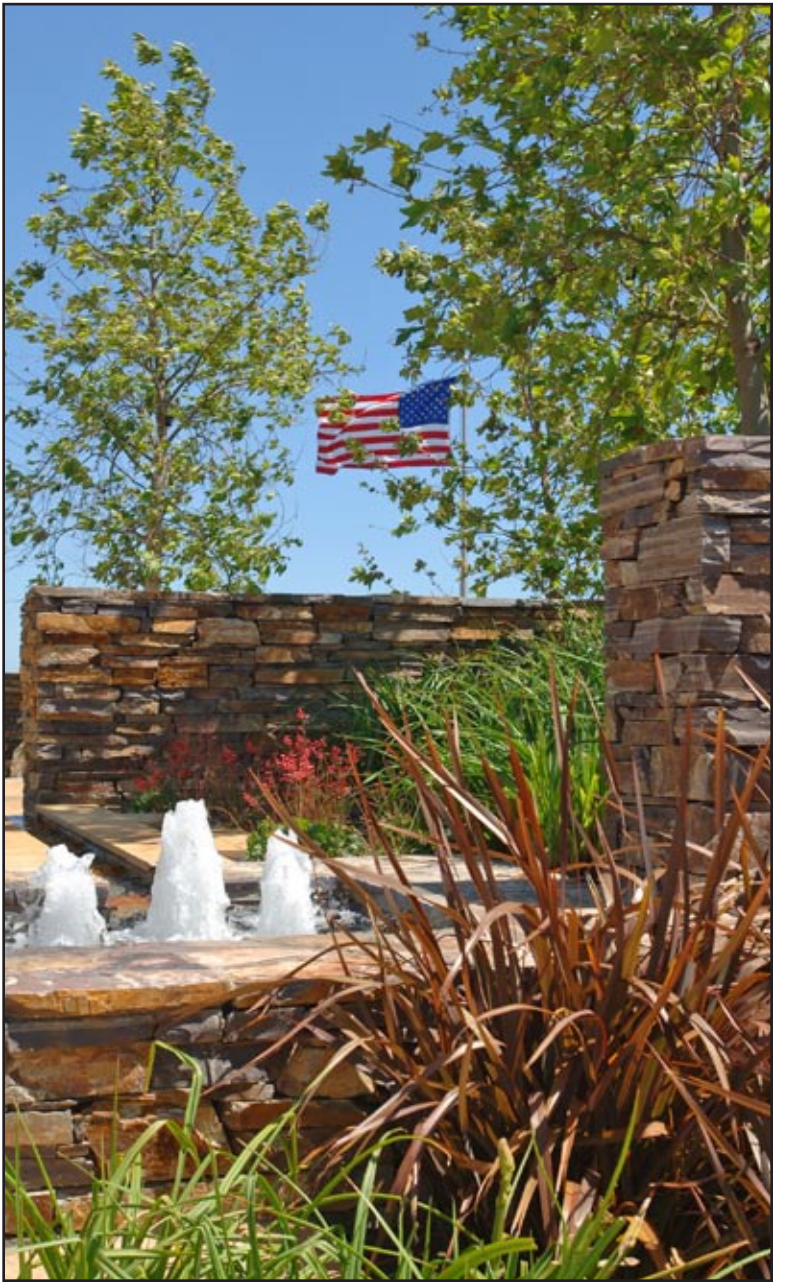
Law 1482. White Collar Crime (2)

This course will explore both state and federal fraud violations, focusing on strategies for the successful prosecution and defense of these serious charges. Among the topics covered will be conspiracy, grand theft, money laundering, structuring, tax fraud, mail fraud, wire fraud, the RICO Act, and murder for financial gain.

Law 1222. Workers' Compensation (2)

Historical development, social theory, and operation of Worker's Compensation statutes, including compensability of injuries caused by accidents arising out of and in the course of employment, benefits payable, limitation of common law rights, and tort liability of third parties.

