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2018/2019 University of the Pacific Sacramento Catalog

University of the Pacific

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UNIVERSITY OF THE
PACIFIC

Sacramento Catalog
2018-2019

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SACRAMENTO

Academic Divisions of the University

Arthur A. Dugoni School of Dentistry

College of the Pacific (Arts and Sciences)

Conservatory of Music

Eberhardt School of Business

Gladys L. Benerd School of Education

Graduate School

McGeorge School of Law

School of Engineering and Computer Science

School of International Studies

Thomas J. Long School of Pharmacy and Health Sciences

University College

Accreditation

The University of the Pacific is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), located at 985 Atlantic Ave., Suite 100, Alameda, CA 94501; 510-748-9001.

University Campuses

Procedures, rules, regulations, services, tuition, etc., vary on the three campuses of University of the Pacific. This catalog states those for the schools and colleges listed in this catalog. The University reserves the right to change fees, modify its services or change its programs at any time and without prior notice being given.

Statement of Non-discrimination

Pacific does not discriminate on the basis of race, color, religion, national origin, ancestry, age, genetic information, sex/gender, marital status, veteran status, sexual orientation, medical condition, pregnancy, gender identity, gender expression or mental or physical disability.

In accordance with the above University policy and in compliance with all applicable laws, all educational services will be provided and all employment decisions (including recruitment, training, compensation, benefits, employee relations, promotions, terminations) will be made without regard to the individual's status protected by law. To the extent provided by law, the University will reasonably accommodate qualified individuals with disabilities which meet the legal standards for documentation, whenever the individual is otherwise qualified to safely perform all essential functions of the position.

This notice is given pursuant to the requirements of Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and amendments and other laws, orders and regulations governing discrimination. The University of the Pacific has designated the Director of Human Resources to coordinate the University's efforts to comply with laws, orders and regulations governing discrimination. Any person having a complaint should contact in writing:

The Director of Human Resources

University of the Pacific
3601 Pacific Avenue
Stockton, CA 95211

Because the catalog is compiled well in advance of the academic year it covers, changes in programs, policies, and the academic calendar may well occur.

All catalog information is subject to change without notice or obligation.

About University of the Pacific

Preparing our students: success after graduation

University of the Pacific provides a superior, student-centered learning experience that integrates liberal arts and professional education to prepare students for lasting achievement and responsible leadership in their careers and communities.

At six months after graduation, nearly 90 percent of the Class of 2016 was employed or accepted to a graduate or professional school, completing a post-graduate internship or fellowship, or serving in a military or community service experience. In 2016, Pacific alumni salaries ranked No. 2 in California compared to similar institutions, according to the White House College Scorecard. Overall, Pacific ranked No. 7 among California's 348 colleges and universities for alumni salaries.

Looking back: our unique history

University of the Pacific was established in 1851 as California's first chartered institution of higher learning. It was founded by pioneering Methodist ministers remains the only Methodist-related university in California. Originally located in Santa Clara, the university later moved to San Jose and, in 1924, moved to Stockton, making it the first private four-year university in the Central Valley.

An innovator and leader in higher education, Pacific provided California with its first chartered medical school in 1858, its first coeducational campus in 1871, and its first conservatory of music in 1878. It was the nation's first to offer an undergraduate teacher corps program, the first to send an entire class to an overseas campus, the first to establish a Spanish-speaking inter-American college, and the first to offer a four-year graduation guarantee.

Pacific has enjoyed extraordinary stability in administration. Pamela A. Eibeck began her service in 2009 as the sixth president since the university's move to Stockton in 1924 and the 24th since its founding in 1851.

Under the leadership of President Eibeck, Pacific continues to expand its academic offerings in Sacramento and San Francisco as guided by our strategic plan. The plan capitalizes on Pacific's highly regarded academic programs, formative student-teacher relationships and multiple locations to position Pacific as the best teaching-focused university in California.

Looking forward: innovating with the times

Today, University of the Pacific is a highly ranked national university that remains deeply committed to its personal, student-centered approach. Campuses in Stockton, Sacramento and San Francisco strategically position Pacific in three of California's, and the nation's, most important and dynamic markets. The university earns widespread recognition for its deep commitment to teaching and learning, its history of innovation and the accomplishments of its alumni.

Pacific has added more than a dozen new academic programs across its three campuses over the last two years. Once the exclusive homes to Pacific's law and dental schools, the Sacramento and San Francisco

campuses now reach new students with graduate programs in data science, physician assistant studies, audiology, music therapy, education, public policy, and public administration. These programs help address the region's critical need for leaders in technology, health care, education, government and nonprofit sectors.

In fall 2017, the Stockton Campus will host new graduate and undergraduate programs designed to equip students for success in the digital era, including a master's in cybersecurity and Media X, a program that integrates the analysis, performance, production, marketing, and management of traditional, digital, and emerging media.

Beyond academics: Pacific's community impact

In addition to academics, Pacific is making a positive community impact across the Northern California region through tens of thousands of hours of public outreach, innovative new programs and the efforts of students, faculty and staff across the university.

For example, the Thomas J. Long School of Pharmacy and Health Sciences held its 100th Mobile Medicare Clinic and celebrated a decade of free clinics that have saved more than 5,500 Medicare recipients upwards of \$5.7 million in prescription drug costs. Since 2010, more than 3,000 of the most vulnerable and underserved in our communities have received health care services through our Virtual Dental Home program, a revolutionary new care delivery system developed by Pacific's Center for Special Care. And McGeorge's legal clinics on important topics, such as immigration law, benefit the community while preparing students through meaningful experiential learning.

Our schools, majors and programs

Pacific's nine schools and college on its three campuses offer students their choice of 80-plus majors, including 25 graduate programs and 10 accelerated program options. For example, students can go directly into certain professional programs, including pharmacy, dentistry and law, while accelerated programs in business, engineering and education make it possible to earn both undergraduate and graduate degrees in five years.

College of the Pacific (1851)

The College of the Pacific is the oldest and largest academic unit, encompassing 18 departments and 29 majors in the natural sciences, social sciences, humanities, and the fine and performing arts. Based upon its foundation of a rigorous liberal arts curriculum, the College champions experiential learning through undergraduate research and creative activity, fieldwork, internships, and study abroad. The College prepares graduating students to command a broad perspective in their professional careers, ready to assume the responsibilities of leadership.

Conservatory of Music (1878)

Pacific's Conservatory of Music has been delivering an outstanding music education for more than 135 years. Degree programs are offered in performance, composition, jazz, education, management, music therapy and history. Conservatory faculty artists/scholars provide a rigorous and supportive learning environment. Students have access to a recording studio, technology and composition labs. Seminars and master classes with accomplished alumni and visiting artists along with numerous performance and other experiential opportunities help prepare graduates for professions in music.

Arthur A. Dugoni School of Dentistry (1896)

The nationally renowned Arthur A. Dugoni School of Dentistry, named in honor of its dean of 28 years, is committed to providing a world-class dental education for its students and comprehensive, affordable patient care for adults and children. The Dugoni School is highly regarded for its humanistic model of education that respects the dignity

of each individual and for innovation in dental curriculum, including comprehensive patient care and competency-based education. Its programs include an accelerated year-round pre-doctoral DDS program that enables students to complete four academic years of instruction in three calendar years.

McGeorge School of Law (1924)

McGeorge educates lawyers for large and small law firms, government agencies and corporate legal departments around the world. McGeorge's success is built on its distinguished faculty, high quality students, committed and involved alumni, and a beautiful, spacious campus with state-of-the-art classrooms and student facilities. McGeorge is a dynamic law school that is changing and growing to meet the challenges of the global economy and to educate the lawyers who will be tomorrow's leaders.

Gladys L. Benerd School of Education (1924)

The Benerd School of Education, named in honor of an alumna's endowed gift, has educated future professionals in learning, education, and leadership roles for more than 90 years. Benerd School faculty prepare students for service in public and private education and learning-related professions in other sectors; provide programs for current educational professionals to update and upgrade their understanding, knowledge and skills; and promote and engage in research leading to better education and learning.

Thomas J. Long School of Pharmacy and Health Sciences (1955)

The Thomas J. Long School of Pharmacy and Health Sciences is named in honor of the financial commitment of the Thomas J. Long Foundation and the Long family. The School offers a three-year accelerated pharmacy program, provides speech-language pathology students early clinical experience, prepares highly-trained audiologists and produces practice-ready physical therapists. The School is committed to creating a leadership focused, success-centered environment for its diverse student body. Students are empowered to succeed through meaningful, experiential learning in state-of-the-art laboratories. The School's programs have received continuous national accreditation.

School of Engineering and Computer Science (1957)

The School of Engineering and Computer Science empowers its students to solve problems by developing their own projects and working alongside professors on contemporary research. The School's faculty take each student's education personally and are committed to mentoring them both inside and outside of the classroom. With its distinguished cooperative education program, students also get to 'learn and earn' through a paid professional internship, built right into the curriculum, with one of the School's 200-plus industry partners worldwide.

Eberhardt School of Business (1977)

The Eberhardt School of Business was renamed in 1995 in recognition of the Eberhardt family's endowed gifts. Fully accredited by the Association to Advance Collegiate Schools of Business, the School boasts a \$3 million Eberhardt Student Investment Fund, a dedicated Career Management Center, top-rated faculty, state-of-the-art classroom technology, and exceptional experiential learning opportunities. The School offers valuable leadership development and business resources through its centers and institutes, including the Center for Business and Policy Research, the Center for Entrepreneurship, the Westgate Center for Leadership and Management Development and the Institute for Family Business.

School of International Studies (1987)

A school within College of the Pacific, the School of International Studies is devoted to the interdisciplinary study of international affairs. International, interdisciplinary and intercultural immersion, acquisition of at least one second language and at least a semester of study abroad prepare students to succeed in a variety of professions in industry, government, not-for-profit organizations and educational institutions. The School's programs help students develop strong analytical reasoning ability and strengthen written and oral communication skills while building intercultural competence and personal confidence.

ACADEMIC CALENDAR

- Quarter Programs (p. 5)
- Semester Programs (p. 5)
- Semester Law Programs (p. 5)
- Trimester Programs (p. 5)

Quarter Programs

Arthur A. Dugoni School of Dentistry

Dental (DDS, IDS, Certificates, and Dental Graduate Programs)

Semester Programs

Arthur A. Dugoni School of Dentistry

Dental Hygiene

College of the Pacific

All Programs

Conservatory of Music

All Programs

Eberhardt School of Business

All Programs

Gladys L. Benerd School of Education

All Programs

School of Engineering and Computer Science

All Programs

School of International Studies

All Programs

The Thomas J. Long School of Pharmacy and Health Sciences

Athletic Training

Pre-Pharm

Speech-Language Pathology

University College

Organizational Behavior

Semester Law Programs

McGeorge School of Law

All Programs

Trimester Programs

Arthur A. Dugoni School of Dentistry

Physician Assistant Studies

The Thomas J. Long School of Pharmacy and Health Sciences

Audiology

Pharmaceutical and Chemical Sciences

PharmD

Physical Therapy

The calendar on this page is for the following program.

Arthur A. Dugoni School of Dentistry

Dental (DDS, IDS, Certificates, and Dental Graduate Programs)

Summer 2018 Quarter

Description	Date(s)
Matriculation Week	July 10 - 13
Classes Begin	July 16
Labor Day Holiday	September 3
Study Day	September 25
Final Examination Period	September 26 - 28
Autumn Student Break	October 1 - 5

Autumn 2018 Quarter

Description	Date(s)
Classes Begin	October 8
Thanksgiving Holiday Break	November 22 - 23
Study Day	December 18
Final Examination Period	December 19 - 21
Winter Student Break	December 24 - January 4

Winter 2019 Quarter

Description	Date(s)
Classes Begin	January 7
Martin Luther King Jr. Holiday	January 21
President's Day Holiday	February 18
Study Day	March 19
Final Examination Period	March 20 - 22
Spring Student Break	March 25 - 29

Spring 2019 Quarter

Description	Date(s)
Classes Begin	April 1
Memorial Day Holiday	May 27
Study Day	June 11
Final Examination Period	June 12 - 14
Commencement	June 16
Summer Student Break	June 17 - July 12

The calendar on this page is for the following programs.

Arthur A. Dugoni School of Dentistry

Dental Hygiene

College of the Pacific

All Programs

Conservatory of Music

All Programs

Eberhardt School of Business

All Programs

Gladys L. Benerd School of Education

All Programs

School of Engineering and Computer Science

All Programs

School of International Studies

All Programs

The Thomas J. Long School of Pharmacy and Health Sciences

Athletic Training

Pre-Pharm

Speech-Language Pathology

University College

Organizational Behavior

Fall 2018

Description	Date(s)
Orientation and Registration	
Graduate Student	(Registration) June 13 and (Orientation) August 24
New Freshman Orientation I	June 27 - 28
New Transfer Student Orientation I	June 30
New Transfer Student Orientation II	August 20
New International Student Orientation	August 20 - 21
New Freshman Orientation II	August 21 - 22
Payment Deadline for Fall 2018	August 1
Classes Begin	August 27
# Registration	August 27
Labor Day Holiday	September 3
# Last Day to Add Classes	September 7
# Last Day for Pass/No Credit or Letter Grade Option	September 7
# Last day to drop classes without record of enrollment	September 7
Deadline for Application for Graduation Fall 2018 (Graduate)	September 7
Census Date	October 1
Fall Student Break	October 5
Spring 2019 Schedule of Classes available Online	October 8
Homecoming (classes in session)	October 12 - 14
* Advising for Spring 2019 Registration for continuing students	October 15 - November 2
Last Day for Pro-Rated Refund	October 18
Last day to Withdraw	October 29
* Early Registration Appointments begin date for continuing students Spring 2019	October 29
Thanksgiving Break	November 21 - 23
Classes Resume	November 26
Classes End	December 7
Final Examination Period	December 10 - 14
Deadline for Application for Graduation Spring 2019/Summer 2019 (Graduate)	December 14
Deadline to file Petition to Walk in May 2019 Commencement (Summer 2019 Graduate)	December 14

Spring 2019

Description	Date(s)
Payment Deadline for Spring 2019	January 1

New International Student Orientation	January 10 - 11
New Student/Transfer Orientation and Registration	January 10 - 11
New Graduate Student Orientation	January 11
Classes Begin	January 14
# Registration	January 14
Martin Luther King Jr. Holiday	January 21
# Last Day to Add Classes	January 25
# Last Day for Pass/No Credit or Letter Grade Option	January 25
# Last day to drop classes without record or enrollment	January 25
President's Day Holiday	February 18
Census Date	March 1
Last Day for Pro-Rated Refund	March 7
Summer 2019/Fall 2019 Schedule of Classes Available Online	March 11
Spring Break	March 11 - 15
Classes resume	March 18
* Advising for Summer 2019/Fall 2019 for continuing students	March 18 - April 5
Last day to withdraw	March 27
* Summer 2019 registration opens for continuing students (no appointments)	April 1
* Early Registration Appointments begin date for continuing students - Fall 2019	April 1
Deadline for Application for Graduation Fall 2019/ Spring 2020/Summer 2020 (Undergraduate)	April 4
Classes End	April 30
Study Day	May 1
Final Examination Period	May 2 - 8
Commencement	May 11

Advisers should arrange to be available on this day.

* Limited to Currently enrolled students.

For More Information: go.pacific.edu/calendars (<http://go.pacific.edu/calendars>)

The calendar on this page is for the following programs.

McGeorge School of Law

All Programs

Fall 2018 & Spring 2019 Registration Dates

Description	Date(s)
Fall Registration Begins (Seniors, LL.M., M.S.L., MPA, and MPP)	Tuesday, June 19, 2018
Fall Registration Begins (Continuing Students)	Wednesday, June 20, 2018
Spring Registration Begins (Seniors, LL.M., M.S.L., MPA, and MPP)	Thursday, June 21, 2018
Spring Registration Begins (Continuing Students)	Friday, June 22, 2018

(Schedules distributed during New Student Check In at Orientation and available on insidePacific)

Fall Semester 2018

Description	Date(s)
LLM Orientation Begins	Wednesday, August 1, 2018
First-Year JD Orientation Begins (Part-Time)	Tuesday, August 7, 2018
First-Year JD Orientation Begins (Full-Time)	Wednesday, August 8, 2018
First Year MSL, MPP and MPA Orientation Begins	Friday, August 10, 2018
Classes Begin	Monday, August 13, 2018
Add/Drop Deadline (Last day without administrative approval)	Monday, August 20, 2018
Labor Day (holiday)	Monday, September 3, 2018
Study Day (classes are made up on the last Tuesday of semester)	Friday, October 5, 2018
Last day of Classes (Tues. 11/20 is treated as a Friday for class purposes)	Tuesday, November 20, 2018
Thanksgiving Recess	Wednesday, Thursday, Friday, November 21-23, 2018
Reading Period	Saturday, November 24-Tuesday, November 27, 2018
Final Examination Period	Wednesday, November 28-Friday, December 14, 2018
Winter Break	Monday, December 17, 2018 - Tuesday, January 1, 2018

Spring Semester 2019

Description	Date(s)
Intersession	Wednesday, January 2 - Sunday, January 6, 2019
Classes Begin	Monday, January 7, 2019
Martin Luther King Day (holiday)	Monday, January 21, 2019
Add/Drop Deadline (Last day to add/drop classes without administrative approval)	Monday, January 14, 2019
President's Day (holiday-classes made up on the last Weds. of semester)	Monday, February 18, 2019
Study Day (classes are made up on the last Tues. of the semester)	Friday, March 1, 2019
Spring Break	Monday, March 18 - Friday, March 22, 2019

Last day of Classes (Monday classes)	Wednesday, April 24, 2019
Reading Period	Thursday, April 25 - Sunday, April 28, 2019
Final Examination Period	Monday, April 29 - Monday, May 13, 2019
Commencement	Saturday, May 18, 2019

Summer Sessions 2019

Description	Date(s)
Summer Registration Begins (Seniors)	Tuesday, March 12, 2019
Session 1	Tuesday, May 14 - Sunday, May 19, 2019
Session 2	Tuesday, May 14 - Sunday, June 09, 2019
Memorial Day (holiday)	Monday, May 27, 2019
Session 3	Monday, June 17 - Tuesday, August 6, 2019
Fourth of July (holiday)	Thursday, July 4, 2019

For information regarding tuition refunds, please refer to the McGeorge School of Law Refund Policy: http://www.mcgeorge.edu/Future_Students/Costs_and_Aid/Tuition_and_Fees.htm

The calendar on this page is for the following programs.

Arthur A. Dugoni School of Dentistry
Physician Assistant Studies

The Thomas J. Long School of Pharmacy and Health Sciences

Audiology
Pharmaceutical and Chemical Sciences
PharmD
Physical Therapy

Fall 2018

Description	Date(s)
Early Registration Fall 2018 - Incoming 1st year students	June 13 - September 7
Early Registration Fall 2018 - Incoming graduate students	June 13 - September 7
Payment deadline for Fall 2018	August 1
Advanced Pharmacy Practice Experiences	August 20 - December 21
Orientation	August 22 - 24
Classes Begin	August 27
# Registration	August 27
Labor Day Holiday	September 3
# Last Day to Add Classes	September 7

# Last Day to Drop Classes without record of enrollment	September 7
Census Date	October 1
Pharmacy Spring 2019 Schedule of Classes Available Online	October 8
Midterm Exams	October 8 - 12
Last Day for Pro-rated refund	October 15
* Advising for Pharmacy Spring 2019	October 15 - 19
* Early Registration Pharmacy Spring 2019	October 22 - January 18
Last Day to Withdraw	October 24
Thanksgiving Break	November 21 - 23
Classes Resume	November 26
Classes End	November 30
Final Examination Period	December 3 - 7

Spring 2019

Description	Date(s)
Payment deadline for Pharmacy Spring 2019	December 1, 2018
Deadline for Application for Graduation Spring 2019/Summer 2019 (Graduate)	December 14, 2018
Classes Begin	January 7
# Registration	January 7
Advanced Pharmacy Practice Experiences	January 7 - May 10
# Last Day to Add Classes	January 18
# Last Day to Drop Classes without record of enrollment	January 18
Martin Luther King Jr. Holiday	January 21
President's Day Holiday	February 18
Pharmacy Summer 2019 Schedule of Classes Available Online	February 18
Midterm Exams	February 19 - 22
* Advising for Pharmacy Summer 2019	February 25 - March 1
Last Day for Pro-Rated Refund	February 26
Census Date	March 1
* Early Registration for Pharmacy Summer 2019	March 4 - May 10
Last day to Withdraw	March 11
Deadline for Application for Graduation Fall 2019/ Spring 2020/Summer 2020 (Professional)	April 4
Classes End	April 9
Final Examination Period	April 11 - 17

Summer 2019

Description	Date(s)
Payment deadline for Pharmacy Summer 2019	April 1
Deadline for Application for Graduation Fall 2019/ Spring 2020/Summer 2020 (Professional)	April 4
Classes Begin	April 29
# Registration	April 29
# Last Day to Add Classes	May 10
# Last Day to Drop Classes without record of enrollment	May 10
Commencement	May 18
Pharmacy Fall 2019 Schedule of Classes Available Online	May 20

Memorial Day Holiday	May 27
* Advising for Pharmacy Fall 2019	May 28 - June 7
Midterm Exams	June 10 - 14
* Early Registration for Pharmacy Fall 2019	June 12 - September 6
Early registration Pharmacy Fall 2019 - Incoming 1st year students	June 12 - September 6
Early registration Pharmacy Fall 2019 - Incoming graduate students	June 12 - September 6
Last Day for Pro-Rated Refund	June 18
Last Day to Withdraw	July 1
Fourth of July Holiday Observed	July 4
Classes End	July 30
Final Examination Period	August 1 - 7
Census Date	September 1

For More Information: go.pacific.edu/calendars (<http://go.pacific.edu/calendars>)

ACADEMIC REGULATIONS

- Graduate (p. 9)
- Professional (p. 9)
- Undergraduate (p. 9)

Graduate

Arthur A. Dugoni School of Dentistry

Physician Assistant Studies

Gladys L. Benerd School of Education

All Graduate Programs

McGeorge School of Law

Master of Public Administration

Master of Public Policy

Master of Studies in Law

School of Engineering and Computer Science

All Graduate Programs

Professional

McGeorge School of Law

Juris Doctor

Doctor of Juridical Science

Master of Law

Undergraduate

University College

Organizational Behavior

The Academic Regulations on this page are for the following graduate programs on the Sacramento campus.

Arthur A. Dugoni School of Dentistry

Physician Assistant Studies

Gladys L. Benerd School of Education

All Graduate Programs

McGeorge School of Law

Master of Public Administration

Master of Public Policy

Master of Studies in Law

School of Engineering and Computer Science

All Graduate Programs

- Academic Standing (p. 9)
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All graduate students are urged to read these general regulations carefully. Failure to be familiar with this section does not excuse a student from the obligation to comply with all the described regulations.

Although every effort has been made to ensure the accuracy of this catalog, students are advised that the information contained in it is subject to change. The University reserves the right to modify or change the curriculum, admission standards, course content, degree requirements, regulations, tuition or fees at any time without prior notice. The information in this catalog is not to be regarded as creating a binding contract between the student and the school.

Classification of Graduate Students

Full: All students admitted with full graduate standing.

Conditional Admission: Students may be admitted to some of the graduate programs on a conditional admission basis. See the Graduate Admission section of this catalog for additional information.

Credential: Students admitted to do post-baccalaureate work that leads toward an initial teaching credential, specialist instruction credential or services credential.

Academic Standing

All graduate students are expected to make satisfactory progress toward the academic degree for which they were admitted. Also, graduate students are required to maintain a cumulative minimum grade point average (GPA) of 3.0 or higher in all courses listed in their graduate program plan of study and in all courses taken as a graduate student.

Students in a credential-only program must maintain a GPA of 2.5 and have a cumulative GPA of 2.5 or higher to clear their credential. Students in a basic teacher education credential only program who wish to do directed teaching in an internship must maintain a 3.0 GPA.

At the end of each semester a graduate student's academic standing is determined to be one of the following:

- good standing

- good standing with warning
- probation
- subject to disqualification (temporary status)
- disqualification.

The criteria for these academic standings are based upon a combination of cumulative Pacific GPA and the term GPA. Criteria for the different academic standings are outlined below:

Good Standing:

- Term GPA of 3.0 or higher and a cumulative Pacific GPA of 3.0 or higher

Good Standing with Warning:

- Term GPA below 3.0 and a cumulative Pacific GPA of 3.0 or higher

Probation:

Any graduate student who has completed six (6) or more course units of study and has a Pacific cumulative GPA below 3.0 is placed on academic probation. Students on academic probation who fail to raise their Pacific cumulative grade point average to 3.0 at the end of the probationary semester are subject to disqualification from their Graduate program. Students who are subject to disqualification are reviewed by an appropriate committee and are either disqualified from further enrollment at the University or are allowed to continue for the next semester on probation.

If prior semester is Good Standing, or Good Standing with Warning

- Term GPA below 3.0 and cumulative Pacific GPA is 3.0 or below

Subject to Disqualification (Temporary Status):

If prior semester is Probation:

- Term GPA below 3.0 and cumulative Pacific GPA is 3.0 or below

Disqualified:

Each school determines whether a student subject to disqualification will be disqualified. If they are not disqualified, the student subject to disqualification is then put on probation for the following term. If they are disqualified, a student is not allowed to register for further study at the University.

A student who has been disqualified may appeal immediately for reconsideration and possible reinstatement on probation, within the same school. A disqualified student who has been out of the university for one semester or more may apply for readmission to the university through the Office of Graduate Studies. If readmitted, such a student enters on probation and would need to make up the earlier deficiency in order to attain good academic standing.

Any graduate student who receives more than two C grades or lower will have their academic progress reviewed by the department and the Office of Graduate Studies and they may be dismissed from their Graduate program.

In addition to maintaining a 3.0 average, graduate students must make satisfactory progress in their degree programs. Students are expected

to make continual progress toward completing course requirements and any required research, qualifying examinations, thesis or dissertation writing, and all other University or Departmental requirements. Failure to make satisfactory progress can result in dismissal from the Graduate program. Students who wish to appeal a disqualification must submit a written petition to the Dean of Research and Graduate Studies.

Other academic and non-academic reasons can result in a student's dismissal from a graduate program. Refer to the Honor Code in Tiger Lore, and any program-specific guidelines.

Clinical Competency

Many of the graduate programs offered at the University include experiential coursework. Prior to taking a course that includes an experiential component; students are required to demonstrate that they have the necessary skills, aptitude and competencies to successfully complete the course. Faculty of departments that offer experiential courses have the discretion of denying enrollment in these courses to students evaluated as not possessing the necessary clinical competencies. Procedures used to assess clinical competency vary across programs. Students may obtain additional information from their Graduate Program Director.

Students who do not demonstrate adequate clinical and experiential competency can be dismissed from a degree program, regardless of academic standing.

Course Loads

Course load requirements are program-specific. The following are guidelines for non-lockstep programs. Course loads influences financial aid. The following course load categories correspond to financial aid categories.

- Full Time: 8 or more units a semester
- Half Time: 7 to 4 units a semester
- Less than Half Time: 3 to 1 units a semester

Students with teaching or other assistantships should check with their department for specific guidelines concerning unit requirements. Conditionally admitted students are not eligible for assistantships.

Credit Limitations

All courses countable for graduate degree credit must be either graduate-level courses (200 or 300 level) or, where allowable, advanced undergraduate courses (100 level). Students taking 100-level courses for graduate credit will be required to complete extra course assignments.

Courses not applicable to graduate degrees:

- Lower division undergraduate courses (001-099)
- Courses in which a grade of C- or lower were received. Courses that receive a C- or lower must be repeated
- Courses for the improvement of English language skills of foreign students'
- Directed teaching or prerequisite courses for directed teaching except for the Master of Education degree or the Master of Arts in Special Education degree.
- Physical education activity courses.

- **Unclassified Status:** No more than 12 units, no matter when they are earned, can be transferred from an “Unclassified” transcript into a graduate program

P	Passing work on the pass/no credit system. Approved only for certain courses and program of a college or school. Note: Research for thesis or dissertation the department may determine whether letter grades or pass/no credit grades are to be given. In seminar or comparable courses, letter grades or pass/no credit may be used.
W	Authorized withdrawal from courses after the prescribed period.

Double-Listed Courses

In order to differentiate graduate and undergraduate responsibilities in double-listed courses (100/200 levels), there must be sufficient differentiation between the two levels with the graduate level evidencing additional rigor as denoted by higher level student learning outcomes with corresponding assignments and grading criteria. Graduate students must register using the 200-level course number.

Grade Point Average

The Pacific grade point average is determined by adding the total quality points and by dividing the resultant sum by the total number of quality hours. As a general rule, the ratio is based on the number of letter graded units completed.

Grading Policies

Symbols and Definitions

Graduate students are assigned grades in keeping with the following provisions. Utilization of (+/-) is at the discretion of individual programs.

Symbo	GPA	Definition
A	4.0	Exemplary
A-	3.7	
B+	3.3	
B	3.0	Satisfactory
B-	2.7	
C+	2.3	
C	2.0	Marginal
C-	1.7	
D+	1.3	
D	1.0	Unsatisfactory
F	0.0	Failing
I		Incomplete work due to extenuating and hardship circumstances which prevent the completion of the work assigned within the regular time of the term. Each incomplete grade assigned must be accompanied with a contract statement agreed to by both instructor and student as to: a) what work remains to be completed, b) how it is to be evaluated, and c) a time indicated for completion within by no later than the following deadlines: for fall semester, by July 1 following; for spring semester, by November 1 following; for summer term, by January 1 following. If work is not completed within these stipulated times, the instructor can indicate a grade in lieu of the F/NC which automatically would be imposed with failure to complete the work. All incompletes must be made up before the last day of the semester in which the student intends to graduate.

Symbo	GPA	Definition
N		Deferred grading for thesis, dissertation or research work.
NC		No credit recognition. Represents unsatisfactory work under pass/no credit option.
NG		No Grade Received from the Instructor. Please contact the instructor.

Repeating of Courses and Grade Replacement Policy

For courses in which the grade earned is C- or lower, the units are counted in a student’s degree program, and – if required for the degree – must be repeated. Some departments or programs have established higher grading standards which must be met by students in those programs. All grades earned in courses taken as a graduate student at the University are counted in the cumulative GPA.

Only courses with grades of “C-” or lower can be repeated. Once a course is completed with a grade of C or higher, the graduate student cannot repeat that course or any prerequisites for the course. When a course is repeated, grades from both the original and repeated attempt appear in the official records and transcripts. A course can only be repeated once. Grades are averaged when courses are repeated; thus, the Pacific grade point average does reflect the two grades averaged.

Acquisition of Graduate Credit as an Undergraduate

Undergraduate students meeting all of the following requirements may petition the Dean of the Graduate School by submitting the *Application to Receive Graduate Credit as an Undergraduate Student* to open a graduate transcript (i.e., receive credit in graduate-level courses toward a graduate degree) before the last day to add classes of the last semester as an undergraduate:

- The student must be within 9 units of completing the baccalaureate degree.
- The student must be in the last two semesters of the baccalaureate degree at University of the Pacific.
- An *Evaluation of Degree Requirements* form has been submitted to the Office of the Registrar prior to the last day to add classes. This must be submitted before or with the *Graduate Credit as Undergraduate* application. (This serves as permission by the undergraduate advisor for the student to take graduate-level coursework.
- The student has been accepted into a graduate or credential program.

Graduate credit can be received under the following guidelines:

- The total number of graduate credits for the semester, including coursework completed at other schools, cannot exceed the maximum graduate course load for the department providing the graduate coursework.
- The tuition rate for the entire semester is at the undergraduate rate.
- No more than 12 units (16 units for student teachers) can be transferred from an undergraduate transcript into a graduate degree program.
- Graduate credit will only be granted for graduate-level (200 numbered) courses and above.

- Units cannot be retroactively transferred from an undergraduate transcript to a graduate program. Approvals for graduate credit must be obtained prior to the last day to add classes of the student's last semester.
- Coursework will not count toward graduate credit if the student fails to complete the bachelor's degree by the second semester of taking graduate courses.
- Graduate courses completed under this agreement will not be recorded by the Registrar as graduate coursework until the baccalaureate degree has been completed and matriculation into the graduate program has commenced. Grades from these courses will not be accounted in the undergraduate grade point average, unless the bachelor's degree is not completed.
- Students who do not complete the bachelor's degree by the second term when graduate courses are taken cannot start a graduate program and cannot take additional graduate coursework until the bachelor's degree has been awarded.
- Students bear the responsibility of assuring graduate credits earned as an undergraduate student will transfer to or be counted as post-baccalaureate units by other universities or school districts.

Students are not classified as graduate students until they register for and begin graduate courses following the receipt of their bachelor's degree.

Transfer Credit

Coursework completed at University of the Pacific or at other regionally accredited institutions of higher education since completion of the baccalaureate can be evaluated for transfer credit work with the following restrictions:

- Up to nine (9) semester units can be transferred at the Master's level and up to 12 semester units at the doctoral level.
- Only courses that qualify for graduate or first-professional credit by the transferring institution can be transferred.
- Only courses in which a grade of B or better are eligible for consideration of transfer credit. Some departments set higher standards and there are identified by individual program catalog sections.
- Extension courses do not qualify for transfer credit with the exception of university-approved transfer agreements.

Grade points earned in those courses are not counted in the student's Pacific grade point average. This process is initiated using the Degree Requirement Adjustment Form and must be approved by the Director of the Graduate Program and the Office of the Registrar.

Some programs may have more restrictive transfer credit policies.

Unclassified Graduate Students

Students may take graduate level courses as an unclassified graduate student if they meet the following:

- Have a bachelor's degree or the equivalent from a regionally accredited institution or other international institution of acceptable standing
- Apply using the First Time Unclassified Application and submit it to the Office of the Registrar

A maximum of 12 units (16 units for student teachers) taken as an unclassified graduate student will count toward a graduate-level program at University of the Pacific. Upon acceptance to the university, resident and transfer coursework are evaluated by school/department

for applicability to degree. Some programs/courses have restricted enrollment and are not open for enrollment for unclassified students.

Registration

Registration is the means by which an individual officially becomes a student at Pacific. Registrants are further identified by school/college of the University, degree status, classification and major.

All students must register by the last day to add or drop. Students are held accountable to complete every course for which they register. If it is necessary to add or drop a course, the student must complete the appropriate registration transaction by the last day such activity is allowed as published in the University Calendar (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Calendars/Academic-Calendar.html>).

After the add/drop deadline dates has passed (but prior to the end of the term) requests to add or drop courses must be made by special petition to the student's respective school/college.

Requests to add or drop courses after the term must be made to the Academic Regulations Committee (ARC). In either case, petitions are only approved if it can be shown that the request is warranted due to some special situation or hardship. Courses approved to drop after the deadline appear on the student's transcript with the notation "W" but do not count in the units earned or in the calculation of the grade point average.

Any petitions approved after the deadline dates are subject to a service fee. Tuition and fee refunds are based on the date a withdraw form is initiated in the Office of the Registrar.

Continuous Registration

All graduate students in graduate degree or credential programs must satisfy the Continuous Registration Policy of their respective programs from admission until all degree requirements are met or their status as a degree- or credential-seeking student is terminated. This includes students who are completing preliminary or final examinations, or presenting terminal projects. If degree or credential requirements are completed between terms, the student must have been registered during the preceding term.

Continuous registration is intended for students who have completed all required coursework. The Continuous Registration Policy can be met by registering for GRAD 200 (through Inside Pacific (<https://insidepacific.pacific.edu/cp/home/displaylogin>)) at least one semester per academic year (Fall or Spring).

There is no limit to the number of times a student can register for GRAD 200; however, Pacific's Residency and Time Limit policies must be met.

Students enrolled in GRAD 200 may utilize library facilities, but are not entitled to:

- the use of other University facilities,
- receive a fellowship, assistantship, or financial aid, or
- take course work of any kind at the University of the Pacific.

Students should also be aware that registration in GRAD 200 may cause existing student loans to come due.

Some programs may require courses other than GRAD 200 to meet continuous registration requirements. Please consult individual program pages for additional information.

Failure to Meet Continuous Registration Requirements

A graduate student who fails to meet the continuous registration requirements will be inactivated. Students in good academic standing who were inactivated may petition for readmission to the program by submitting a \$50 reinstatement fee and the Application to Request Reinstatement to the Graduate School prior to the first day of classes.

After 12 months or more in inactive status, students who wish to re-enter a program must complete a new application with the appropriate fees and documentation. A decision to readmit a former student must include a statement by the admitting degree program what previously taken courses can be applied to the new program of study.

Registration - Individualized Study

To register for an Individualized Study (Independent Study course, Internships, or Practicum) students must use the Individualized Study Request form. This form is a written contract between students and faculty that specifies the nature of the work to be undertaken and the method of evaluation. The form must have proper approval within the unit and be filed with the Office of the Registrar. An independent study course may not be taken in the same term in which a regular course in the same subject is offered.

Changing Degree Programs

If a student wishes to change a degree program, the student must submit an application for admission, pay the application fee, and comply with all admission requirements. No more than nine (9) units of coursework taken in non-degree seeking, certificate-seeking, or previous degree-seeking status may be applied to any Master's degree and no more than 12 units may be applied to any doctoral degree.

Leave of Absence

Students experiencing life changing or catastrophic events are encouraged to request a leave of absence, especially if the Residence and Time Limits policy will be impacted. Consideration for request submitted after the degree time limit has expired will be impacted by evidence of successful continuous progress towards the degree, programmatic changes, and faculty availability. A student who is in good standing may petition for a leave of absence of no more than one academic year and the maximum number of Leave of Absence requests is two. Requests for a leave of absence must be approved in advance by the faculty advisor or Program Director and the Graduate Dean. Once the petition is approved, the registration requirement will be set aside during the period of leave. Leaves will be granted only under conditions that require the suspension of all activities associated with pursuing the degree including use of university facilities and faculty mentoring/advice.

Counting of the time to the completion of the degree ceases when a leave of absence is granted and resumes when the student re-enrolls to continue the program. A student who returns to the University after an approved leave of absence will not be required to submit an application for readmission.

Unapproved Leaves of Absence may result in the student being required to re-apply to their program. International student should visit the International Programs and Services to find out how a Leave of Absence may impact their stay or re-entry into the U.S.

Requirements for the Master's degree

In addition to the requirements above, the following requirements apply specifically to the Master's degree.

Total Units

Most Master's programs at University of the Pacific require a minimum of 30 units of approved graduate credit.

Grade Point Average

Students must maintain a minimum GPA of 3.0 in all work taken as a graduate student, either at the University of the Pacific or any other institution. See the Grading Policy and Academic Standing sections, in addition to program-specific guidelines. Students enrolled in the Master of Physician Assistant Studies program, should refer to the program's GPA policies.

Exit Requirements

Comprehensive Examination/Capstone Experience/Creative Project/Thesis

Most programs have a culminating experience. In addition to successful completion of all courses required for graduation, students may be required to pass a comprehensive examination taken during their final semester of enrollment or, if specified by the program, successfully complete a capstone experience or creative project or defend a thesis.

The thesis must be checked for plagiarism and approved by the thesis committee prior to the defense.

Students must be enrolled the semester in which these defense/final examination occurs.

(See individual program sections for more information).

Requirements for Terminal Degree Programs (Ph.D. and Ed.D)

The goal of terminal degree programs at the University of the Pacific is to provide students with a comprehensive discipline-specific knowledge base and extensive training in the methods of research/creative activity. The programs are designed to encourage students to make contributions that advance their field of expertise.

Students are expected to demonstrate an ability to conduct independent research, and the ability to express thoughts clearly in both verbal and written and/or creative formats. In addition to earning a terminal degree, candidates must successfully complete all requirements, demonstrate a high level of professional skill and performance in their academic work and their internship experience (if required), and submit a dissertation, acceptable to the student's committee. Specific program requirements can be found in the appropriate sections of the catalog.

Grade Point Average

Students must maintain a minimum GPA of 3.0 in all work taken as a graduate student, either at the University of the Pacific or any other institution. See the Grading Policy and Academic Standing sections, in addition to program-specific guidelines.

Presentation of an acceptable Dissertation

In order to be acceptable, the doctoral dissertation must be:

1. a significant contribution to the advancement of knowledge or
2. a work of original and primary research.

Passing of a final oral examination

When the dissertation is completed, candidates present themselves for the final examination to an examining committee which consists of the candidate's advisor (who shall act as chair) and such other examiners as the advisor shall approve. The examination is oral and deals intensively

with the field of specialization in which the candidate's dissertation falls, though it need not be confined to the subject matter of the dissertation.

In order to be considered satisfactory, the report of the examining committee must be unanimously favorable.

(See individual program sections for more information).

Residence and Time Limits

The period of residence involves students in a total commitment to their graduate program.

Completion of a minimum of one academic year of "residence work": i.e., the candidate must be registered for at least 4 units per semester for two semesters. Two summer sessions of at least 4 units each are considered the equivalent of one-half year of residence.

Time Limits for Master's Degrees

The requirements for a Master's degree must be completed within five (5) years subsequent to admission to the program. The five-year period begins the first semester students are enrolled and is calculated from the date of degree conferral. Credit that is more than five years old will not be counted toward a Master's degree. Exceptions, provided the courses were completed at this university, will require strong justification in writing from the student requesting the exception as well as revalidation plan. Written approval from the department, the Dean of the school/college at which the degree is offered, and the Graduate Dean are required. See revalidation process below.

Time Limits for Terminal Degrees

The requirements for a terminal degree must be completed within ten years subsequent to admission to the terminal degree program. The ten-year period begins with the first semester students are enrolled and is calculated from the date of degree conferral. Students have a maximum of five years to advance to candidacy and a maximum of five years from candidacy to successfully defend the dissertation. Students who exceed the candidacy deadline may request an extension. Candidacy extensions will require strong justification in writing from the student and should be accompanied by a plan of study for timely completion of all requirements for advancing to candidacy. The extension must be approved by the student's advisor, the Program Director, and the Graduate Dean.

Courses taken ten or more years prior to the comprehensive examination (terminal degree programs) or five or more years prior to the final examination (Masters Programs) do not apply towards the graduate degree and must be repeated or revalidated to satisfy the degree requirements.

If revalidation is requested, the faculty advisor or Program Director recommend a revalidation plan. Revalidation will verify that the student's knowledge in a specific subject area is current and documented. Options for course revalidation include a written examination, a 3-5 page essay, a project, a course retake, or other equally rigorous academic means appropriate to the discipline to determine the student learning outcomes have been met.

Revalidation request should be submitted on the Revalidation Request Form and accompanied by a written justification, revalidation plan, and documentation used for revalidation. All revalidation request and plans must be approved by the student's advisor or Program Director, the School/College Dean, and the Graduate Dean. The student's advisor/Program Director and College Dean are responsible for determining whether the student demonstrated sufficient course knowledge necessary for successful course revalidation. Successfully revalidated courses may be included in the student's plan of study. Failure to follow

all designated requirements of the revalidation agreement may result in dismissal from the program. Graduate students will not be permitted to submit more than 12 units of the program's courses for revalidation. Courses beyond the 12-unit limit will need to be retaken. Courses must have been completed at this university to be eligible for revalidation.

Individual programs may have additional residency and time limit requirements.

Thesis or Dissertation Committee

This section outlines the general requirements for thesis or dissertation committees. Units and colleges may adopt additional program-specific criteria and guidelines.

Thesis or dissertation chair: Faculty must hold a degree equivalent to the degree being sought and have demonstrated expertise to serve as a thesis or dissertation chair. Faculty members without supervisory experience must serve for at least one year as a co#chair with an experienced advisor before they may be recommended to independently supervise thesis or dissertation research. Exceptions to this policy must be approved by the college or school Dean and the Graduate Dean.