ADMINISTRATION



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Beloit College
Berklee College of Music
Bethany University
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Boise State University
Boston College
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Oklahoma Christian University
Oklahoma State University
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Palm Beach Atlantic College
Pennsylvania State University
Pepperdine University
Point Loma Nazarene College
Pomona College
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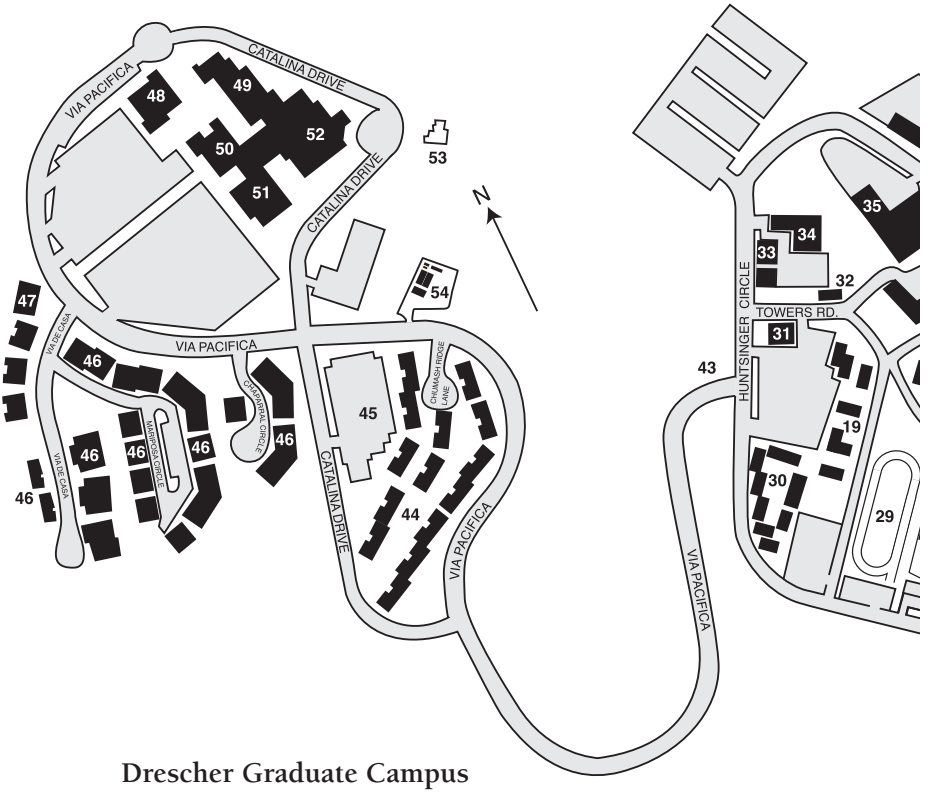