Thesis or dissertation committee: The Thesis or Dissertation Committee is composed of a Chair and a minimum of 1 (thesis) or 2 (dissertation) other committee members. The number of committee members depends on the degree objective. All members of the committee must hold degrees equivalent to the degree being sought or have demonstrated expertise. The committee member(s) may be selected from within the student's school or college, from another school or college, or from another institution or organization with recognized expertise in the field or industry.

It is recommended that the committee be formed after a student selects a chair for their research and the faculty member agrees to chair. The student, in consultation with the chair, is responsible for contacting potential members of the committee, inviting members to serve, and completing the Masters' Thesis Committee form or the Doctoral Dissertation Committee form. Upon the approval of thesis or dissertation advisor, department chair, and college or school dean, the form will be forwarded to the Graduate School. Committee members from outside the University of the Pacific must be approved by the Graduate Dean.

The responsibilities of the thesis or dissertation committee members are:

1. Providing the student with guidance in their thesis or dissertation research,
2. Monitoring the student's research progress of their thesis or dissertation research, and
3. Approving the content of the final thesis or dissertation.

In order to fulfill the above responsibilities, the committee should hold at least one meeting each semester.

Thesis and Dissertations

The Graduate School makes available to faculty and graduate degree candidates instructions for the preparation of theses and dissertations. The instructions are to be applied to all theses and dissertations submitted at University of the Pacific. Theses and dissertations must be submitted by the deadline dates published in the Academic Calendar.

Graduate programs have specific courses that must be taken for work on a thesis or dissertation. These courses are numbered 299 (Master's Thesis) and 399 (Dissertation), and are graded on a Pass/No Credit basis.

Commencement

Master's degree students who are near completion of degree requirements are eligible to participate in the May commencement exercises under specific conditions. The following conditions must be met before the Graduate Dean will approve the petition.

- A completed Petition to Participate in Graduation Ceremonies has been submitted to the Graduate School by the Spring semester deadline* for filing the Application for Graduation form. This petition must be signed by the student's advisor and academic Dean (or Graduate Program Director if appropriate).
- All degree requirements will be met before the end of the summer session of the same year. An approved plan of study that specifies all degree requirements will be completed in time and must be on file in the Graduate School before the Spring semester deadline for filing the Application for Graduation form.*
- The Master's degree oral examination, which includes thesis defense or written examination (where applicable), will be successfully completed by the Spring semester deadline for Written/Oral Exam – Thesis/Dissertation Defense.**
- The student is in good academic standing.

On a case-by-case basis, special consideration is given for international students who complete degree requirements after the Fall semester of the same calendar year. Approved CAPP Evaluations must be on file by the Spring semester deadline* and the student must state they are unable to return to campus to participate in ceremonies in the Spring following degree completion.

Doctoral degree students are ineligible to participate in graduation ceremonies until all degree requirements are met and the final dissertation has been approved by the Graduate School. However, on a case-by-case basis, special consideration will be given for international and domestic doctoral students who will complete degree requirements by the end of the Fall semester of the same calendar year. Approved programs of study must be on file by the Spring semester deadline, and the student's Graduate Program Director must approve of the request.

Withdrawal from a Term or the University

Students who intend to completely withdraw from a term or from the university have to initiate the process in the Office of the Registrar. The withdrawal date used by Financial Aid for Return in the return of Title IV Aid calculation and the effective date used by Student Accounts for tuition refunds are based on the date of your notification to the Office of the Registrar. If a student intends to withdraw from a semester after the last day to withdraw, it must be approved by the Academic Regulations Committee. Courses the student was registered for after the last day to drop appear on that student's transcript with the notation "W" but do not count in the units earned or in the calculation of the grade point average. If a student only withdraws from a semester, he/she has one more semester to keep his/her continuing active status. If the student has completely withdrawn from the University, he/she must submit a new application for admission, and file a request for Petition for Reinstatement Form (with a \$50 fee) available on the Office of the Registrar web site. The deadline is August 1st for Fall admission or December 1st for Spring admissions.

An official withdrawal from the University is the termination of rights and privileges offered to currently enrolled students, which include, but are not limited to, early registration.

The Academic Regulations on this page are for the following professional programs on the Sacramento campus.

McGeorge School of Law

Juris Doctor

Doctor of Juridical Science

Master of Law

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Non-discrimination Statement

McGeorge, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, does not discriminate in the administration of any of its educational programs, admissions, scholarships, loans, or other activities or programs on the basis of race, gender, sexual orientation or preference, national or ethnic origin, color, disability, marital status, age, or religious belief.

Inquiries regarding compliance with these statutes and regulations may be directed to the Office of the Dean, 3200 5th Ave., Sacramento, CA, 95817, or to the U.S. Department of Education, Office for Civil Rights, in San Francisco or Washington, D.C.

Statement of Diversity & Inclusion

(Adopted by the Minority Affairs Committee, 2008-2009)

McGeorge strives to enhance the personal and professional experiences of our community by promoting:

- Respect and Awareness of individuals and diverse communities and groups;
- Education inclusive of a variety of different perspectives, experiences, intellectual interests, and worldviews;
- A Commitment to increasing diversity in the legal profession; and
- The value of Collective Action to challenge prejudice, stereotyping, and harassment.

The McGeorge commitment to diversity is an essential part of providing a high-quality education that prepares graduates for the administration of justice in a multicultural world and for professional participation in a legal community that represents the interests of a diverse society.

Code of Student Responsibility

The Code of Student Responsibility (“CoSR”) governs student behavior at all times from the time of submitting an application for admission until graduation, expulsion, voluntary withdrawal, or academic disqualification not followed by reinstatement. The CoSR is divided into four parts – Cannons of Ethics, Disciplinary Rules, Organizational Rules, and Procedural Rules. The CoSR may be found online at mcgeorge.edu/Policies_and_Handbooks.htm and printed copies are available from the Office of Student Affairs.

Student Learning Outcomes

(Approved by Faculty on February 18, 2011)

Learning outcomes are the lawyering skills that students are expected to obtain through the completion of a legal education. Consistent with ABA Standards, upon completion of a J.D. degree, graduates of the McGeorge School of Law will demonstrate mastery of the following student learning outcomes at the level needed for admission to the bar and effective and ethical participation in the legal profession as an entry-level attorney. The curriculum at McGeorge School of Law has been designed to prepare students with the key skills and competencies needed to demonstrate these learning outcomes in the legal profession.

Disabled Students Services

McGeorge makes every reasonable effort to accommodate, on a case-by-case basis, students with physical, medical, or learning disabilities. Appropriate services and modifications are worked out on a case-by-case basis. Our campus facilities are accessible to students with mobility impairments, and, in compliance with the Americans with Disabilities Act, we do not discriminate in the administration of our educational programs, admissions, scholarships, loans, or other activities or programs based on disability.

For additional information, please review the online Policy Handbook for Students with Disabilities (available at mcgeorge.edu/Disabled_Student_Services.htm) and contact the Office of Student Affairs at sacstudentaffairs@pacific.edu or 916.739.7089 with any questions or to submit your request for accommodations.

Sexual Assault & Response Policy

McGeorge is committed to the personal safety of its students and other members of its campus community and maintaining a safe and respectful environment free from sexual misconduct. Safety education and prevention information is distributed to students during Orientation and available throughout the year through Public Safety. A detailed explanation of the support and services available to assault victims may be found in the full Sexual Assault and Response Policy Statement which is located online at mcgeorge.edu/Sexual_Assault_and_Response_Policy_Statement.htm. To report student, staff or faculty sexual misconduct, a victim or witness may contact Elisa Levy, Assistant Dean, Administration and Strategic Planning and Title IX Campus Representative at 916.739.7343, in addition to any Campus Security Authority, such as Public Safety or the Assistant Dean of Student Affairs.

Prohibited Harassment Policies & Procedures

McGeorge is committed to providing an environment free of sexual harassment and harassment because of race, religious creed, color, national origin, ancestry, disability, marital status, sexual orientation, age, or any other basis made unlawful by federal, state, or local law, ordinance, or regulation. This policy applies to all persons attending or involved in the operations of McGeorge. Prohibited harassment in any form, including verbal, physical, and visual conduct, threats, demands, and retaliation in unlawful and will not be tolerated.

Substance Abuse Policies & Procedures

Students are expected to comply with federal, state, and local laws governing the possession, distribution, use, and consumption of alcohol and illicit drugs on the campus and as part of school activities both on and off the campus. A publication, “Substance Abuse Policies and Procedures,” provides further information about policies, procedures, and available drug and alcohol abuse education programs, as required by Section 1213 of the Higher Education Act of 1965, as amended. The publication is available online at mcgeorge.edu/Substance_Abuse_Policies_and_Procedures.htm.

Annual Security and Fire Safety Report

In compliance with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act, or Cleary Act, the Pacific Sacramento Campus Public Safety Department is responsible for providing the Annual Security and Fire Safety Report. This report contains the three most recent calendar years of crime statistics for the campus. It includes crimes that occurred on campus, in campus housing, and on non-campus property and public property that is adjacent to campus. Also included in this report is fire safety information for on-campus housing. Hard copies of this report are available at the Public Safety Office, Human Resources Office, and Admissions Office, and an electronic version is available online at mcgeorge.edu/Documents/Policies/annualSecurityReport.pdf.

Accreditation & Memberships

McGeorge is a member of the Association of American Law Schools (AALS). It is fully accredited by the American Bar Association (ABA) and by the Committee of Bar Examiners of the State of California. It is also registered by the Regents of the University of the State of New York and approved for participation in veteran’s educational benefits programs. McGeorge has been awarded a Chapter of the Order of the Coif, the highest academic recognition possible for a program in legal education.

All documents relating to the accreditation of McGeorge are on file in the Office of the Dean, 3200 5th Avenue, Sacramento, CA 95817, and all inquiries regarding accreditation should be directed to that office.

Additional Policies & Procedures

Please visit the website at mcgeorge.edu/Policies_and_Handbooks.htm

for a consolidated listing of McGeorge's policies and procedures, including the University Animal Policy, Unclassified Student Policies, Smoking Policy, Graduate Grading and Advancement Rules, Library Gift Policy, Privacy Policy, and others not discussed in this publication.

Student Complaint Procedure (ABA Standard 510)

Any student at the law school who wishes to bring a formal complaint to the administration regarding a significant problem that directly implicates the school's program of legal education and its compliance with the ABA Standards, should do the following:

1. Submit the complaint in writing to the Assistant Dean for Student Affairs. The complaint may be sent via email, U.S. Mail, facsimile, or in person to the Office of the Assistant Dean for Student Affairs. There

is also a web-based form located online at mcgeorge.edu/Student_Complaint_Process.htm.

2. The complaint should describe in detail the behavior, program, process, or other matter that is at issue and should explain how the matter directly implicates the law school's program of legal education and its compliance with a specific, identified ABA Standard(s).

3. The complaint must contain the complaining student's name, his/her student ID#, his/her official law school email address, and his/her current mailing address.

When an administrator receives a student complaint that complies with the foregoing requirements, the following procedures shall be followed:

1. The Assistant Dean for Student Affairs will acknowledge the complaint within three business days of receipt. An acknowledgment may be made by email, U.S. Mail, or by personal delivery, at the option of the Assistant Dean.

2. Within 10 business days of acknowledgment of the complaint, the Assistant Dean for Student Affairs, or the Assistant Dean's designee, shall respond to the substance of the complaint, either in writing or in person, and shall indicate what steps are being taken by the law school to address the complaint. If further investigation is needed, the complaining student shall, upon conclusion of the investigation, be provided with a substantive response to the complaint within 10 business days after completion of the investigation.

3. Any appeal regarding a decision on a complaint shall be brought before the Associate Dean for Academic Affairs. Any appeal from the decision of the Associate Dean shall be brought before the Dean of the Law School. The decision of the Dean will be final. Any appeal must be brought within 10 business days from the date of the response by the Assistant Dean or the Associate Dean.

4. A copy of the complaint and a summary of the process and resolution of the complaint shall be kept in the office of the Assistant Dean for Student Affairs for a period of eight years from the date of final resolution of the complaint.

Other Sources of Information

Students must familiarize themselves with school policies, procedures, and regulations contained on the website and in other publications which include:

- Code of Student Responsibility
- Grading and Advancement Rules, Regulations, and Procedures
- Policy Handbook for Applicants and Students with Disabilities
- Parking Regulations and Campus Security Student Handbook
- Prohibited Harassment: Policies and Procedures
- Student Handbook aka The Black Book
- Substance Abuse Policies and Procedures

Copies of these publications are also available from the Student Affairs, Registrar and Financial Aid offices and on the school website.

Compliance with Federal Regulations

Non-discrimination policy: McGeorge School of Law, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, does not discriminate in the administration of any of its educational programs, admissions, scholarships, loans, or other activities or programs on the basis of race, gender, sexual orientation or preference, national or ethnic origin, color, disability, marital status, age, or religious belief.

Inquiries regarding compliance with these statutes and regulations may be directed to the Office of the Dean, 3200 Fifth Avenue, Sacramento, California 95817, (916) 739-7151, or to the U.S. Department of Education, Office for Civil Rights, in San Francisco or Washington, D.C. Student records: Inquiries about the School's compliance with student access and privacy rights regarding educational records, under the Family Educational Rights and Privacy Act of 1974, may be directed to the Office of the Dean or to the Student and Family Educational Rights and Privacy office, U.S. Department of Education, Washington, D.C.

Compliance with the Clery Act

In compliance with the Clery Act, formerly known as the Campus Security Act of 1990, the School of Law is responsible for disclosing to the students, faculty, and staff all crimes that have been committed on campus, non-campus buildings or property, and public property. That information is available in the Annual Security Report, in addition to the Daily Crime Log, which is available for review in the Director of Public Safety's Office. The School of Law also gives timely warnings to the students, faculty, and staff to aid in the prevention of crime. Each year the Public Safety Department gathers and compiles crime information received from the Sacramento Police Department and Campus Security Authorities to assist in providing crime statistics to the U.S. Department of Education

Examinations and Grading

Written examinations are given at the end of each semester in most courses. The predominant form of examination calls for an essay response. Essay examination papers are generally returned to students after grades are recorded. A student who fails to take examinations in a course will receive a grade of "F" for the course unless the absence was excused in advance by the Assistant Dean for Student Affairs or Associate Dean for Academic Affairs. Absences are approved in cases of:

1. Bona fide illness

2. Emergency
3. Personal Tragedy
4. Religious observance
5. Approved accommodation under ADA

If excused, the student will be permitted to take the examination at a later time. Further information regarding examinations may be found in the Grading and Advancement Committee Rules, Regulations and Procedures.

The grading system of the School of Law is as follows:

Symbo	GPA	Definition
A+	4.33	Grade points per unit
A	4.00	Grade points per unit
A-	3.67	Grade points per unit
B+	3.33	Grade points per unit
B	3.00	Grade points per unit
B-	2.67	Grade points per unit
C+	2.33	Grade points per unit
C	2.00	Grade points per unit
C-	1.67	Grade points per unit
D+	1.33	Grade points per unit
D	1.00	Grade points per unit
F	0.00	Grade points per unit and no unit credit

Certain courses have been designated as "honors/pass/low pass/no credit/fail." These are designated in the course descriptions section of this catalog as "P/F." The grade "Honors" is awarded for work performed at a superior level. The grade "Pass" is given to work performed at an acceptable level; "Low Pass" is given for work at the C or C- level; "No Credit" is given for work performed at the D+ or D level; failing work receives a grade of "F."

Advancement Standards

The faculty has established standards for advancement in good standing or continuance on academic probation to each year of legal training.

The minimum cumulative standard for advancement to the spring semester of the first year is a 1.90 GPA. A student with a GPA between 2.18 and 2.32 at the end of any academic year other than the final year may continue enrollment on probation but in good standing under the following conditions:

1. All probationers must meet with a designated administrator for counseling and program approval, which the administrator will finalize in consultation with the chairperson of the Grading and Advancement Committee. The approved program of study must include repetition of any required courses in which the student received a grade below a C+, unless, for clear and convincing reasons, the designated administrator determines that repetition is not necessary for successful completion of probation. Probationers are required to participate in follow-up counseling sessions as deemed appropriate, as a condition of continued enrollment.
2. Unless grounds for exception are found by the designated administrator and the chairperson of the Grading and Advancement Committee, programs of study for 2D probationers will not exceed 13 units, 10 of which will be in required courses. For 2E and 3E probationers, a minimum of 6 units (for 2Es) and 5.5 units (for 3Es) will be in required courses.

3. Successful completion of probation requires achievement of a cumulative GPA of 2.33 at the end of the spring semester after placement on probation or the scheduled graduation date, whichever is sooner.
4. No student may repeat probationary status. A student who has previously been on probation and thereafter has a cumulative GPA below 2.33 at the end of an academic year is not eligible to continue.

Directed Study Program

McGeorge is committed to the success of each student. We designed the Directed Study Program to bolster a student's command of and confidence in core legal skills, with the goal of increasing success in law school and paving the way to passing the bar exam.

Any student whose cumulative GPA, at the end of the first academic year, falls below 3.0 shall be placed in the Directed Study Program. Once placed in the Directed Study Program, a student will remain subject to its requirements.

The requirements of the Directed Study Program are as follows:

All students take Criminal Law, students in Directed Study will complete this course in the format that provides an analytical skills focus.

Students in Directed Study will be required to take Remedies during the fall or spring of their second year. Students in Directed Study with a GPA 2.5 or lower must also take Principles of Agency during the fall semester of their second year.

Full-Time Division

First Year		
LAW 115	Criminal Law	2-4

Second or Third Year		
LAW 190	Remedies and Principles of Law	3
LAW 151	Business Associations	4

At least one of the following bar courses:

LAW 155	Community Property
LAW 165	Criminal Procedure
LAW 170	Wills and Trusts

Third Year		
LAW 703	PASS I	2

Part-Time Division

First Year		
LAW 115	Criminal Law	2-4

Second Year		
LAW 190	Remedies and Principles of Law	3

Third or Fourth Year, or any Summer		
LAW 151	Business Associations	4

At least one of the following bar courses:

LAW 155	Community Property
LAW 165	Criminal Procedure
LAW 170	Wills and Trusts

Fourth Year		
LAW 703	PASS I	2

Scholastic regulations detailing advancement and probationary standards are set forth in the Grading and Advancement Committee Rules. Copies of the Rules are available at the Office of Student Affairs.

The faculty reserves the right to change requirements for grading, advancement, or graduation at any time without prior notice.

Attendance and Class Preparation

Regular class attendance is required. Students are expected to be prepared for all class meetings. Failure to meet minimum standards may result in a lower grade or exclusion from taking the final examination.

Involuntary Withdrawal

McGeorge School of Law may require a leave upon specified terms, terminate a student's enrollment, or decline to award a degree if the Administration determines it is in the best interests of the law school or that a student is not qualified for admission to the legal profession because of factors other than academic standing. Determinations about academic standing are made in accordance with the Grading and Advancement Committee Rules, Regulations, and Procedures. Determinations about the occurrence of conduct described in the Code of Student Responsibility are made in accordance with the procedures of that Code.

Voluntary Withdrawal and Leave of Absence

To withdraw from enrollment at McGeorge School of Law after registration closes for an academic semester or summer term, students must complete the Withdrawal Request Form provided by the Registrar's Office prior to the last class of the term. To request a leave of absence from the School of Law, students must (1) meet with the Assistant Dean of Student Affairs for counseling and approval and (2) if they have loans - complete exit counseling with Financial Aid. Failure to complete withdrawal procedures may result in a "W/F" notation on a student's official transcript.

Summer Session Add/Drop

Students may not add or drop courses after the Add/Drop Deadline or after the first day of a Summer Session without approval by the Office of Student Affairs.

Inter-Division Courses and Change of Divisions

After their first-year, Full-Time Division students may enroll in Part-Time Division required classes, as space permits. Second-year Part-Time Division students who for extraordinary reasons must take a required course during the day must obtain permission from the Assistant Dean for Student Affairs. Third-year and fourth-year Part-Time Division students may enroll in required daytime courses, as space permits. Students may take elective courses offered during either day or evening hours. A preference is given to Evening Division students for limited enrollment classes scheduled during evening hours.

Courses at Other Law Schools

Courses at Another ABA-Accredited Law School

Students planning to attend summer programs at other ABA-accredited law schools and have credit accepted toward their J.D. degrees should complete a Rule 902 application and submit it to Office of Student Affairs for approval.

The School will accept up to a total of six semester hours of credit earned with passing grades in elective courses (not Externships) at other ABA law schools. Grades do not count in computing a student's McGeorge

School of Law cumulative grade point average. Only courses, not grades, are recorded on a student's McGeorge School of Law transcript.

Visiting at Another Law School

A student whose compelling personal circumstances necessitate leaving the School's geographic area may be approved to study for one or two semesters at another ABA-accredited law school and apply the credits earned at that school toward his or her J.D. degree. A student must petition the Faculty Committee on Grading and Advancement and demonstrate that compelling personal circumstances warrant approval.

Courses to be taken at another law school must be approved in advance by the Assistant Dean for Student Affairs and only up to 32 semester hours earned at a passing grade level will be credited toward the J.D. degree. Grades do not count in computing a student's McGeorge School of Law cumulative grade point average. Only courses, not grades, are recorded on a student's McGeorge School of Law transcript. Students who take courses at other law schools must furnish the Registrar with an official transcript of that work promptly upon its completion.

Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974, the School of Law has established procedures to ensure that students have access to their records, that those records are accurate, and that the privacy rights of the students are protected.

Copies of these procedures are available upon request from the Office of Student Affairs. Directory information may be released by the School of Law unless a student requests in writing that this information is kept confidential. Directory information includes a student's name, address, telephone number, e-mail address, date and place of birth, dates of attendance, degrees, honors, and scholarships received, participation in officially-recognized activities, and previous schools attended.

Students who wish to have such information kept confidential must file a written request with the Registrar prior to the last day to register for the Fall Semester.

Inquiries regarding compliance with the Family Educational Rights and Privacy Act may be directed to the Dean, McGeorge School of Law, University of the Pacific, or to the Federal FERPA Office of the United States Department of Education.

Academic Honors and Awards

The Order of the Coif

The Order of the Coif is a national law school honor society founded to encourage legal scholarship and advance the ethical standards of the legal profession. Award of a chapter of The Order of the Coif signifies that a school of law maintains scholarship and academic standards of high quality. Each year, faculty members of the McGeorge School of Law chapter of The Order of the Coif elect students to membership from among those seniors whose academic records place them in the top 10% of the combined Full-Time and Part-Time Division graduating class and who has completed at least 75% of his or her law studies in graded courses.

The Order of Barristers

The Order of Barristers is a national honorary organization whose purpose is the encouragement of excellence in oral and written advocacy. Ten graduating seniors may be elected to the Order each year on the basis of performance in a combination of intramural and interscholastic moot court and trial advocacy competitions.

Traynor Society

Students whose grades during any two academic years have qualified them for the Dean's Honor List are awarded membership in the Traynor Society. The Society is named in honor of the late Honorable Roger J. Traynor, former Chief Justice of the California Supreme Court.

Dean's Honor List

The Dean's Honor List includes those students who achieved a grade point average for the previous academic year ending with the Spring Semester of 3.10 or higher.

Graduation Honors

Students who complete the requirements for graduation with a cumulative grade point average of 3.10 and higher will be graduated "With Distinction." Students with a grade point average of 3.50 and higher are graduated "With Great Distinction."

Valedictorian Awards

Valedictorian medals are presented at Commencement each year to the graduating students with the highest grade point averages in the Full-Time and Part-Time Divisions. The Late Honorable Sherrill Halbert, Senior Judge of the United States District Court, Eastern District of California, provided for these medals.

McGeorge School of Law Outstanding Scholastic Achievement Award

Upon election by the Faculty Committee on Honors and Awards, an award is presented yearly to a student in each division of the senior class in recognition of overall scholastic accomplishment.

McGeorge School of Law Outstanding Graduating Senior Awards

Nominations for this award are based on criteria which include scholastic standing, honors, and activities. Awards are made to the graduating senior from the Full-Time and the Part-Time Divisions selected by the Committee on Honors and Awards as exemplifying the highest academic and individual achievements during his or her law school career.

McGeorge School of Law Outstanding Student Achievement Awards

Outstanding Student Achievement awards are made to the senior student from the Part-Time and the Full-Time Division who has provided student leadership through student government offices and projects; McGeorge School of Law Review, or leadership in other student activities, outside activities, or work experience combined with law school study.

Outstanding Student Service Award

An award is made to the graduating senior from the Full-Time or Part-Time Division who has given most significant service to the McGeorge community in his or her senior year.

Outstanding Student Achievement in Trial Advocacy

Four awards for Outstanding Achievement in Trial Advocacy are provided from the Emil Gumpert Award for Excellence in the Teaching of Trial Advocacy presented to the University of the Pacific, McGeorge School of Law by the American College of Trial Lawyers. Two additional awards are provided by the Consumer Attorneys of Sacramento.

Questions?

Dean of Student Affairs

p: 916.739.7089

e: sacstudentaffairs@pacific.edu

Reservation of Right to Modify

The contents of this publication are for informational purposes only and are subject to change.

The Academic Regulations on this page is for the following undergraduate program on the Sacramento campus.

University College

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- Withdrawal from a Semester or the University (p. 15)

All students are urged to read these general regulations carefully. Failure to be familiar with this section does not excuse a student from the obligation to comply with all the described regulations.

Although every effort has been made to ensure the accuracy of this catalog, students are advised that the information contained in it is subject to change. They should therefore consult the Registration Information section of the Office of the Registrar web page for any term to relate these regulations to calendar dates. The University reserves the right to revise its regulations and programs in accord with sound academic standards and requirements.

University of the Pacific's Four-Year Guarantee

The purpose of the Four-Year Graduation Guarantee ("Guarantee") is to facilitate a student's goal to graduate in four years with a Bachelors degree. To be eligible for the Guarantee, a student must satisfy each of the following conditions:

1. Declare and be admitted to a major by the beginning of the sophomore year by filing a Change of Program form. You may change majors if, at the time you make a change, you can still meet the requirements of the new major and graduate within four calendar years.
2. Remain in good academic standing (2.00 GPA - major and institutional) at the University.
3. Complete 32 semester hours of units each year for four years as required by the college and major, and meet all degree progress checkpoints.
4. Meet with your faculty advisor prior to registration each term to review your course plan and monitor progress.
5. Register for courses within **two days** of the assigned early registration appointment. Enroll in available courses needed for the program of study; accept any available section that can be accommodated in your course schedule. Sole exceptions: Students who are on Study Abroad or off campus participating in a full-time co-op may require a few additional days to register.
6. Make timely annual application for all necessary financial assistance, to avoid registration problems.
7. Apply for graduation by the stated deadline published in the academic and/or term calendars.
8. Monitor your own progress toward degree using the electronic degree check audit system (DegreeWorks) and ROAR (Roam On Line Articulation Reports) regarding transfer work to help you stay on track.
9. Notify faculty advisor if unable to register for a required course needed in the major or for graduation.

•**Special exclusions:** Five year programs and students following individualized learning programs.

If the student satisfies all of the foregoing conditions, but is unable to graduate due to unavailability of a course, the University will offer one of the following remedies:

1. Enable the student to graduate in four years by substituting a different course or an independent study assignment, as determined by the department and the college offering the student's major.
2. Allow the unavailability of the course to delay the student from graduating in four years, in which case the University will waive Pacific tuition and mandatory fees in order for the student to graduate within the next academic year.

The University may choose, in its sole discretion, which of the two foregoing remedies it will offer the student under this Guarantee, and the remedy chosen by the University will be the student's sole remedy under this Guarantee. The University is under no obligation to provide one of the foregoing remedies unless the student submits a written request for an accommodation to the Provost prior to beginning of classes in the last term of the student's four year plan.

Academic Residence Requirement

The minimum residence requirement for a bachelor's degree program requires 32 out of the last 40 units to be earned in residence at University of the Pacific. This means once a student has reached 40 units less than what is required for his/her degree only 8 more units may be accepted from a four year accredited institution. Additional community college or four year institution courses satisfy content requirements only and do not apply to the minimum units required for the degree. Example: If 124 units are required for the degree once a student has reached 84 units, only 8 more units can transfer in (from a four year accredited institution). If 128 units are required for the degree once a student has reached 88 units, only 8 more units can transfer in.

Normally these 32 units must be taken on the Stockton campus, but study in Pacific-affiliated programs elsewhere in the United States or abroad may count toward the residency requirement if the student has taken at least 32 units on the Stockton campus at the time of graduation.

The school or college from which the student is to graduate may stipulate that the units in residence must include certain specific requirements in the major program and/or a certain minimum of units within the school or department of the major.

Academic Standing

At the end of each semester, an undergraduate or professional pharmacy student's academic standing is designated as one of the following: good standing, good standing with warning, probation, subject to disqualification (temporary status) or disqualification. The criteria for these academic standings are based upon a combination of the cumulative Pacific GPA and the term GPA and vary according to a student's classification. Unless admitted on probation, a student is in good standing during the first semester of attendance. Students who are subject to disqualification are reviewed by an appropriate committee and are either disqualified from further enrollment at the University or are allowed to continue for the next semester on probation. The criteria for the different academic standings are outlined below:

Good Standing:

- term GPA of 2.00 or higher and a cumulative Pacific GPA of 2.00 or higher

Good Standing with Warning:

- term GPA below 2.00 and a cumulative Pacific GPA of 2.00 or higher.

Probation:

If prior semester is 'Good Standing':

- Freshman-Junior: term GPA is below 2.00 and cumulative Pacific GPA below 2.00

If prior semester is 'Good Standing with Warning' or 'Probation':

- Freshman: term GPA is below 2.00 and cumulative Pacific GPA between 1.50 and 1.99
- Sophomores: term GPA below 2.00 and cumulative Pacific GPA between 1.80 and 1.99
- Juniors: term GPA below 2.00 and cumulative Pacific GPA between 1.95 and 1.99
- All undergraduates: term GPA of 2.00 or higher and cumulative Pacific GPA below 2.00

Subject to Disqualification (temporary status):

If prior semester is 'Good Standing':

- Seniors: term GPA below 2.00 and cumulative Pacific GPA below 2.00

If prior semester is 'Good Standing with Warning' or 'Probation':

- Freshmen: term GPA below 2.00 and cumulative Pacific GPA below 1.50
- Sophomores: term GPA below 2.00 and cumulative Pacific GPA below 1.80
- Juniors: term GPA below 2.00 and cumulative Pacific GPA below 1.95
- Seniors: term GPA below 2.00 and cumulative Pacific GPA below 2.00

Disqualified:

Each school determines whether a student subject to disqualification is disqualified. If not disqualified, a student subject to disqualification is placed on probation for the following term. If disqualified, a student is not allowed to register for further study at the University during a regular term while disqualified, but may attend the "open enrollment" summer sessions.

A student who has been disqualified may appeal immediately for reconsideration and possible reinstatement on probation within the same school or college or in another school or college of the University. A disqualified student who has been out of the University for one semester or more, excluding summer terms, may apply for readmission to the University through the Office of Admission. If readmitted, such a student enters on probation and needs to make up the earlier deficiency in order to attain good academic standing.

Acquisition of Graduate Credit as an Undergraduate

Undergraduate students meeting all of the following requirements may petition the Dean of the Graduate School by submitting the *Application to Receive Graduate Credit as an Undergraduate Student* to open a graduate transcript (i.e., receive credit in graduate-level courses toward a graduate degree) before the last day to add classes of the last semester as an undergraduate:

- The student must be within 9 units of completing the baccalaureate degree.
- The student must be in the last two semesters of the baccalaureate degree at University of the Pacific.
- An *Evaluation of Degree Requirements* form has been submitted to the Office of the Registrar prior to the last day to add

classes. This must be submitted before or with the *Graduate Credit as Undergraduate* application. (This serves as permission by the undergraduate advisor for the student to take graduate-level coursework.)

- The student has been accepted into a graduate or credential program.

Graduate credit can be received under the following guidelines:

- The total number of graduate credits for the semester, including coursework completed at other schools, cannot exceed the maximum graduate course load for the department providing the graduate coursework.
- The tuition rate for the entire semester is at the undergraduate rate.
- No more than 12 units (16 units for student teachers) can be transferred from an undergraduate transcript into a graduate degree program.
- Graduate credit will only be granted for graduate-level (200 numbered) courses and above.
- Units cannot be retroactively transferred from an undergraduate transcript to a graduate program. Approvals for graduate credit must be obtained prior to the last day to add classes of the student's last semester.
- Coursework will not count toward graduate credit if the student fails to complete the bachelor's degree by the second semester of taking graduate courses.
- Graduate courses completed under this agreement will not be recorded by the Registrar as graduate coursework until the baccalaureate degree has been completed and matriculation into the graduate program has commenced. Grades from these courses will not be accounted in the undergraduate grade point average, unless the bachelor's degree is not completed.
- Students who do not complete the bachelor's degree by the second term when graduate courses are taken cannot start a graduate program and cannot take additional graduate coursework until the bachelor's degree has been awarded.
- Students bear the responsibility of assuring graduate credits earned as an undergraduate student will transfer to or be counted as post-baccalaureate units by other universities or school districts.

Students are not classified as graduate students until they register for and begin graduate courses following the receipt of their bachelor's degree.

Auditing a Class

Auditing of a course is an option that allows exposure to a course with no course credit awarded. To audit a course, approval must be granted by both the instructor and the chair of the department in which the course is offered via an add/drop form. Auditing is not available in participation courses such as applied music, physical education, art courses of an applied nature, etc. Students auditing a course must pay an auditing fee. Courses taken through auditing may not subsequently be converted to a course credit or grade. The student must indicate at the time of registration if they wish to audit a course, and pay the appropriate fee. An audited course and grade AU (Audit) may not be used to fulfill or waive any degree requirements. An AW (Audit Withdrawal) grade will be assigned for withdrawals.

Cancellation

If you are a newly admitted and confirmed student and do not wish to attend Pacific for a semester and instruction has not yet begun, you must formally request a cancellation of your registration from the university.

To cancel your registration (prior to the start of the term) contact the Office of Admission. If you are a continuing student and need to drop your last class after the add/drop deadline you must visit the Office of the Registrar and obtain a date of notification recorded on the Withdrawal form. The notification date is your official withdrawal date used by Financial Aid in the Return of Title IV Aid calculation and the effective date used by Student Accounts for tuition refunds.

Catalog Expiration and Requirements Policy

The catalog lists requirements for active degrees offered by the university. Each catalog goes into effect at the beginning of the fall term the academic year of issue. It expires at the end of summer session the seventh academic year after publication for students maintaining attendance. Advisors and other university employees are available to help, but students have final responsibility for satisfying degree requirements for graduation.

Students are held to program requirements (general education and major/minor) in effect at the time of first enrollment. Students who change their program/major are held to degree requirements in effect at the time of the change of program. Students may, using a Change of Program form, elect to graduate under degree requirements specified in subsequent catalogs; under no circumstances are the requirements from an earlier catalog applied.

Change of Address

All students must notify the Office of the Registrar immediately of any change in their addresses or those of their parents or guardians. The University assumes no responsibility for materials sent through the mail not received.

Change of Program Objective

A student who has been admitted to one degree program and who later desires to change to another degree, major, concentration, or subsequent catalog must submit an approved Change of Program form with the Office of the Registrar.

Class Attendance

Students are expected to attend classes regularly. Specific attendance policies are determined and provided by individual instructors in their course syllabus at the beginning of the semester.

Class Standing

Undergraduate students are designated freshmen, sophomores, juniors or seniors by the number of units which have been completed toward graduation as follows:

1 – 27.99 units designates a freshman.

28 – 55.99 units designates a sophomore.

56 – 91.99 units designates a junior.

92 – up units designates a senior.

Post Baccalaureate

Other students are classified as Undergraduate Unclassified. See the Undergraduate Unclassified section of this catalog.

Commencement

Commencement exercises to honor students who have earned baccalaureate and professional pharmacy degrees are held each year in May. Students who have earned their degrees in the previous Fall or Summer terms are welcome to participate.

Undergraduate students who have not completed all their degree requirements may participate in commencement if they have accumulated 92 units by the end of the Fall semester prior to May commencement. Students with deficiencies who plan to participate in the May commencement ceremony must apply for graduation by the April deadline.

Course Loads

Fall and Spring Semesters (Undergraduate and Professional Pharmacy students)

Full Time: 12 or more units a semester

Half Time: 6 -11.9 units a semester

Less than Half Time: 5.9 or less a semester

Twelve units constitute a minimum full-time program of studies during a semester for the regular undergraduate and first professional level student and is the minimum required for participation in intercollegiate activities. If a student registers for fewer than 12 units or drops below 12 units financial aid may be reduced. (Students who are less than half-time are not eligible for financial aid.)

The maximum study load during a semester for undergraduates without special permission is 18 units and 19 units for first professional level students. Students who wish to enroll for units in excess of the maximum study load must petition their school/college in advance. Approval is based to a great extent upon the student's past academic record and results in additional tuition charges. If a student is approved to take courses concurrently at another institution, the units at Pacific and the other institution may not exceed 18 units during Fall and Spring or 8 units during each Summer Sessions.

Minimum and maximum study loads for graduate students are defined in the Graduate Catalog.

Course Numbering System

Undergraduate Courses:

Lower Division courses. Courses, numbered 001 – 099, are primarily designed for freshmen and sophomores.

Upper Division courses. Courses, numbered 100 – 199, are typically open to students who have met the necessary prerequisites as indicated in the catalog course description. These courses are designed primarily for juniors and seniors but exceptions may be appropriate for qualified sophomores.

Graduate Courses:

Courses numbered 200 – 399 are primarily designated for graduate students. 300 and above are primarily for students admitted to a doctoral program.

Courses numbered in the 9000 series are used for specific professional development courses that are graduate level, non-degree courses in the Center for Professional and Continuing Education.

Prerequisites

Prerequisites for courses are listed in each course description; the responsibility for meeting these requirements rests on the student. The instructor, chair or dean's office may request that a student who has not completed the prerequisites be dropped from the course.

Variable Unit Courses

Some course numbers are used to describe specific types of courses, as follows:

- 087/187/287 – Internship study. Work experience conducted off campus, under the supervision of a non-full time Pacific faculty member.
- 089/189/289 – Practicum. Work experience conducted on campus, under the direction of a faculty member.
- 092/192/292 – Cooperative education. Work experience on a full-time or part-time basis. The Cooperative Education Program in each school or college differs in unit allowance. See the appropriate school for unit specifics in the general catalog.
- 093/193/293/393 – Special Topics. Departments may offer, on occasion, special topic courses. Courses may reflect the current research of the instructor or the needs and interests of a group of students. Detailed descriptions can be obtained from the chair in which the courses are being offered.
- 191/291/391 – Independent Study
- 195/295/395 – Seminar. Undergraduate/Graduate/doctoral
- 197/297/397 – Independent Research.

Graduate/Doctoral

- 299 – Master's Thesis
- 399 – Doctoral Dissertation

Note: These numbering standards are general standards and reflect current practice among most units. Some units may have exceptions to these. Students should check for these within their majors for individual unit standards that may differ from these general numbering standards.

Credit by Examination

An undergraduate student in good standing and currently enrolled for four or more units may "challenge" by examination certain courses offered in the current term by the University. Departments have the right to designate which of their courses are appropriate for credit by examination. This policy is subject to the following restrictions:

1. A student may challenge a course covering material in which, because of independent study since high school graduation, or because of work at another college or university which was not accepted for transfer credit, the student feels prepared. It is the responsibility of the student to explain how the material was mastered.
2. A student who wishes to challenge a course should not expect the instructor of the course to provide assistance beyond an explanation of the scope of the examination.
3. A student who wishes to challenge a course may not attend the class meetings of the course.
4. A student may not receive credit by examination in the semester in which the student intends to receive his or her baccalaureate degree.
5. A student may not get credit by examination for a course which the student has already audited or failed with a grade of F or NC.

6. A student may not get credit by examination for a course in a structured sequence if the student has received credit for a higher level course in the sequence.
7. Credit earned by a challenge examination may not be used to meet the University residency requirement.

A student pursuing the credit by examination option must obtain a Credit by Examination form from the Office of the Registrar and pay the scheduled \$50.00 service fee (non-refundable).

Successful completion of the examination is then recorded on the transcript with a grade of pass and is made a part of the student's academic record in the term in which the examination is requested. Students who pass the exam are charged an additional \$200.00 for the course credit. Such credit is not considered to generate an overload.

Credit Limitations

Undergraduate students can apply a combined total of eight units of ACTY 002-049 General Activity, ACTY 050-099 - Intercollegiate Sports and THEA 005 in the Theatre Arts Department toward graduation. Up to 8 units of activity and intercollegiate sports classes may count toward the COP breadth requirement.

A total of no more than 20 units may be applied toward a degree from any or all of the following: courses taken in accredited correspondence schools, extension correspondence schools, extension courses, and/or courses taken credit by examination. None of these credits, except extension courses taken at the University, is accepted during the term in which the student is completing requirements for graduation in this University.

A total of no more than 30 units of coursework in business administration may be applied toward a degree, except in the case of students majoring in business administration.

A total of no more than 28 units may be applied towards a degree from Advanced Placement (AP), International Baccalaureate (IB), DANTES and/or CLEP tests.

Cross Listed Courses

A cross-listed course is one that carries credit in more than one department or program.

Dean's Honor Roll

Each undergraduate student currently enrolled in the University who achieves a 3.5 grade point average or above at the close of a term in which twelve or more units of letter-graded (A through F) work have been completed is designated as being on the Dean's Honor Roll for that term. A notation is indicated on the student's academic record of this achievement.

Degree Types

Second Bachelor's Degree (consecutively or concurrent):

Second Bachelor's degrees are awarded under the following conditions:

1. The student does complete 32 units beyond those required for the degree that has the highest credit requirement. These units must be completed in residence at Pacific.
2. The student does complete all specific requirements of both programs (both general educations and majors).

3. Both degrees must be completed at the same time under the same catalog requirements when earned concurrently.

Multiple Majors:

Students may obtain a baccalaureate degree with multiple majors by completing the requirements for all majors under the same catalog requirements. Majors may consist of departmental majors, interdepartmental majors or majors in different schools. Multiple majors are recorded on the student's permanent record, but only one degree is awarded. The degree is issued by the student's primary declared school.

Diplomas

Diplomas are not awarded at Commencement but are available approximately three to four months afterward. Diplomas are mailed to the permanent address on file. Diplomas are not issued if you have outstanding financial obligations to the University. Diplomas left unclaimed are destroyed after five years. Students must re-order and pay for new or replacement diplomas.

The student's diploma lists the degree, the school/college, and, if applicable, major and academic honors. The official academic transcript also lists the major(s), concentration(s) minor(s) and academic honors. Graduation dates posted on the diploma coincide with the last day of the semester. Degrees are posted Fall, Spring and Summer I, II and III. The official graduation date reflects the completion of all academic requirements for the degree and not necessarily the last term of enrollment.

Enrollment Verification

Students who need enrollment verification from the Office of the Registrar must be registered in the term to be verified. Students should print enrollment verifications by logging onto insidePacific, then selecting the National Student Clearinghouse (NSC) Link and print Enrollment verification. Students can also obtain their good student standing certificate here.

Final Examinations

Students are required to take all scheduled exams. Matters of grading and testing procedures are the responsibility of individual instructors. If the instructor chooses to give a final examination, it must be scheduled during the time specified by the University Registrar for the final examination for that course. No student is allowed to take a final examination before the scheduled time.

Grade Point Average

The Pacific grade point average is determined by adding the total quality points and by dividing the resultant sum by the total number of quality hours. As a general rule, the ratio is based on the number of letter graded units completed; e.g., if a student repeats a course both courses will be considered in the overall grade point average.

Grading Policies

Symbols and Definitions:

Undergraduate and first professional level students are assigned grades in keeping with the following provisions. (Grading policies for graduate students are defined in the Graduate Catalog.)