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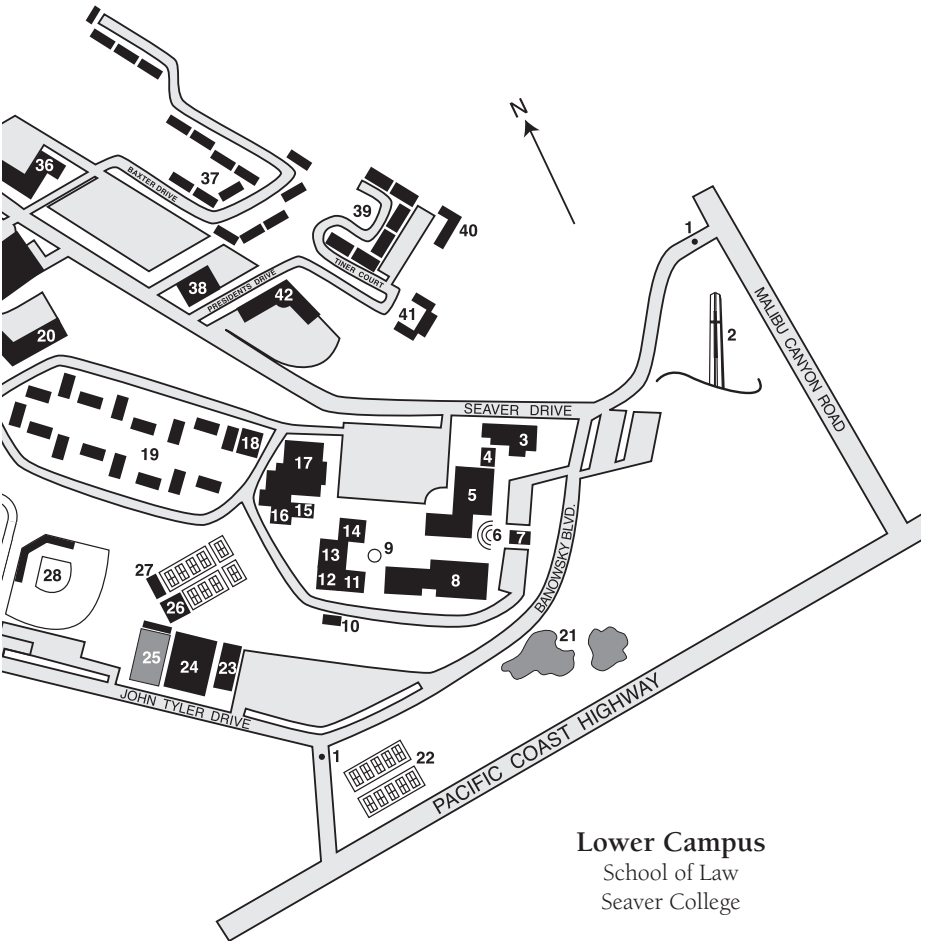
Graduate School of Education and Psychology
Graziadio School of Business and Management
School of Public Policy

1. Information Booth
2. Phillips Theme Tower
3. Charles B. Thornton Administrative Center
4. Pendleton Computer Center
5. Huntsinger Academic Center
   - Fletcher Jones Foundation Academic Computing Center
   - Payson Library
   - Pendleton Learning Center
   - Tech Central and Computer Store
6. Amphitheater
7. Stauffer Chapel
8. Tyler Campus Center
   - Beaman Plaza
   - Bookstore
   - The Oasis
   - Rockwell Dining Center
   - Sandbar Student Lounge
9. Adamson Plaza
   - Joslyn Plaza
   - Scaife Terrace and Bridge
10. Stauffer Greenhouse
11. Rockwell Academic Center
12. Keck Science Center
13. Appleby American Studies Center
14. George Elkins Auditorium
15. Frederick R. Weisman Museum of Art
16. Cultural Arts Center
17. Ahmanson Fine Arts Center
    - Lindhurst Theatre
    - Music Building
    - Raitt Recital Hall
    - Smothers Theatre
18. Howard A. White Center
19. Residence Halls
20. Rockwell Towers Residence Hall
21. Alumni Park
22. Crest Tennis Courts
23. Helen Field Heritage Hall
24. Firestone Fieldhouse
25. Raleigh Runnels Memorial Pool

MALIBU CAMPUS



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28. Eddy D. Field Baseball Stadium
29. Stotsenberg Track
    Tari Frahm Rokus Field
30. Lovernich Residential Complex
31. Student Health Center
32. Student Counseling and Testing Center
33. Mail Services
34. Facilities Management and Planning
35. Odell McConnell Law Center
36. George C. Page Residential Complex
37. Faculty/Staff Homes
38. Academic Complex
39. Faculty/Staff Homes
40. Mallmann House
41. Brock House
42. Center for Communication and Business
    Public Safety
43. Entrance to Drescher Graduate Campus
44. Student Residential Complex
45. Parking Structure
46. Faculty/Staff Homes
47. Facilities Structure
48. Center for Graduate Education and Psychology
49. Beckman Management Center
50. Braun Center for Public Policy
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