Symbo	GPA	Definition
A	4.0	Outstanding work, highly meritorious
A-	3.7	

B+	3.3	
B	3.0	Very good but not outstanding
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	Barely passing but counts toward graduation
F	0.0	Failure. Grade count in the grade point average must be repeated with a satisfactory grade to receive credit toward graduation. Also, an F is a default grade given when an instructor does not report a grade.
AU/ AW		Audit/Audit Withdrawal
I		Incomplete work is work not complete due to extenuating and hardship circumstances which prevent the completion of the work assigned within the regular time of the term. Each incomplete grade assigned must be accompanied with a contract statement agreed to by both instructor and student as to: a.) what work remains to be completed, b.) how it is to be evaluated, and c.) a time indicated for completion within but no later than the following deadlines: for fall semester, by July 1 following; for spring semester, by November 1 following; for summer term, by January 1 following. If work is not completed within these stipulated times, the instructor can indicate a grade in lieu of the F/NC which automatically would be imposed with failure to complete the work. All incompletes must be made up before the last day of the semester in which the student intends to graduate.
N		Deferred grading
NC		No credit recognition. Represents unsatisfactory work under pass/no credit option. It is not assignable in the Conservatory of Music.
NG		No credit recognition. Represents unsatisfactory work under pass/no credit option. It is not assignable in the Conservatory of Music.
P		Passing work on the pass/no credit system. P grade is approved only for certain courses and programs of a college or school. Beginning Fall 2016, the University requires a minimum of C- or better to pass a course with a 'Pass/No Credit Grading Option'.
W		Authorized withdrawal from courses after the prescribed period.

Graduation Requirements for Bachelor's Degrees

Candidates for undergraduate degrees must adhere to all of the University's regulations. In particular they must have:

1. Completed the major requirements specified by the school/college/ department with a minimum grade point average of 2.0. At least 16 units of the major requirements must be completed at Pacific;
2. Completed a minimum of 30 units in general education including Pacific Seminars 1, 2 and 3 and a path of six or nine courses as specified by the school or college (transfer students should refer to the General Education section for GE requirements);
3. Met Fundamental skills requirements;

- Achieved a grade point average of at least 2.0 on all letter-graded work completed at Pacific. On non-letter-graded work, the faculty will determine the equivalency;
- Fulfilled the minimum residence requirement of 32 out of the last 40 semester units prior to receiving the degree; and
- Accumulated the appropriate number of program units specified by the particular school or college.

Filing for Graduation

Application for Graduation: An Application for Graduation must be filed with the Office of the Registrar as an indication of intent to graduate at a specific term by the April deadline. For undergraduate students, it should be filed upon completion of 92 units (senior standing) and for professional pharmacy students who expect to fulfill degree requirements during the next academic year. This allows time for a review of studies completed and to enable the students to enroll for any requirements not yet completed.

Degree Check: After a student files their Application for Graduation both the program and Office of the Registrar check for the fulfillment of course and GPA requirements, i.e. university wide, major, department, college/school, general education.

Honors at Graduation

University wide honors at graduation for undergraduates and professional pharmacy are awarded on the following criteria. The student must have completed a minimum of 54 letter-graded units at Pacific and will be based on the student's final overall institutional (Pacific) grade point average. The requirements are: Cum Laude (honors) 3.5, Magna Cum Laude (high honors) 3.7, and Summa Cum Laude (Highest Honors) 3.9.

Because Commencement occurs prior to spring semester grading, the commencement program indicates honors as of fall semester grades. The student must have completed a minimum of 36 letter graded units at Pacific at this time. Actual honors confirmed, as shown on diplomas and transcripts, is determined once all coursework has been completed and graded.

Major

A major represents the area of study a student has chosen to pursue for a degree. Students who have not chosen a major are designated as 'exploratory'. A student who decides to change a major or to declare one must submit an approved Change of Program form with the Office of the Registrar. Course and unit requirements for each of the majors offered are in the department's section of the General Catalog.

Minor

A minor represents a prescribed group of courses in a subject area other than the major. A minor is not required for a degree, but may be elected to strengthen preparation in areas related to the major. To earn a minor a minimum of five courses and 20 units and a minor GPA of 2.00 is required. At least a minimum of 10 units must be taken at Pacific. Course requirements for each of the minors offered are in the department's section of the General Catalog. Students who wish to have a minor posted to their academic record must submit an approved Change of Program form with the Office of the Registrar.

Official Grades

Official grades are available to students via insidePacific approximately two weeks after the end of the term. Unofficial grades are

available on insidePacific after the end of the faculty grade deadline. The grades posted at that time are merely an indication of grades submitted, and grades still missing. They do not show a GPA, or academic standing.

Pass/No Credit Grading System

Depending upon the regulation of a particular college or school, students may request to receive pass or no credit grades rather than the traditional letter grades. This is available to encourage enrollments in courses outside the student's area of major or specialization and thus to help broaden the student's general education.

Normally this freedom is limited to one course per student per term and does not include courses within a student's major field. Students must submit an approved Add/Drop form to the Office of the Registrar prior to the add/drop deadline. Beginning Fall 2016, the University requires a minimum grade of C- or better to pass a course with a 'Pass/No Credit Grading Option'.

Regression Rule

Students who complete coursework at an intermediate or advanced level without first completing the lower level introductory courses may not then go back and take the lower level courses for credit. This rule applies primarily to coursework in mathematics, the sciences, and foreign language. It may also apply in other departments in which there is a clear content sequence between courses.

Returning to Pacific

After Cancellation

New Students: If new students cancel their registration and wish to attend Pacific in a future term, they must submit a new application for admission. Previous admission status has no bearing on the decision for admission in the future.

Continuing Students: If continuing students cancel their registration, have been gone from the university for two or more consecutive semesters (excluding summer) and wish to attend Pacific in a future term, they must submit an Application for Return to Active Status (Re-admission), available through the Office of Admission.

After Withdrawal: If students completely withdrew from the University and wish to return in a future semester, they must submit an Application for Return to Active Status(Re-admission).

Registration

Registration is the means by which an individual officially becomes a student at Pacific. Registrants are further identified by school/college of the University, degree status, classification and major.

All students must complete registration activity by the add/drop or withdrawal dates published in the University Academic Calendar and Term Calendars (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Calendars/Academic-Calendar.html>). Students are held accountable to complete every course for which they are registered.

Additional registration activity past these deadlines must be requested by the student and approved through a petition. Petitions may include a service fee. Petitions are normally approved only if it can be shown that the request is warranted due to some special situation or hardship. Approved late withdrawals appear on the student's transcript with the notation "W" but do not count in the units earned or in the GPA.

Registration - Individualized Study

Individualized study courses are designed for special educational needs which are not met by the available curriculum. Students must submit and approved Individualized Study Request form with the Office of the Registrar. *Note: Students on academic probation may not register for Individualized Study. Unclassified students must obtain special permission from the school/college dean's office of which the course is housed.*

Repetition of a Course

In order to repeat a course at the undergraduate or first professional (PharmD) level, students must have received a C- or lower the first time the class was taken. Once a course is completed (with a grade of C or higher) the student may not repeat any prerequisites for that course. The grading option, when repeating a course, must be the same as the one used originally. Any given course can be repeated one time only. Fundamental Skills courses are exempt from the one time repeat rule.

Students must have both a 2.00 cumulative Pacific GPA and a 2.00 major/minor/program Pacific GPA to graduate. Prior to Fall Semester 2015, the grades received for courses repeated were averaged. Beginning Fall Semester 2015, the best institutional grade attempted when repeating a course is used to calculate the cumulative Pacific GPA and the major/minor/program GPA. Both the initial and subsequent repeat grade will remain on the academic record.

Students may exercise their grade replacement rights up to a maximum of the first three repeated courses, while enrolled in undergraduate degree programs at Pacific. Any additional course repeats will be 'grade averaged' for the cumulative Pacific GPA and the major/minor/program GPA. Basic skills are exempt from the three times rule.

A student's Major/Minor/Program GPA is calculated in the following manner:

- When multiple courses can be used to complete a particular requirement, the course with the best grade will be used in the calculation.
- Transfer/Test articulated work will not be used in the calculation.

Additionally for Major and Minor GPA calculations:

- Only courses currently completing the requirements up to the total number of units required for that particular major or minor are used.
- Successfully completed major and minor courses in excess of what is required to complete it are not used in the calculation.

Transcripts

Upon request by the student to the Office of the Registrar, an official transcript of his or her academic record is issued to whomever he or she designates provided that all financial obligations to the University are in order. A service fee per transcript is charged for processing the record. Students can request a transcript online, in person or by mail.

Official transcripts from other institutions become the property of the University and are not reissued or copied for distribution to other institutions. Copies of transcripts of work completed at other institutions must be obtained from the originating institution.

Transfer College Credit Limitations

The complete Transfer Credit Policy can be found on the Office of the Registrar website (<http://www.pacific.edu/About-Pacific/>

AdministrationOffices/Office-of-the-Registrar/Undergraduate-Transfer-Credit-Policy.html).

Units are granted in chronological order of when courses were taken. The maximum number of combined units acceptable from community colleges is 70 semester units. After a student has a total of 70 units, including those from Pacific, those accepted in transfer, AP, IB, or CLEP exam scores and additional lower level military course work, no additional units can be earned and applied to the minimum units required for graduation. Once a student has reached 40 units less than what is required for his/her degree, only 8 more units may be accepted from a four year institution. Courses taken after these limits are reached do not have to be repeated at Pacific since the content of the course may fulfill a requirement, even though no units are allowed in transfer.

Courses that a student takes at other colleges or universities in programs not affiliated with Pacific are not counted in the student's cumulative grade point average.

A current student who is working toward a degree at Pacific and who wants to take a course or courses at another college or university must obtain approval prior to enrolling in such courses. In addition, students must be approved by the deans designee of their school/college to take units at other institutions if those outside units, when combined with Pacific courses in a semester, exceed 18 units.

The Transfer Course Approval form is available on the Office of the Registrar's web site and must be completed to obtain the necessary approval to transfer course units back to Pacific. It is the student's responsibility to have an official transcript sent to the Office of Admission once courses are completed.

Undergraduate Unclassified Students

Undergraduate Unclassified students, who do not hold a Bachelor's degree, may complete up to 27.9 units prior to being required to formally apply for admission to the university. Upon admittance to the university, resident and transfer coursework will be evaluated.

U.S. Military Mobilization:

All students who are called to active duty must start the process by providing a copy of the military summons to the Office of the Registrar's Veterans Affairs (VA) Coordinator, Knoles Hall, first floor, 209-946-2135. Cancellations processed during the first twelve weeks receive a 100% refund and all course sections are dropped before the student leaves for active duty. It is essential that a copy of the military summons be delivered to the Office of the Registrar before departure from campus. This ensures that classes are dropped and that grades of 'F' are not issued.

Students called to active duty toward the end of the semester, who are short submitting final papers or cannot take final examinations, are entitled to receive Incompletes (I) for the semester. Arrangements to receive Incompletes must be made with each instructor and copies of the military summons must be left with the Office of the Registrar. Students receiving Incompletes under these conditions are given four semesters to complete the work and remove the marks of 'I'. If the work is not completed during this special four semester period, the marks of I are automatically converted to marks of W. If the military service period extends beyond the special four semester period, students can file an Academic Regulations Committee (ARC) petition for extension of this special incomplete time period.

Students who leave the University for U.S. military service and follow the procedures outlined above are eligible to re-enroll as returning students.

Returning students must file a 'Return to Active Status' application with the Office of Admission. Returning students who have questions about Veterans Affairs benefits should contact the VA Coordinator in the Office of the Registrar at 209-946-2135.

Withdrawal From a Semester or the University

Students who intend to completely withdraw from a semester or from the university have to initiate the process in the Office of the Registrar. The withdrawal date used by Financial Aid for the Return of Title IV Aid calculation and the effective date used by Student Accounts for tuition refunds are based on the date of your notification to the Office of the Registrar. If a student intends to withdraw from a semester after the last day to withdraw, it must be approved by the Academic Regulations Committee. Courses the student was registered for after the last day to drop appear on that student's transcript with the notation "W" but do not count in the units earned or in the calculation of the grade point average. If a student only withdraws from a semester, he/she has one more semester to keep his/her continuing active status. If the student has completely withdrawn from the University, he/she must file a Return to Active Status application with the Office of Admission.

An official withdrawal from the University is the termination of rights and privileges offered to currently enrolled students which includes, but not limited to, early registration.

ACADEMIC UNITS

College of the Pacific (Liberal Arts and Sciences)

At the center of the broad range of educational opportunities open to students on the Stockton campus is the College of the Pacific, the core division of arts and sciences. Some 1,400 students pursue at least one of the more than 50 major and minor programs offered by the College, and most students in the professional schools also take varying amounts of work within the college of arts and sciences. College of the Pacific offers majors in most of the traditional areas of the physical and life sciences, the humanities and arts and the social and behavioral sciences, as well as a number of inter-disciplinary programs which cut across traditional fields of knowledge.

Conservatory of Music

Students in the Conservatory of Music may choose among majors in composition, performance, music education, music history, jazz studies, music therapy, music management and music industry studies. In addition to these programs currently pursued by 220 students, the Conservatory provides the opportunity for students throughout the University to develop or refine musical skills through courses in applied music, as well as general courses in music, such as music appreciation and music of the world's peoples. The Conservatory also offers minors in music, jazz studies and music management, and graduate degrees and certificates in music therapy and music education.

Eberhardt School of Business

Students in the Eberhardt School of Business are educated for management positions in business, government and not-for-profit organizations. Approximately 600 students are enrolled in the School's undergraduate and Eberhardt MBA programs in business administration.

Gladys L. Benerd School of Education

The Gladys L. Benerd School of Education prepares students for careers in teaching, school psychology and administration at the elementary and secondary school levels and in higher education. Some 500 students, two-thirds of them at the graduate level, are enrolled in the School of Education and a number of other students take work in the School in preparation for a teaching credential while they pursue a major in one of the other schools or colleges on campus.

Graduate School

The Graduate School supports and oversees Pacific's approximately 1150 graduate students pursuing Master's and doctoral degrees in more than 30 graduate programs on all three campuses. Areas of responsibility include graduate admission processing, graduate student support services, recruitment and marketing strategies, review of graduate policies, and new program development. In addition, the Graduate School provides financial assistance to qualified students through its graduate assistantship program.

McGeorge School of Law and A. Dugoni School of Dentistry

The University includes the McGeorge School of Law, located in Sacramento, and the Arthur A. Dugoni School of Dentistry in San Francisco. Nearly 550 students are enrolled at McGeorge in the full-time and part-time J.D. programs and graduate programs, while the dental

school has an enrollment of about 470 predoctoral and international students and 60 post-doctoral residents.

School of Engineering and Computer Science

The School of Engineering and Computer Science, with some 650 students, offers eight baccalaureate programs: bioengineering, civil engineering, computer engineering, electrical engineering, mechanical engineering, engineering physics, engineering management, and computer science. All engineering degree programs combine academic and practical training with the engineering curricula that require a minimum of seven months of paid engineering related work experience. The school also offers a Master of Science in Engineering Science degree with four different concentrations: civil engineering, computer & electrical engineering/computer science, engineering management or mechanical engineering. Masters of Science degrees are also offered in Data Science and Cybersecurity.

School of International Studies

The School of International Studies is devoted to the interdisciplinary study of international affairs and offers students three undergraduate majors. Study abroad and competency in at least one second language are central to the curriculum. Students benefit from the school's internationally recognized cross-cultural training program. Graduates pursue a wide range of careers that includes positions in government, business, non-governmental organizations, and academe.

Thomas J. Long School of Pharmacy and Health Sciences

The School of Pharmacy and Health Sciences offers the Doctor of Pharmacy degree. Some 1,025 students are enrolled in the School, including about 350 undergraduates who pursue pre-pharmacy studies in preparation for beginning the professional program. The Department of Speech-Language Pathology is housed in the School as well as the graduate program in Physical Therapy.

ADMISSIONS REQUIREMENTS

- Graduate (p. 30)
- Professional (p. 30)
- Undergraduate (p. 30)

Graduate

Arthur A. Dugoni School of Dentistry

Physician Assistant Studies

Gladys L. Benerd School of Education

All Graduate Programs

McGeorge School of Law

Master of Public Administration

Master of Public Policy

Master of Studies in Law

School of Engineering and Computer Science

All Graduate Programs

Professional

McGeorge School of Law

Juris Doctor

Doctor of Juridical Science

Master of Law

Undergraduate

University College

Organizational Behavior

The Admission Requirements on this page are for the following graduate programs on the Sacramento campus.

Arthur A. Dugoni School of Dentistry

Physician Assistant Studies

Gladys L. Benerd School of Education

All Graduate Programs

McGeorge School of Law

Master of Public Administration

Master of Public Policy

Master of Studies in Law

School of Engineering and Computer Science

All Graduate Programs

University of the Pacific believes in giving a high priority to the enrollment of students from different backgrounds and demographic groups.

Admission decisions are based on the quality of the applicant's academic degrees and record, the personal statement of purpose, letters of recommendation from professors or others familiar with the applicant's academic work, performance in aptitude and achievement tests, relevant work experience, preparation in the proposed field of study, and on the appropriateness of the applicant's goals to the graduate program and of the applicant's research interests to those of its faculty. Some

graduate programs have additional admission criteria that applicants must meet; visit the individual program catalog pages for program admission requirements. Satisfaction of minimal standards does not, however, guarantee admission.

International applicants or non-U.S. citizens who did not receive their bachelor's degree in the United States, should consult the information for international students at the end of this section regarding additional admission.

An application for admission made through the Office of Graduate Admission implies a student's intention to work toward an advanced degree. An applicant may apply to more than one graduate program; however, they must choose only one program upon confirmation of their intent to attend Pacific.

Types of Admission

Full Admission

A student that meets all the admission criteria of a program will be classified as a student in full standing. Students are advanced from this classification to candidacy for advanced degree upon formal notification from the department.

Conditional Admission

This classification includes students who have been admitted into a particular degree program but have not yet met all admission requirements. Reasons for conditional status may include:

- Incomplete application materials
- Bachelor's degree not posted at time of admission

All conditions will be listed on an applicant's decision letter. A student will have no more than one term to meet all conditions. If conditions are not met by the end of the first term enrolled, the student will be subject to disqualification. Once all conditions are met, the student will be classified as full standing.

Unclassified Student Admission

Students who have a bachelor's degree but do not plan to work for an advanced degree may take classes as an unclassified student. No more than 12 credits earned as an unclassified student may be applied toward an advanced degree. Unclassified students are required to meet the same academic standards as other graduate students. Unclassified students who later wish to work toward an advanced degree must make a formal application to the appropriate department or interdepartmental program and be formally admitted by the Office of Graduate Admission as a student with full admission status.

General Admission Requirements for All Applicants

To be considered for admission with full standing, applicants must have:

- a bachelor's degree or the equivalent from a regionally accredited institution of higher education in the United States, or an foreign institution of acceptable standing,
- adequate undergraduate preparation in the proposed major field or equivalent evidence of an appropriate background for undertaking an advanced degree program, and

- a cumulative GPA of 2.65 or better in all post-secondary coursework *or* in the last 60 units of baccalaureate and/or post-baccalaureate work.

Some programs may have higher GPA requirements; review specific program information in the catalog for additional GPA requirements.

Applicants must complete a University of the Pacific Graduate Admission application. All applications must be complete, which typically includes: the online application, essay, official transcripts from each college or university attended, letters of recommendation, and test scores appropriate to the program. For transcripts to be considered official, they must be in an envelope that has been sealed by the issuing institution. Recommendations must be written within the last year. For detailed information on required graduate entrance examinations and recommendations, see the program-specific pages.

Note:

- Applications submitted or completed after the posted deadlines may be evaluated and students will be admitted on a space-available basis (depending upon the program).
- Students are not permitted to register until they have submitted their confirmation of enrollment, and have satisfied all admission requirements.
- Admission will be denied to applicants possessing bachelor's degrees with a significant amount of credit awarded for work experience that was not supervised by a faculty member of an accredited university nor evaluated in units which identify the academic content.

Application Fee

Each applicant must submit the appropriate application fee in U.S. dollars; the application fee is submitted as part of the online graduate application. Application fees vary by program.

Testing Requirements

Some programs may require a graduate entrance examination as part of the application requirements; refer to the relevant program pages for more information. All test scores must be official, less than five years old, and received by the Office of Graduate Admission prior to an admission decision.

Deferral of admission

Students who wish to enroll in a different semester from which they were admitted, must contact the Office of Graduate Admission to defer their application. Deferral of application is subject to program approval. Applications will only be deferred for up to one academic year. If a student does not begin coursework within one year of your original application for admission, they must submit a new graduate application for admission. Previous admission status has no bearing on the decision for admission in the future.

GPA Waiver Policy

Students who do not meet the GPA requirement for admission to a graduate program at University of the Pacific may petition for admission by submitting the GPA Forgiveness Form to the Graduate School. In order to qualify, applicants must meet the following:

- Have a minimum of five (5) years of professional experience after completion of the baccalaureate degree
- Have the support of the Program Director and the Dean of the school in which the degree program is housed

- Submit a letter of recommendation addressing their potential for success as a graduate student from their current or most recent supervisor

Submission of this form does not guarantee approval. Final approval is granted by the Dean of the Graduate School.

International Applicants

In addition to the application materials required for domestic students, international applicants must supply the following information to be considered for admission to University of the Pacific graduate programs six weeks prior to the program admission deadline:

Transcript Evaluation: A course-by-course foreign transcript evaluation is required for all institutions attended outside of the United States. Transcripts must be reviewed by one of the following approved foreign credential evaluation services:

- World Education Services (<https://www.wes.org>), Inc. (WES)
- Educational Credential Evaluators (<https://www.ece.org/ECE>), Inc. (ECE)
- Foundation for International Services (<https://www.fis-web.com>), Inc. (FIS) Note: We will only allow evaluations done on photocopied transcripts on a case-by-case basis.
- International Education Research Foundation (<http://www.ierf.org>), Inc. (IERF)
- Transcript Research (<https://transcriptresearch.com>)
- Josef Silny & Associates (<http://www.jsilny.com>)

Certification of Finances: Government regulations require that international students provide evidence that they are able to meet the financial requirements of their education, living expenses, and miscellaneous costs. This requires the submission of the "Certification of Finances" form (found here (http://www.pacific.edu/Documents/school-graduate/acrobat/Certification_of_Finances2.pdf)) in the amount to cover all of the aforementioned costs for one year.

English Proficiency Examination Results: Applicants whose native language is not English must submit official results (taken within the last two years) of one of the following in order to receive consideration for admission:

- Test of English as a Foreign Language (TOEFL)
- International English Language Testing System (IELTS)

Information about TOEFL can be located online at <http://www.ets.org/toefl>; information about IELTS can be located at <http://www.ielts.org>. The University of the Pacific's TOEFL Code is 4065.

Minimum Score for Admission:

- Internet-based TOEFL: 80
- Paper-based TOEFL: 550
- IELTS score: 6.5

Some programs require higher scores; please contact specific departments for further information.

Minimum Score for Teaching Assistants:

- Internet-based TOEFL: 90
- Paper-based TOEFL: 577
- IELTS score: 7.0

Some programs require higher scores; please contact specific departments for further information.

The Admission Requirements on this page are for the following professional programs on the Sacramento campus.

McGeorge School of Law

Juris Doctor

Doctor of Juridical Science

Master of Law

- Juris Doctor Students (JD) (p. 32)
- Master of Laws (LLM) (p. 33)
- Doctor of Juridical Science (JSD) (p. 34)
- Summer Session (p. 34)
- Transfer Students (p. 34)
- Visiting Students (p. 35)

Juris Doctor (J.D.) Students

Deadlines & Requirements

The admissions committee admits applicants on a rolling basis; therefore, we encourage all applicants to submit their application early.

Apply

- Admissions (http://mcgeorge.edu/Students/Services/Admissions_Office.htm)
- Check Your Application Status (<https://aces2.pacific.edu/YourStatus/membership/AppStatIdMe.aspx?guid=%2B1Qo68Q2oWs%3D>)

You will need the following to complete your application:

1. A completed application form
2. Nonrefundable \$65 application fee
3. Personal statement
4. Résumé
5. Two (2) letters of recommendation submitted through your LSAC CAS account. (Up to three letters will be allowed)
6. Bachelor's degree
7. CAS Report
8. Email address (this is the primary form of communication from the law school)

Application

Click here (<https://os.lsac.org/release/startup.aspx?appl=4065A1>) to begin your application. Please note that McGeorge does not accept hardcopy applications. All applications must be completed through the Law School Admission Council (LSAC). The application must be complete when submitted.

Application Fee

A nonrefundable application fee of \$65 must be submitted with the application. If financial need warrants, an applicant may apply for a fee waiver (http://mcgeorge.edu/Application_Fee_Waiver_Request.htm).

Fee waivers are granted based on a demonstrated need. Please explain your need and provide supporting documents in either Word or PDF form. Supporting documents should include a tax return or award letter and a monthly budget. If you have already been granted an LSAC fee waiver, our application fee will automatically be waived as well.

Personal Statement

The statement must be no more than three pages, double-spaced, 12 pt. font. An applicant's personal statement is an opportunity to provide information that the applicant believes should be considered. Please choose one of the following two prompts, and include the prompt at the top of the statement:

- Why are you interested in attending McGeorge School of Law?
- Tell us about a person or event that impacted/influenced your life.

If an applicant wishes to address their grades, academic disqualifications, etc. they may do so by addressing these circumstances in a separate addendum.

Resume

Provide a Résumé of full-time employment and other activities, starting with the most recent. Include dates, name(s) of employer(s), and position(s) held. List the hours worked per week and academic honors received since entering college. List extracurricular activities, hobbies and community service. Describe nature and extent of employment during college and include volunteer work. Please include summers. Explain any periods of time after high school not accounted for by the preceding educational and employment history. However, all other high school information should be omitted.

Letters of Recommendation

In support of the application, applicants must submit two letters of recommendation directly to LSAC, and will accept a maximum of three letters. Applicants are strongly encouraged to reach out to their college professors and administrators who have had the opportunity to assess their academic, time management, research and analysis skills to write on their behalf.

Applicants who have been out of school for a considerable amount of time can submit letters of recommendation from employers, business colleagues, and mentors. Letters from family members and close personal friends are discouraged. These letters should address skills relevant to your potential success in law school.

Please note that LSAC will not release an applicant's CAS report to McGeorge until they have received a minimum of two letters of recommendation. Furthermore, the application will remain incomplete and will not be reviewed until the applicant's file is complete.

Credential Assembly Services (CAS) and LSAT

Applicants must register with LSAC for the Law School Admission Test (LSAT) and LSAC's Credential Assembly Services (CAS). Transcripts of prior college and university coursework must be furnished directly to LSAC. LSAT scores must be from administrations within five years prior to the year of enrollment. An application file is not complete and

will not be reviewed until an applicant's law school report, including an LSAT score, has been received. Please note that we will not accept the June 2015 LSAT for enrollment in the Fall 2015 class. If an applicant has multiple LSAT scores with a five (5) point difference or greater, an LSAT disparity addendum is required. (Applicants whose undergraduate degrees are not from educational institutions within the United States, its territories or Canada must use LSAC's Credential Assembly Service for international document authentication and evaluation.)

APPLICATIONS WILL NOT BE CONSIDERED FOR FINAL ACTION UNTIL ALL REQUIRED INFORMATION HAS BEEN RECEIVED.

McGeorge School of Law maintains a long-standing policy of not discriminating in any of its activities on the basis of race, gender, sexual orientation, national or ethnic origin, disability, marital status, age, color or religious belief.

Transcripts

All transcripts for college and graduate work must be submitted directly to LSAC. LSAC will evaluate each transcript and forward a report to each law school the applicant designates.

If an applicant matriculated at another law school, a letter of good standing from that school is required. Additionally, if an applicant sat for an examination at that school, a transcript from that law school must also be submitted directly to LSAC.

Character and Fitness

Most states have standards of character and fitness to practice that must be satisfied by candidates applying for admission to the bar. Candidates with a record of involvement in criminal matters must provide a full, descriptive statement and should investigate the admission policies of the jurisdiction where application for admission to practice is anticipated by writing to the bar examiners in that state. Include dates of incident and disposition. Upon matriculating, your duty to disclose remains ongoing upon enrollment through graduation. Failure to disclose may result in the revocation of the original admissions offer and withdrawal from the law school.

Additional Application Requirements for Foreign Applicants

Test of English as a Foreign Language (TOEFL)

An applicant who did not complete his or her bachelor's degree from an English-language college or university, and for whom English is not his or her primary language is required to take the TOEFL. This requirement also applies to recent immigrants who have completed their education outside of the United States where English was not the language of instruction.

A minimum score of 600 for the paper-based test, 250 for the computer-based test, or 100 for the internet-based exam is required. Please note that acceptable scores must come directly from TOEFL and be submitted to LSAC. For additional information on TOEFL, visit <http://www.ets.org/toefl>.

Transcripts (International)

McGeorge requires that foreign transcripts be submitted directly to LSAC Credential Service which is included in the CAS subscription fee. A foreign credential evaluation will be finalized by the American

Association of Collegiate Registrars and Admissions Officers (AACRAO) and will be integrated into your CAS report.

Student Visa

Once an international applicant is admitted to the law school and has paid their first seat deposit, the Director of Admissions will contact the student to obtain an I-20 application form, certification of finance, a notarized copy of their birth certificate, passport, and when applicable, marriage license. Once all of these items are received, the Director of Admissions will process the student's SEVIS I-20. An I-20 form is one part of the requirement for an applicant to obtain a student visa (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/International_Students/Visa_Information.htm).

Next Steps ...

Once an applicant submits their application, they can check the status online through the Application Status Online. Login information for the Applicant Status Online is emailed to applicants when the application is submitted to the law school. The admissions committee will review files in the order that they were completed. Our admissions committee is devoted to reviewing each file in a holistic manner. Please allow 4-12 weeks to receive an admission decision. Offers of admission will be sent via U.S. mail. Other admission decisions will be sent via email. Changes to an applicant's email or mailing address should be communicated to the Office of Admissions immediately.

Master of Laws (LL.M.) Program Application Requirements

To be eligible to apply to one of our LL.M. programs, the applicant must present evidence of:

- Graduation from a school of law approved by the American Bar Association; or
- Admission to the Bar in a foreign jurisdiction, or of a state in the United States; or
- Graduation from a faculty of law in a foreign country whose educational authority has authorized that faculty to issue degrees in law.

L.L.M. Application Checklist

- Complete our Online Application (<http://go.pacific.edu/apply/gradlaw>) (preferred) or our LSAC Application (<http://www.lsac.org>).

There is **no fee to apply if you use our Online Application**. When completing the Online Application, **please select "New Law & Public Policy" for "Student Type."**

Applicants must submit the following documents either by courier or via email to graduatelaw@pacific.edu (<http://www.mcgeorge.edu/x405.xml?u=graduatelaw>) (*Note: Application materials in languages other than English must be accompanied by certified English translations.*):

- Curriculum vitae (résumé);
- Personal Statement;
- Original official transcripts from colleges, universities, and graduate or professional schools attended, including a current law school transcript;
- Two letters of reference, preferably from law school professors or legal employers;
- For non-native English speakers, proof of English proficiency:

- Receipt of an undergraduate or graduate degree from an English language institution;
- Multi-year employment in a position in which English is the primary language of communication; or
- A minimum test score of 88 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or 6.5 on the International English Language Testing System (IELTS).

Note: The F-1 student visa process may take up to three (3) months. We encourage students to submit their application no later than May 15 to allow sufficient time for processing.

Questions?

Please, email (graduatelaw@pacific.edu) us or visit our Frequently Asked Questions page (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_and_JSD_FAQ.htm).

Doctor of Juridical Science (J.S.D.) Program Application Requirements

To be considered for McGeorge's J.S.D. program, applicants must present evidence of:

- Graduation from a school of law approved by the American Bar Association; or
- Admission to the Bar of a state in the United States; or
- Graduation from a faculty of law in a foreign country whose educational authority has authorized that faculty to issue degrees in law.

J.S.D. Application Checklist

Note: No Application Fee.

- Complete our Online Application (<http://go.pacific.edu/apply/gradlaw>) or our LSAC Application (<http://www.lsac.org>).

Applicants must submit the following documents either by courier or via email to graduatelaw@pacific.edu (<http://www.mcgeorge.edu/x405.xml?u=graduatelaw>) (*Note: Application materials in languages other than English must be accompanied by certified English translations.*):

- Curriculum vitae (résumé);
- Signature form (pdf) (<http://mcgeorge.edu/Documents/Forms/LLMSignatureForm.pdf>);
- Application statement indicating why you are interested in the J.S.D. degree, including intended fields of inquiry and research objectives in specific terms;
- Legal writing sample such as a published article, monograph, or academic paper;
- Original official transcripts from colleges, universities, and graduate or professional schools attended, including a current law school transcript;
- Two letters of reference, preferably from law school professors or legal employers;
- For non-native English speakers, proof of English proficiency:
 - Receipt of an undergraduate or graduate degree from an English language institution;
 - Multi-year employment in a position in which English is the primary language of communication; or
 - A minimum test score of 88 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or 6.5 on the International English Language Testing System (IELTS).

Note: The F-1 student visa process may take up to three (3) months. We encourage students to submit their application no later than May 15 to allow sufficient time for processing.

Questions?

Please, email (graduatelaw@pacific.edu) us or visit our Frequently Asked Questions page (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_and_JSD_FAQ.htm).

Summer Session Students

On-Campus & Foreign Summer Program

Summer sessions are available to part-time and full-time students. Although summers cannot take the place of a full-time semester, taking some coursework in the summer can lighten your load during the regular year. Completing the units required for graduation results in taking between 14 and 15 units each semester. As few as 12 units can be taken while still qualifying as a full-time student, so some full-time students pursuing extra-curricular activities or wishing to give advanced material particular focus use summers to enable taking 12 or 13 units during a term.

On-Campus

Two Summer Sessions are scheduled including on-campus required courses, electives and international electives. Summer courses are compressed but consist of the same number of class hours as similar courses offered during the academic year. Summer Session on-campus classes are normally scheduled in evening hours. Students who have completed at least one year of law study in good standing at other ABA-accredited law schools may enroll in either the On-Campus or International Session.

International Session

Learn more about our Summer Abroad Program and apply online:

- Summer Program in Salzburg, Austria (http://mcgeorge.edu/Students/Academics/International_Study/Summer_Abroad_Programs/Summer_Program_in_Salzburg.htm)

Transfer Students

Applicants may be accepted with advanced standing to McGeorge School of Law after having completed one or more years at another ABA-accredited law school and may only apply for admission to begin their law study at McGeorge School of Law commencing in the fall or spring term.

McGeorge's policy allows applicants to transfer up to 32 credits in courses with satisfactory grades of C+ or better. Each applicant's prior law transcript will be evaluated and compared to McGeorge School of Law coursework. Any courses which are not commensurate to McGeorge School of Law courses will be required to be retaken upon enrollment.

Application Requirements for Transfer Applicants

1. Completed application form
2. Nonrefundable \$65 application fee
3. Personal statement expressing reasons for requesting transfer
4. Résumé
5. Two (2) recommendation letters submitted through your LSAC CAS account (at least one must be from a current law school professor)
6. Transcript from the first year of law school enrollment, if applicable

- Letter of Good Standing from current law school, containing class rank (If the law school does not rank the class, a letter from the law school registrar or Dean of Students outlining the grading policy must be submitted.)
- LSAC Credential Assembly Service Law School Report

Application

Click here (<https://os.lisac.org/release/startup.aspx?appl=4065A2>) to begin your application. Please note that McGeorge School of Law does not accept hardcopy applications. All applications must be completed through the Law School Admission Council (LSAC.) The deadline to submit transfer applications is July 15 for the following fall term and Nov. 15 for the spring term.

Application Fee

A nonrefundable application fee of \$65 must be submitted with the application. If financial need warrants, an applicant may apply for a fee waiver (http://mcgeorge.edu/Application_Fee_Waiver_Request.htm).

Certification of Good Standing

A certification letter of good standing from your current law school is required. This document contains your academic results for the year currently being completed and includes certification of your class standing. Please have this document sent directly to the McGeorge School of Law Admissions Office.

Credential Assembly Services (CAS)

All transfer applicants must pay for a Credential Assembly Services (CAS) report to be submitted to the law school along with their LSAT score.

Letters of Recommendation

In support of the application, applicants must submit two letters of recommendation directly to LSAC, and we will accept a maximum of three letters. At least one letter must be from a current law school professor. These letters should address skills relevant to your potential success in law school.

Please note that LSAC will not release an applicant's CAS report to McGeorge School of Law until they have received a minimum of two letters of recommendation. Furthermore, the application will remain incomplete and will not be reviewed until the applicant's file is complete.

Personal Statement

The statement must be no more than three pages, double-spaced, 12 pt. font. A transfer applicant's personal statement is an opportunity to provide information about their reasons for requesting a transfer and any other information that the applicant believes should be considered.

Resume

Provide a Résumé of full- and part-time employment and other activities, starting with the most recent. Include dates, name(s) of employer(s), and position(s) held. List academic honors received since entering college. List extracurricular activities, hobbies and community service. Please be sure to include any law-related internships and externships completed since entering law school. Describe nature and extent of employment during college, listing the hours worked per week and include volunteer work. Include summers. Explain any periods of time after high school

not accounted for by the preceding educational and employment history. However, high school information should be omitted.

Transcripts

All transcripts for college and graduate work must be submitted directly to LSAC. The transcript from your degree granting institution(s) must show conferral of your degree. LSAC will evaluate each transcript and forward a report to each law school the applicant designates.

Transcripts from the current law school are required and should be mailed directly to the McGeorge School of Law Admissions Office. The transcripts must contain grades for your first year of law school and will be reviewed carefully along with the syllabi for the courses the student has taken.

Notification of Acceptance

Because application decisions are based on a transcript and certification of good standing containing information about the academic year just completed, McGeorge School of Law usually notifies transfer students of their acceptance in mid-July for the fall and early December for the spring term.

An offer of admission to a transfer student comes with a detailed letter stating which coursework will be accepted either as credit or as credit along with the fulfillment of a course requirement. The letter also urges students to contact the Office of Student Affairs for academic advising for the second year and beyond. The Office of Student Affairs hosts a welcome for transfer students at the beginning of each academic year. At that event, students are made aware of the various services provided by each department on campus. Transfer students are also included in the MAP Program ([http://mcgeorge.edu/Students/Academics/McGeorge_Academic_Planning_\(MAP\).htm](http://mcgeorge.edu/Students/Academics/McGeorge_Academic_Planning_(MAP).htm)), the academic advising program for first-year students which takes place during the first half of the Spring Semester.

Visiting Students

Students enrolled at another law school accredited by the American Bar Association who desire to take one semester or one academic year of course work at McGeorge School of Law to be applied toward degree requirements at their home law school will be considered for visiting status. Students may submit applications for the spring or fall semester. Visitors are not eligible to receive their J.D. degree from McGeorge School of Law.

To apply for admission as a visiting student, applicants must submit the following:

- Completed application form
- Nonrefundable \$65 application fee
- Personal statement expressing reasons for requesting to visit
- One recommendation letter must be submitted from a professor at the home law school
- Résumé
- A letter or form from the Law School Registrar or other appropriate Law School Administrator outlining which courses the student will be allowed to take at McGeorge School of Law
- Transcript from current law school
- Front page of Credential Assembly Service CAS report sent from home law school.

Application

Click here (<https://os.lisac.org/release/startup.aspx?appl=4065A3>) to begin your application. Please note that McGeorge School of Law does not accept hardcopy applications. All applications must be completed through the Law School Admission Council (LSAC.) The deadline to submit visiting applications is July 15 for the fall term and Nov. 15 for the spring term.

Application Fee

A nonrefundable application fee of \$65 must be submitted with the application.

Law School Transcript

This document must contain grades for at least one full academic year and should be submitted directly to the McGeorge School of Law Admissions Office.

Personal Statement

The statement must be no more than three pages, double-spaced, 12 pt. font. A visitor applicant's personal statement is an opportunity to provide information about their reasons for requesting to visit and any other information that the applicant believes should be considered.

Resume

Provide a resume of full- and part-time employment and other activities, starting with the most recent. Include dates, name(s) of employer(s), and position(s) held. List academic honors received since entering college. List extracurricular activities, hobbies and community service. Please be sure to include any law related internships and externships completed since entering law school. Describe the nature and extent of employment during college, listing the hours worked per week and include volunteer work. Include summers. Explain any periods of time after high school not accounted for by the preceding educational and employment history. However, high school information should be omitted.

Letter of Recommendation

In support of the application, applicants must submit one letter of recommendation directly to LSAC. The letter must be from a current law school professor and should address your success in law school, your aptitude as a student and the impact you have had at your law school.

Permission to Visit

Visiting students must submit a letter or form from their Law School Registrar or other appropriate Law School Administrator outlining which courses the student will be allowed to take at McGeorge School of Law.

The letter must be submitted to the Admissions Office and the visiting student will not be allowed to register for classes until this form has been obtained.

Character and Fitness

Most states have standards of character and fitness to practice that must be satisfied by candidates applying for admission to the bar. Candidates with a record of involvement in criminal matters must provide a full, descriptive statement and should investigate the admission policies of the jurisdiction where the application for admission to practice

is anticipated by writing to the bar examiners in that state. Include dates of incident and disposition.

Notification of Acceptance

Visiting students will receive their decisions soon after their files are complete.

The Admission Requirements on this page is for the following undergraduate program on the Sacramento campus.

University College

Organizational Behavior

University of the Pacific seeks applications from students who have shown by past achievement that they have attained a high level of scholarship, initiative and maturity, possess good character, and have a serious interest in learning. Admission is selective and each applicant is considered on the basis of a variety of factors which are evaluated through a very personalized review. The University is interested in a student body characterized by diverse ethnic, religious, economic and geographic backgrounds.

Please refer to the Office of Admission website for the most current policies regarding all subjects in the following section of this catalog. The website address is www.pacific.edu/admission.html (<http://www.pacific.edu/Admission.html>).

Undergraduate Admission

www.pacific.edu/admission.html (<http://www.pacific.edu/Admission.html>)

Application Priority Dates

www.pacific.edu/admission/important-dates.html (<http://www.pacific.edu/Admission/Important-Dates.html>)

Fall Freshman Applicants

November 15 Application Priority Date

- All Pre-Pharmacy Applicants/Notification: January 15
- All Pre-Dental Applicants/Notification: January 15
- All Powell Scholarship Applicants/Notification : March 15
- All Early Action Admission Program Applicants /Notification: January 15

January 15 Application Priority Date

- Regular Admission Program (all majors not listed above)/Notification: March 15

Applications are reviewed once they are complete. Most students are mailed notification in mid-March. The University of the Pacific adheres to the May 1 national candidates reply date. It is on or before this date that the University expects a reply to its offer of admission for the fall semester.

Fall Transfer Applicants

February 15

Priority Admission and Financial Aid Application Date to Receive the Best Possible Financial Aid Package (based on individual circumstances and financial aid eligibility)

June 1

- Deadline for All Transfer Applicants and outstanding documents

Spring Freshman & Transfer Applicants

August 1

- Dental Hygiene Transfer Applicants

November 15

- All applicants (excluding Dental Hygiene applicants)/Notification: Rolling

Applications may be considered after these dates but space may be limited. Because of certain special procedures in the handling of applications for international students, these applications should be completed earlier than U.S. applications. Candidates for the Doctor of Pharmacy program should refer to the PharmD website: www.pacific.edu/pharmd (<http://www.pacific.edu/pharmd>) for deadline information.

Early Action Admission Option

University of the Pacific offers a non-binding Early Action plan for high school students with exceptionally strong high school records, test scores and recommendations. Applicants who wish to be considered for Early Action must have a completed application on file with the Office of Admission postmarked by November 15. Early Action applicants are notified in mid-January. Those admitted under this plan have the same National Candidates Reply Date of May 1 as all other admitted students.

Interviews

Prospective students are encouraged to visit the campus, but formal interviews are not usually required for freshman or transfer applicants (except Powell Scholars, Pacific Humanities, Pacific Legal Scholars, and Organizational Behavior). The University reserves the right to ask prospective students to appear for an interview as part of the admissions procedure when such an interview appears appropriate and would assist in determining the applicant's qualifications for admission.

Campus Visits

www.pacific.edu/visitus (<http://www.pacific.edu/visitus>)

Prospective students are invited to visit the campus as guests of the University. It is recommended that prospective students visit the campus when classes are in session, avoiding weekends or University vacation periods. (See Academic Calendar).

For individuals or small groups, student-led tours are available most days, Monday through Friday, morning and afternoon as well as some Saturday mornings. Tours and informational sessions for larger groups are also available, but must be planned at least two weeks in advance with the Office of Admission. During the academic year the Office of Admission is open most days Monday through Friday from 8:30 a.m. to 5:00 p.m. and on selected Saturdays from 9:00 a.m. to noon. Summer hours may differ. Saturday visits and tours are by appointment only. Please go to www.pacific.edu/visitus (<http://www.pacific.edu/visitus>) or call the Office of Admission to schedule a visit to campus.

Appointments, Information and Forms

For information on an area of specific interest, for application forms, or for an admissions appointment, use any of the following information to reach the Office of Admission:

Office of Admission
University of the Pacific
3601 Pacific Avenue
Stockton, CA 95211

Telephone: (209) 946-2211

Fax: (209) 946-2413

Website: www.pacific.edu/admission (<http://www.pacific.edu/admission>)

E-mail: admission@pacific.edu

Admission of Freshman Students

Regular Admission

Freshman applicants are those who are either applying while seniors in high school or those who have not taken any college courses since earning their high school diploma or its equivalent. Verification of graduation from an accredited secondary school is required prior to the beginning of the first term of attendance. Exceptions may be made for those who have passed either the General Education Development (GED) Test or the High School Proficiency Exam.

Special emphasis is placed on the coursework selected, the grades achieved in those courses, and the cumulative grade point average. Supporting recommendation from a school counselor or teacher is also important. In addition, the Admission Committee reviews the results of either the SAT or the ACT.

The essay submitted with the University of the Pacific Application is carefully read, and the committee looks at co-curricular activities. Applicants are selected for admission only after a careful review of the entire application file.

A Completed Freshman Application Includes:

1. Form and Fee: www.pacific.edu/apply (<http://www.pacific.edu/apply>)
On-line application. The application must be filled out and submitted by the applicant.
2. Transcripts: An official copy of transcripts for all high school and/or college coursework including courses offered by extension or correspondence, is required. Failure to acknowledge and submit all records is grounds to deny or revoke admission, or for dismissal from the University or revocation of degrees earned. Applicants must also submit transcripts for any college work taken while still in high school. Transfer applicants do not need to have high school transcripts sent, unless requested. Final official transcripts must be submitted prior to the first day of classes, and must show satisfactory work or the University has the right to revoke the offer of admission.
3. Test Score Policies for Applicants
4. Freshman applicants must submit scores from the SAT and/or ACT. If the applicant has taken the SAT or ACT multiple times, Pacific accepts the highest combination of sub scores from all SAT attempts and highest combination of all sub scores from all ACT attempts.
5. Scores received in January from the December SAT or ACT tests are the last scores that are used for admission or scholarship consideration for fall applicants, except Pre-Dentistry and Pre-Pharmacy applicants for whom the November test scores will be

accepted. Students for whom later tests are the first and only test taken are exempt from this policy.

Optional:

- Recommendation: www.pacific.edu/recommendation (<http://www.pacific.edu/recommendation>). One academic recommendation from an academic teacher, counselor or advisor is recommended. Those recommending an applicant may use the online form at www.pacific.edu/recommendation (<http://www.pacific.edu/recommendation>) or send a written recommendation on official letterhead.
- Essay: A personal statement as part of the application.

Special Admission Requirements

- Music Applicants: www.pacific.edu/music (<http://www.pacific.edu/music>) In addition to academic requirements, who apply for admission to the Conservatory of Music must present evidence of music talent and achievement by performing an audition on the principal performing medium. Those who plan to major in composition must also submit an original composition. Auditions are held at the Conservatory at regular intervals throughout the academic year. Students unable to appear in person may substitute a recorded audition. Audition information is available at www.pacific.edu/music (<http://www.pacific.edu/music>) or by calling the Conservatory of Music at (209) 946-2418.

Recommended High School Preparation

Although University of the Pacific does not require a fixed pattern of secondary school courses, applicants are expected to complete a solid college preparatory program. Generally speaking, preparatory courses are those in the fields of English, social sciences, foreign languages, laboratory sciences and mathematics.

It is strongly recommended that the following be included in the secondary school program: four years of English; three years of mathematics including algebra I, II and geometry; at least two years of laboratory science in at least two disciplines (biology, chemistry, earth science or physics); at least two years of the same foreign language; three years of social science; one year of fine or performing arts; and additional academic courses – all aimed at improving analytical abilities, promoting artistic development and strengthening written and oral skills.

Students interested in economics or business administration should take advanced mathematics in high school. Students interested in mathematics, science, engineering, dentistry or pharmacy should include biology, chemistry and physics as well as advanced mathematics in their secondary school program. (See chart for recommended course of study.)

Recommended Courses

Course Others	Science & Technical	All Majors
English	4 years	4 years
Fine Arts/Performing Arts	1 year	1 year
Foreign Language (one)	2 units	2 years
Social Science	2 years	3 years
Mathematics*	4 years	3 years
Laboratory Science**	3 years	2 years
Academic Electives***	1 year	1 year

- * Suggested math sequence for science and technical majors: algebra, geometry, algebra II, trigonometry or calculus. Minimum suggest math sequence for all other majors: algebra, geometry, algebra II.
- ** Biology, chemistry and physics are recommended for all students pursuing science and technical disciplines.
- *** Academic elective courses should be in advanced foreign languages, mathematics, laboratory sciences or other solid preparatory courses.

Since the senior year in high school is perhaps the most important in preparing for college, a minimum program of four academic courses per semester is particularly recommended for that year.

Students are also encouraged to take honors and advanced placement courses whenever possible. In reviewing applications, the Office of Admission gives favorable consideration, not only to the overall strength of the academic program, but to the fact that honors and advanced placement courses have been taken.

Advanced Placement, International Baccalaureate and College Credits Earned While In High School

Please see www.pacific.edu/advancedcredit (<http://www.pacific.edu/advancedcredit>) for the latest policies regarding granting of advance credit. College credit (four units per examination) may be granted to students who achieve scores of a four and five on Advanced Placement examinations and/or scores of five through seven on International Baccalaureate exams taken at the higher level. A maximum of 28 units total from Advanced Placement, International Baccalaureate, DANTES and/or CLEP test results may be applied toward a Pacific degree including General Education and major requirements.

In addition, students who have taken college courses prior to high school graduation receive credit toward University of the Pacific graduation, as long as the credit is transferable, is earned at an accredited college and is awarded college credit on a transcript generated by that college. The purpose is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for exceptional students to take elective work in their undergraduate programs. (See also the CLEP information below.)

College-Level Examination Program (CLEP)

College credit may be granted, within certain limitations, for the General and Subject Examinations offered through the College-Level Examination Program (CLEP) of the College Board when satisfactory scores have been earned. This program may be utilized by entering freshmen who take the tests prior to matriculation for the purpose of earning advanced standing credit, by regularly enrolled students for accelerating their programs or demonstrating competency in certain subjects, or by candidates for transfer who desire advanced credit or present the tests in support of applications for admission. Further details can be obtained from the Office of Admission.

A total of no more than 20 units may be applied toward a degree from any or all of the following: courses taken in accredited correspondence schools, extension correspondence schools, extension courses, and/or courses taken credit by examination. None of these credits, except extension courses taken at the University, is accepted during the term in which the student is completing requirements for graduation in this University.

A total of no more than 28 units may be applied towards a degree from Advanced Placement (AP), International Baccalaureate (IB), DANTES and/or CLEP tests.

Admission of Undergraduate Transfers

www.pacific.edu/transfer (<http://www.pacific.edu/transfer>)

To be considered for admission a transfer applicant must:

- Be in good academic standing at the college in which he/she/they are currently enrolled
- Have demonstrated academic ability in his/her/their selected major

A Completed Transfer Application Includes:

1. Form and Fee: www.pacific.edu/apply (<http://www.pacific.edu/apply>)
On-line application. The application must be filled out and submitted by the applicant.
2. Official Transcripts from all colleges attended

If transferable credits are less than 30 semester units:

1. High School Transcripts
2. SAT-I or ACT scores

Optional:

- Recommendation: www.pacific.edu/recommendation (<http://www.pacific.edu/recommendation>). One academic recommendation from an academic teacher, counselor or advisor is required. Those recommending an applicant may use the online form at www.pacific.edu/recommendation (<http://www.pacific.edu/recommendation>) or send a written recommendation on official letterhead.
- Essay: A personal statement as part of the application.

Special Admission Requirements

- Music Applicants: www.pacific.edu/music (<http://www.pacific.edu/music>) In addition to academic requirements, who apply for admission to the Conservatory of Music must present evidence of music talent and achievement by performing an audition on the principal performing medium. Those who plan to major in composition must also submit an original composition. Auditions are held at the Conservatory at regular intervals throughout the academic year. Students unable to appear in person may substitute a recorded audition. Audition information is available at www.pacific.edu/music (<http://www.pacific.edu/music>) or by calling the Conservatory of Music at (209) 946-2418.
- Dental Hygiene Applicants: www.pacific.edu/dentalhygiene (<http://www.pacific.edu/dentalhygiene>) Strong candidates who apply for the dental hygiene program are invited to campus for an interview after items one through five (above) have been received. Dental Hygiene applicants have separate application deadlines (September 1 for Spring). After an initial review, strong dental hygiene candidates are invited for interviews that are required for admission into the program.

Transferable Courses and Unit Limitations

The complete Transfer Credit Policy can be found on the Office of the Registrar website (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Undergraduate-Transfer-Credit-Policy.html>).

- In interpreting transfer credit, University of the Pacific generally accepts those courses which are of the same quality and equivalency as courses offered on this campus.

- Courses taught at a community college are not acceptable to replace upper division courses at Pacific.
- The maximum number of units that is accepted from a community college is 70 and no community college credit is accepted after a student has completed 70 units from all institutions attended. Courses are accepted in chronological order.
- A course with a grade of C- or below does not transfer to Pacific. No units are awarded for that course and it does not fulfill any requirements towards a degree.
- If a student repeats a course in which a C- or below was earned, the most recent grade is used and a new GPA for the course is calculated for the transfer admission grade point average only. *Note: Only course content and credit are accepted in transfer; the associated grades do not become a part of the Pacific record.*
- If a student repeats a course in which a C or higher is earned, the second attempt is calculated in the GPA. No units are awarded for the repeated course.
- Transfer applicants who attended universities outside of the United States **must** submit an evaluation of their academic records. Transcripts must be reviewed by one of the articulation review companies listed online at <http://go.pacific.edu/international> and have an official copy sent directly to University of the Pacific. Students who attended universities outside of the United States **must also** submit course descriptions in English of their completed university work. The course descriptions must come from either the school's website or official catalog. Please send the course descriptions to University of the Pacific's Office of Admission.

Special Admission

Certain transfer applicants, such as veterans, or adult re-entry students and others with special circumstances, are given special consideration for admission when it is determined that they have the potential for satisfactory college work.

Admission of International Students

www.pacific.edu/international (<http://www.pacific.edu/international>)

University of the Pacific welcomes applications from international students and provides complete support services for them through International Programs and Services. The University is authorized to issue appropriate immigration documents to international students for immigration purposes and provides immigration services to enrolled students.

In order to comply with regulations of the United States Citizenship and Immigration Service, University of the Pacific requires international applicants who are not citizens or permanent residents of the United States to submit a detailed Certification of Finances showing sufficient financial resources for study at the University. Other special information and instructions regarding the admission of international students is provided upon request.

Special Requirements for Non-Native Speakers of English

Applicants who are not native speakers of English are expected to provide evidence of proficiency in the English language. Such proficiency may be demonstrated through the academic record, or by means of an English Language Proficiency Exam like the IETLS or TOEFL. For the most current English Proficiency review criteria please visit <http://go.pacific.edu/international>. The University reserves the right to

administer its own English language test to new students and to adjust a student's academic program on the basis of test results.

Admission of Veterans

University of the Pacific encourages veterans to apply for admission and is approved under Federal and State laws for the training of veterans. Satisfactory completion of a period of military service is taken into consideration in the evaluation for admission.

Accelerated Programs

Pre-Pharmacy Advantage Programs

www.pacific.edu/prepharm (<http://www.pacific.edu/prepharm>)

Pacific offers three options which provide for guaranteed admission into our Professional Pharmacy (PharmD) Program, if all pre-pharmacy advantage requirements, which include courses taken in sequence at Pacific and minimum GPAs, are met and the formal pharmacy interview (which includes a writing sample) is passed. The current university minimum GPA requirement needed as one part of advancing from any of these Pre-Pharmacy Advantage Programs into our Professional Pharmacy Program is 3.00 overall and 2.70 in selected math/science courses.

The implementation of specific admission criteria for the Pre-Pharmacy Advantage Program are meant to ensure that students have the appropriate time to successfully prepare for advancement into the Professional Pharmacy Program.

Five-Year (2+3) Pre-Pharmacy/PharmD Option

Freshmen are admitted directly into the Pre-Pharmacy Program in the School of Pharmacy and Health Sciences. After two years, they advance into the PharmD Program if they have fulfilled all pre-pharmacy advantage requirements.

Six-Year (3+3) Pre-Pharmacy/PharmD Option

Freshmen are admitted directly into the Pre-Pharmacy Program in the School of Pharmacy and Health Sciences. After three years, they advance into the PharmD Program if they have fulfilled all pre-pharmacy advantage requirements.

Seven-Year (4+3) Bachelor's/PharmD Option

These Pre-Pharmacy applicants are admitted to any major at Pacific and pursue a Bachelor's degree, while also completing the pre-requisites for the Doctor of Pharmacy Program. If they complete their Bachelor's degree in four years (but no more than five years) they are eligible to advance into the PharmD Program if they have fulfilled all of the same Pre-Pharmacy advantage requirements. This option ensures that these students are on track from the beginning of their college careers to earn, at least, a Bachelor's degree.

Please note: There is no formal Pre-Pharmacy Advantage available to a student who attends another institution for a semester or a year or two and then transfers as a science major into Pacific's Arts and Sciences division. We have excellent undergraduate programs to which transfers are welcome to apply, but once here, these students compete with those who apply from other institutions for space in the PharmD Program.

Accelerated Dental Programs

www.pacific.edu/predent (<http://www.pacific.edu/predent>)

Pacific offers three accelerated dental programs to first-time freshmen which combine undergraduate preparation with the only three-year DDS

program in the country. Students admitted to any of these programs are admitted to Pacific's Arthur A. Dugoni School of Dentistry if they meet the requirements outlined on the Pre-Dental Advantage website. Students complete their pre-dental courses at Pacific's main campus in Stockton and their professional courses at Pacific's Arthur A. Dugoni School of Dentistry in San Francisco.

Any freshman applicant who selects "pre-dental" from the list of majors on his/her/their application for undergraduate admission is automatically considered for all three programs. Please note that students admitted to the 2+3 program are also automatically admitted into the 3+3 and the 4+3 programs, and those students admitted to the 3+3 program are also admitted to the 4+3 program. It is also important to note that the 2+3 and 3+3 programs do not "accelerate" four years worth of undergraduate study into two or three years. Students in these two programs take the same course load as most students on campus, they simply take only those specific courses which meet the requirements to advance to the Arthur A. Dugoni School of Dentistry after two or three years.

The following minimum criteria for consideration are valid for students entering in the Fall semester 2018. Pacific reserves the right to change criteria for students entering in subsequent years.

Five-Year (2+3) Pre-Dental/Doctor of Dental Surgery (DDS)

Program allows completion of two years (four regular semesters) of specific Pre-Dental and general education courses on Pacific's Stockton campus. This is then followed by three years (eight semesters in 36 months) at the Arthur A. Dugoni School of Dentistry in San Francisco. Upon successful completion of the five-year program, the student earns a DDS degree.

Six-Year (3+3) Bachelor's/DDS

Program allows for completion of all Pre-Dental and general education requirements, and the courses for a major in either Biological Sciences or Chemistry in three years (six regular semesters). The credit from the first year of dental school can then be used to earn a bachelor's degree, and the DDS degree is earned upon completion of the third year of dental school.

Seven-Year (4+3) Bachelor's/DDS

Program allows students to major in almost any discipline, while they complete all Pre-Dental and general education requirements, prior to entering the DDS program.

Pacific Legal Scholars

Six-Year (3+3) Bachelor's/Juris Doctorate (JD)

<http://go.pacific.edu/LegalScholars>

This program permits highly qualified students to enroll at University of the Pacific's McGeorge School of Law during the fourth year of study at the University and complete a bachelor's degree at the end of the first year of law school. Students must apply for admission to the Pacific Legal Scholars program and meet program admissions requirements, including an admissions interview. To move on to the McGeorge School of Law, students must complete all general education and major course requirements, complete three seminars and an upper division law course to prepare for law school and participate in a number of off-campus law-related activities. They must also complete the application for admission to University of the Pacific's McGeorge School of Law and meet all admissions criteria including the median LSAT score and undergraduate GPA for the prior year's matriculating students. The Pacific Legal Scholars Program is open to students in any major, but some majors may

not be possible to complete in three academic years. A 4+3 version of the program is also available.

Admission of Professional PharmD Students

www.pacific.edu/pharmd (<http://www.pacific.edu/pharmd>)

Students who seek admission to the Doctor of Pharmacy degree program who did not enter Pacific as a freshman through the pre-pharmacy advantage program must have completed a minimum of 64 transferable units prior to matriculation. These units must be in specific courses which meet University of the Pacific Thomas J. Long School of Pharmacy and Health Sciences requirements. Therefore, no application to the Doctor of Pharmacy program is accepted unless the applicant has taken, is taking, or plans to take, all of these pre-pharmacy courses prior to enrollment (see specifics in School of Pharmacy section). Students who have not taken organic chemistry or biology within the last seven years must enroll in refresher courses before entering.

Admission to the Doctor of Pharmacy degree program is competitive. Factors considered in the application review include overall grades, math/science grades, difficulty of course loads, academic performance trends, curriculum selection, recommendations, involvement in clubs, organizations and community service, demonstrated leadership positions, pharmacy work experience, communication skills, and a mandatory interview.

All students applying to the Doctor of Pharmacy program must apply through the Pharmacy College Application Service (PharmCAS): www.pharmacas.org (<http://www.pharmacas.org>). Pacific's application deadlines, and all instructions for applying for this program, is found at www.pacific.edu/pharmd (<http://www.pacific.edu/pharmd>). It is critical that candidates submit all required information in a timely manner. Applications are not reviewed until they are complete. Students who complete their files after published deadlines are considered on a space available basis only. A completed application includes: PharmCAS application and fee, supplemental application form and fee, two recommendations (on required forms), Educational Background Chart, resume, and official transcripts from all colleges and universities attended. International students must also supply an official letter on bank stationery that verifies funding for at least one full year, a copy of their I-20 form, and a copy of their I-94 form, and furnish an international address. Some documents must be sent to PharmCAS and some to Pacific. Students with international coursework are required to submit an evaluation from Educational Credential Evaluators (ECE). Students whose native language is not English may be requested to submit scores from the Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score for admission consideration is 550 (paper-based), 213 (computer-based), or 80 (Internet Based). An IELTS score of 6.5 is acceptable in place of the TOEFL.

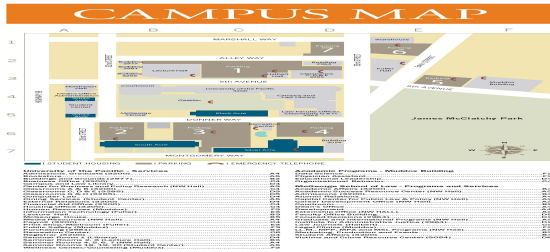
All admitted students are required to grant consent for a background investigation and to read and agree to the Technical Standards for Pharmacy Admission and Graduation prior to matriculation. Final approval for admission will not be granted until the background investigation results are reviewed. Additional information on the Technical Standards for the Doctor of Pharmacy program can be found at: <http://www.pacific.edu/Admission/Graduate-Professional/Pharmacy/Pharm-D-Technical-Standards.html> (<http://web.pacific.edu/Admission/Professional/Pharmacy/Pharm-D-Technical-Standards.html>).

Please visit www.pacific.edu/pharmd (<http://www.pacific.edu/pharmd>) for details on application requirements. Direct any questions about the Thomas J. Long School of Pharmacy and Health Sciences to the Coordinator for Pharmacy Admission at (209) 946-2211.

Enrollment Deposit

An enrollment deposit is required of all admitted applicants to hold the applicant's space in the academic program. This enrollment deposit is nonrefundable, unless otherwise noted, and is applied toward the student's first-term tuition upon matriculation to the University. Deposit amounts may vary depending upon the academic program.

CAMPUS MAP



**University of the Pacific
Sacramento Campus
3200 5th Avenue
Sacramento, CA 95817
(916) 739-7191**

DIVISION OF STUDENT LIFE

- Graduate/Undergraduate (p. 43)
- Professional (p. 43)

Graduate/Undergraduate

Arthur A. Dugoni School of Dentistry
Physician Assistant Studies

Gladys L. Benerd School of Education
All Graduate Programs

McGeorge School of Law
Master of Public Administration
Master of Public Policy
Master of Studies in Law

School of Engineering and Computer Science
All Graduate Programs

University College
Organizational Behavior

Professional

McGeorge School of Law
Juris Doctor
Doctor of Juridical Science
Master of Law

Division of Student Life on this page are for the following graduate and undergraduate programs on the Sacramento campus.

Arthur A. Dugoni School of Dentistry
Physician Assistant Studies

Gladys L. Benerd School of Education
All Graduate Programs

McGeorge School of Law
Master of Public Administration
Master of Public Policy
Master of Studies in Law

School of Engineering and Computer Science
All Graduate Programs

University College
Organizational Behavior

The vision of Student Life at Pacific is to be a leader and advocate within the University of the Pacific and our profession by inspiring and cultivating global student citizens for a lifetime of learning, growth, engagement, and service. The mission of Student Life is to provide transformative educational experiences and essential services that advance student success. Through innovative thinking and dynamic programs, each Student Life member focuses on students' personal growth and educational experience. These values inform our individual roles and departmental functions and unify us as a Division. We realize our mission through:

- **Potential** - We are committed to providing a living, learning, and working environment that encourages both our students and our staff to reach their full potential;
- **Student Development** - We believe in educating the whole student by developing and supporting their emotional, environmental, financial, ethical, intellectual, physical, and social needs;
- **Meaning and Purpose** - We believe in the importance of providing opportunities to those seeking meaning and purpose in ones' life and value the various activities and practices associated with a religious or spiritual tradition including, but not limited to, meditation, reflection, or prayer;
- **Responsible Leadership** - We believe that leadership manifests itself in many forms. It can be taught, developed, and nurtured and is a tool that encourages success throughout a student's education, lives', and future careers;
- **Achievement** - We believe that each student is unique and deserves a comprehensive system of support services that will assist in meeting their educational and personal goals;
- **Diversity and Inclusion** - We are committed to social justice, diversity, and challenging forms of hate and exclusion, and;
- **Community Involvement** - We believe in the value of community service, volunteerism, and the importance of civic engagement, connection, and participation.

Student Outreach and Academic Support Services

Community Involvement Program

The Community Involvement Program (CIP), established in 1969, is a comprehensive need-based scholarship and retention program for first-generation college students from the Stockton community who have demonstrated the potential for sustainable leadership, community awareness, and involvement. The Community Involvement Program is only for new incoming University of the Pacific students. Once in the program, students are offered leadership training and various opportunities for students to return to the community as leaders and agents of social change.

Students in the Community Involvement Program are selected based on their participation in the Stockton community, maturity, and potential to contribute his/her time and energy to the Community Involvement Program. CIP students contribute a significant amount of time in the Stockton community through volunteering at various community organizations. For more information contact the CIP Office at:

Center for Student Success
McCaffrey Center, First Floor
Telephone: (209) 946-2436
Fax: (209) 946-2176
Email: cip@pacific.edu

The Women's Resource Center

The Women's Resource Center (WRC) aims to increase awareness and scholarship regarding women's and gender issues, to celebrate and cultivate leadership on campus and beyond, and to empower students to be active participants in bringing about social change. Annual events hosted by the WRC include the Women of Distinction Awards Luncheon as well as programming for Women's History Month, Sexual Assault Awareness, and Domestic Violence Awareness. In partnership with the

Office of Title IX, the WRC runs the Title IX Peer Education Program to encourage students to help end gendered violence in our community. Located inside the Intercultural Student Success Center, the WRC is a welcoming space for students to study, relax, and find community.

Military and Veteran Student Support Center

Proud of its designation as being a military friendly institution, the University of the Pacific is dedicated to serving the needs of those who previously were in, or currently are serving in, the United States armed services and their qualified dependents. The Military and Veteran Student Support Center is the hub for Veteran student life and offers help and assistance in the application, certification, and coordination of military and veteran educational benefits, the synchronization of University support services with the needs of Veteran students, and in being a liaison between Veteran students and the Department of Veterans Affairs.

Intercultural Student Success

Intercultural Student Success (<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/Multicultural-Affairs.html>) strives to provide enriching educational opportunities toward understanding and integrating intercultural dialogue, conflict management, and identity development that advances student success and community engagement. The department includes the ALANA Center, Black Student Success, El Centro (Latinx Outreach), The Pride Resource Center, and the Women's Resource Center. Together, these areas work to help support students' intersectional identities through building community, capacity, and advocacy.

The Pride Resource Center (<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/Pride-Resource-Center.html>) provides resources and support for the lesbian, gay, bisexual, trans*, queer, questioning, intersex, and asexual (LGBTQQIA) community at Pacific. Signature programs and events include: Safe Zone Awareness & Allyship Training, Coming Out Week and Pride Week programming, and Lavender Graduation. With strong on- and off-campus partnerships and alumni engagement, the Pride Resource Center is the driving force in the efforts toward inclusive excellence for the LGBTQ+ community.

El Centro (Latinx Outreach and Academic Resource Center)

El Centro's mission is to assist in recruiting new undergraduate students, retain current students, build mutual beneficial partnerships with community organizations, connecting students to internal and external resources, advising Latinx-focused student groups, and in planning and developing rich and relevant programming around Latino/a/x themes and issues. El Centro also helps the University's commitment to diversity, inclusivity, national/ international education and cross-cultural understanding. El Centro is a home away from home for all students on or off campus.

Some of our annual events include Bienvenidos Week, Student Financial Aid and College Awareness Workshop, Raza Unida Conference, Pozole for the Academic Soul, Latinx Heritage Month, and Latinx Graduation.

We are located at Raymond Lodge (El Centro) between Casa Warner and Price House Residence Halls and across from the Vereschagin Alumni House. For more information call 209.946.7705 or check out our website for upcoming events and activities at

<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/Latino-Outreach.html>

Black Student Success

Black Student Success offers programs and support services to students of African descent. Throughout the school year, Black Student Success hosts receptions, academic workshops, networking events with members of the Black Alumni Club, and social events. Black Student Success also offers the Students Emerging as Pacificans (STEPS) program. STEPS assists incoming students of African descent through their transition to college life. Pacific faculty, staff, current students, and alumni work directly with STEPS participants, introducing them to University and community resources to enhance their academic and co-curricular success. STEPS begins with a first-year orientation program for students and families and continues throughout the entire undergraduate experience, offering academic enrichment, mentoring and networking opportunities as well as purposeful access to campus and community resources.

Pacific Health Services

Pacific Health Services is available Monday through Friday. Services are provided on an appointment basis; walk in visits are seen case-by-case, determined by the urgency of the presenting condition. Use the portal MyHealth@Pacific (<https://healthservices.pacific.edu>) to book a visit. Visit the health services' website (<http://www.pacific.edu/healthservices>) for more information.

The Cowell Wellness Center Fee allows students to be seen without paying an office visit co-pay, regardless of health insurance status. Further costs may be incurred with the purchase of medication, immunizations, procedures, diagnostic testing, or referrals to off campus health care providers. Students must pay these additional costs associated with their care at time of service and in some cases may submit an itemized receipt for reimbursement to their health insurance plans.

Health care providers consist of Nurse Practitioners, a supervising Physician, Registered Dietitian and Medical Assistants. Health care delivery and medical record management are protected by privacy and confidentiality regulations.

Services provided include the management of common health problems such as acute minor illnesses and injuries and preventive care including gynecology, contraceptive maintenance, STI testing, immunizations, and routine physicals. Several categories of medication are provided directly through Pacific Health Services, otherwise prescriptions are filled at local pharmacies. Laboratory services include limited in-house testing and full service processing through local labs.

Management of chronic conditions is provided on a case-by-case basis depending on the complexity of the situation. Typically, students are referred to local specialists for this care. Hospitalization and emergency treatment for life-threatening conditions are not managed at Pacific Health Services. In those circumstances, care is referred to one of three local hospitals. Staff may arrange for ambulance transport as indicated.

Students are required to meet the immunization and TB clearance as a part of university enrollment requirements. Students should upload documents through the medical portal MyHealth@Pacific (<https://healthservices.pacific.edu>). The fall deadline is 10/15 and the spring deadline is 2/15 each year. Students must check their status and respond to communication through the portal. Failure to become compliant with the immunization policy will result in a registration hold and in some instances a late fee.

Health Insurance

The University has a mandatory health insurance policy with a hard waiver. This requires all students to submit a copy of their health insurance card to the Pacific Health Services Insurance Office and complete a waiver on-line [through the campus specific link found on the Pacific Health Services web page](http://www.pacific.edu/insurancewaiver): <http://www.pacific.edu/insurancewaiver>. Students have the option to enroll in the University of the Pacific Student health insurance Plan offered through Anthem Blue Cross, select an outside plan, or be covered under their family's policy. Students who do not complete the waiver by the posted deadline date are automatically enrolled in the Anthem Blue Cross plan to ensure that their health needs are covered.

Counseling and Psychological Services (CAPS)

CAPS is located on both the Stockton and Sacramento campuses. CAPS appointments are available by appointment or as soon as possible in cases of a psychological emergency. Therapy sessions are confidential and free of charge to students who have paid the Student Health Fee. *CAPS does not bill your insurance for any of our services.* Students may access up to ten individual therapy appointments per year through Counseling and Psychological Services (CAPS). Students are accommodated on a case-by-case basis for situations or conditions requiring additional therapy sessions.

Counseling and Psychological Services (CAPS) assists Pacific students who may be experiencing situational, psychological or interpersonal difficulties. The goal of CAPS is to enable students to benefit from, and maximize their educational experience at Pacific. CAPS offers individual, couples, and group counseling focusing on a variety of issues. These issues may include: dating, family relationships, depression, anxiety, grieving, sexuality, self-esteem and self-image, eating disorders and body image, sexual abuse or harassment, drug and alcohol concerns, roommate disputes, stress management, assertiveness training, time management, decision making, goal setting, and values clarification. Limited psychiatric consultation and medical management of psychotropic medications may be available.

CAPS provides consultation to other campus offices regarding mental health related concerns. In addition, Counseling and Psychological Services offers educational outreach programs to the university community.

The CAPS staff includes psychologists, and a marriage and family therapist. In addition, experienced doctoral psychology interns work under licensed supervision to provide services. After-hours crisis consultation is available by calling 209-946-2315, extension 2, option 4. For after hours on-campus psychological emergencies contact the Department of Public Safety at (209) 946-3911.

Pacific PROMISE Scholars

The University of the Pacific is proud to be a private institution of higher education to provide a support program to assist its students who are former foster care students and others from similar backgrounds. Eligible students can receive many services to assist in their successful transition to Pacific including mentoring, social events, college starter kits and finals baskets. In addition, scholarships may be available for eligible students.

For more information, contact: Pacific PROMISE Scholars
McCaffrey Center, First Floor
Phone: (209) 946-3917
Email: abautist@pacific.edu

Religious and Spiritual Life

Our goal is to cultivate and support religious and spiritual life at Pacific in all its many forms. We serve the needs of all students, no matter what one's religious tradition, or if you don't consider yourself religious or spiritual at all. While we make no claim to have all of life's answers, we can help point you in the right direction, provide resources for you, and work with you through the questions that will inevitably arise as you grow during your time at university. We can also help you find people or groups who share your interests. Our hope is that in doing so you will find a level of fulfillment, understanding, and perhaps meet other people who you can journey with in the questions of life.

Pacific has many active religious and faith based student organizations including (among others): Asian American Christian Fellowship, Black Campus Ministries, Chi Alpha Christian Fellowship, Fellowship of Christian Athletes, Health Sciences Christian Fellowship, Hillel Jewish Student Club, Indian Student Association, Interfaith Council, Muslim Student Association, Newman Catholic Community, Nest Prayer Family, Open Door Methodist Student Ministry, Orthodox Christian Fellowship, Pacific Christian Fellowship (Intervarsity), Secular Student Alliance, and Sikh Student Association. There are also over 160 different churches, synagogues, and other places of worship and religious organizations in the greater Stockton area. Go to pacific.edu/religiouslife for more information.

Academic Standards

Student Conduct and Community Standards

The Office of Student Conduct and Community Standards manages the student conduct process for students including but not limited to, undergraduate and graduate students on Pacific's three campuses. In addition to the Code of Conduct, specific schools and colleges (e.g., McGeorge School of Law, Arthur A. Dugoni School of Dentistry and Thomas J. Long School of Pharmacy and Health Sciences, etc.) may have policies and procedures that apply to students enrolled in a specific program of study. Pacific has developed policies and procedures to clarify the expectations and standards for students. Each student is responsible for knowing and adhering to all University policies and procedures. The policies are outlined specifically in the Tiger Lore Student Handbook and on the web site at <http://www.go.pacific.edu/TigerLore> Policies and procedures specific to a course of study are available through the respective school or program.

Honor Code

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- 1) Act honestly in all matters;
- 2) Actively encourage academic integrity;
- 3) Discourage any form of cheating or dishonesty by others;
- 4) Inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Conduct Standards

Student Code of Conduct, University Policies and/or Local, State or Federal Laws

The violation of established policies or procedures and/or local, state or federal laws may constitute a violation of the Student Code of Conduct or other policies and procedures specific to a course of study, school, or program. Such violations may include conduct

occurring off-campus when students are participating, attending or in some manner connected to a University related activity. Please refer to www.pacific.edu/TigerLore (<http://www.pacific.edu/Documents/student-life/judicialaffairs/Tiger%20Lore%20Code%20of%20Conduct%202016-17.pdf>) for additional information and definitions.

Campus Behavior Standards

Rather than publish in this catalog a complete and detailed code of the laws, rules and regulations that students are required to follow, the University declares its intention to uphold all federal, state and municipal laws applicable and expects all students to abide by the Student Code of Conduct and university policies. At the time of admission, each student agrees to follow such standards. Accordingly, any conduct not consistent with responsible and/or lawful behavior may be considered cause for the University to take appropriate administrative, disciplinary, or legal action.

In addition, the University acknowledges and actively upholds the adult status of each student with all the rights pertaining thereto and, in accordance with that status, considers each student responsible for their own actions. With regard to conduct, "student" is defined as full and part time undergraduate, professional, and graduate students from the time of application for admission to the time of the conferral of a degree and includes periods prior to the start of classes, after classes have ended, between terms, and when a student is not officially enrolled but has an ongoing relationship with Pacific.

University policies and regulations are published in the Student Code of Conduct and available online www.pacific.edu/tigerlore (<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>). Statements pertaining to or clarification of student rights is also published in this document. Additional policies for specific schools and programs are available from each school or program respectively.

Alcohol and Other Drugs Policy

All students, faculty, and staff must comply with all federal, state, and local laws and University policies governing the consumption, possession, distribution, and sale of alcoholic beverages and drugs on University property; at any activity or event on and off the campus sponsored by Pacific; or where a campus community member is representing Pacific as part of an off-campus program, activity, or event.

This notice is provided as a requirement of the Drug-Free Schools and Communities Act of 1990, and the Drug-Free Workplace Act of 1988. Universities that receive federal/state funds in any form are required to comply with the above acts. We must take affirmative steps to prohibit the unlawful possession, use, and/or distribution of illicit drugs and alcohol.

Description of Health Risks

The misuse of alcohol and/or prescription drugs or use of illicit drugs can result in overdose, death, violence, incarceration, loss of a driver's license, failed relationships, petty property crime, school dropout, lowered productivity and quality, increased absenteeism and tardiness, serious psychological and neurobiological problems, reduced concentration, impaired judgment, loss of short term and long term memory, diminished reasoning skills, strained family relationships, damaged fetuses, and other serious life altering effects. Additional information regarding health risks is available from the Cowell Wellness Center or at [DrugAbuse.gov](#)

Criminal Penalties

Federal penalties for the trafficking of controlled substances are dependent upon several conditions including the substance, amount, and

whether the matter is a first offense or repeated offense for an individual or other legal entity.

For a **detailed list of penalties**>> (https://www.dea.gov/pr/multimedia-library/publications/drug_of_abuse.pdf)

For information on **California DUI penalties**>> (<https://www.dmv.ca.gov/portal/dmv/detail/dl/driversafety/dsalcohol>)

For information on **California underage drinking laws**>> (https://alcoholpolicy.niaaa.nih.gov/APIS_State_Profile.html?state=CA)

Resources for Assistance

- Alcohol Abuse 24 Hour Action Helpline 800.234.0420
- Alcohol & Drug Treatment Center 24 Hour Helpline 800.711.6375
- Counseling and Psychological Services 209.946.2315 ext. 2
- Employee Assistance Program 877-595-5281
- Pacific Health Services 209.946.2315 ext. 1

Pacific's alcohol and drug policies can be found online:

- Students on the **Stockton campus**>> (<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-/Alcohol-and-Drug-Policies.html>)
- Students on the **Sacramento campus**>> (http://www.mcgeorge.edu/Substance_Abuse_Policies_and_Procedures.htm)
- Students on the **San Francisco campus**>> (<http://sfdental.pacific.edu/employees/hrdocuments/Policy%20Statements/Alcohol%20Consumption%20and%20Drug%20Use%20-%20Student.pdf>)
- All **University employees**>> (<https://webshare.pacific.edu/sites/policies/Pages/Alcohol%20and%20Drug-Free%20Workplace%20Policy.aspx>)

Pacific Alumni Association

The Pacific Alumni Association (PAA) includes all alumni of the University of the Pacific. There is no membership fee and services are available to all members. An elected Board of Directors (30) develops programs and benefits with the Office of Alumni Relations staff. Opportunities provided to alumni through PAA include Regional Pacific Clubs, class reunions, special events, communications and a variety of benefits. The Pacific Alumni Association encourages all alumni to maintain their relationship with the University of the Pacific and with one another. For more information call (209) 946-2391.

Student Academic Support Services

Office of Services for Students with Disabilities in the Division of Student Life

The University does not discriminate against students and applicants on the basis of disability, in the administration of its educational and other programs. The University reasonably accommodates qualified students (including applicants) with disabilities as defined by applicable law, if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program of the University, without undue hardship to the University. Harassment on the basis of disability issues is prohibited by the University's policies.

For purposes of reasonable accommodation, a student or applicant with a disability is a person who: (a) has a learning, physical or psychological impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); or (b) has a record with the University by which the University has officially recognized such impairment. To be eligible to continue at the University, the

student or applicant must meet the qualifications and requirements expected generally of its students, and must also be able to perform the requirements of the individual major or program in which s/he is enrolled.

A qualified student or applicant is an individual with a disability as defined by this policy and applicable law who meets the academic and technical standards requisite to admission and participation in the educational program or activity. Accommodations are such modifications to the course, program or educational requirements as are necessary and effective for the individual, if reasonable to provide at the University and do not alter the fundamental nature of programs. Accommodations do not include exemption from academic evaluation standards or from the code of student conduct.

Pacific expects that, if a student has a disability, the student gives sufficient notice of the need for assistance (preferably prior to the start of the semester) although the University does fully consider the merits of each request at the time it is received. Upon receiving a request for assistance as well as appropriate documentation, the Director of the Office of Services for Disabilities considers the student's need for assistance as it relates to the documented disability. If appropriate, the University may choose to consult with such individuals, internal or external to the University, to provide further assistance needed to evaluate the request for accommodation. The following list is an example of the types of reasonable accommodations and services that university may provide, on a case-by-case basis, to assure equal access:

- Academic adjustments and curricular modifications
- Assistive technology
- Consultation with faculty and staff
- Registration assistance and classroom rescheduling
- Readers, scribes, note-taking, and library assistance
- Test proctoring services

Please note the university does not provide or subsidize personal care devices or services such as ambulatory devices or assistance with bathing, dressing, laundry, etc. Referrals to external agencies, however, are available upon request.

For additional information, please contact:

Daniel Nuss, Director
Office of Services for Students with Disabilities
McCaffrey Center, Room 137
Phone: (209) 946-2879
E-mail: dnuss@pacific.edu

More detailed information as well as our Policy Manual for Students with Disabilities is available on the web at: <http://www.pacific.edu/Campus-Life/Student-Services/Disabilities-and-Testing-services.html>

International Programs and Services (IPS)

Located in the Bechtel International Center (BIC) between Casa Jackson and Jessie Ballantyne Halls, IPS offers comprehensive services for Pacific international students and scholars coming to the United States as well as for Pacific students wanting to study, intern or volunteer abroad. IPS serves as the liaison between University schools, departments and offices, collaborating with them to enhance international and global education across the campus.

Bechtel International Center

The Bechtel International Center functions not only as home to International Programs and Services, but also as a gathering place for a variety of international and global functions. To reserve the Center for eligible events, please contact IPS at extension 62246 or email:

ips@pacific.edu. BIC is open for office hours from 8:30 a.m. – 5:00 p.m. when classes are in session, except for holidays.

International Students and Scholars Services

IPS offers a comprehensive package of services for all international students and scholars at Pacific. IPS supports and enhances the academic, cultural, and social integration of international students, scholars, and their families. This includes, but is not limited to, counseling about immigration, academic, financial, and personal issues. IPS conducts the Exchange Visitor Program of the U.S. Department of State. The objective of the Exchange Visitor category is to facilitate and increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchanges. For more information call (209) 946-2246.

Division of Student Life on this page are for the following professional programs on the Sacramento campus.

McGeorge School of Law

Juris Doctor
Doctor of Juridical Science
Master of Law

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- Pro Bono (p. 47)
- Public Service (p. 47)
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- Law Student State Bar Registration (p. 48)
- University of the Pacific Law Review (p. 48)
- Competition Teams (p. 48)
- Student Learning Outcomes (p. 48)
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Pro Bono, Public Service & Volunteer Opportunities

McGeorge provides robust opportunities for students for community engagement in the Oak Park neighborhood surrounding the campus and in the Sacramento region. Students come to McGeorge to make a difference, and these activities help students achieve personal and professional fulfillment by helping others. Students gain professional experience, enhance their resumes, and build relationships with other professionals. Many of these activities make professional education more interesting, relevant and meaningful. Opportunities fall into three related groupings: pro bono, public service/public interest, and volunteer opportunities. The Capital Center for Law and Policy recognizes McGeorge students with a Capital Commendation award at different levels depending on the number of hours provided.

Pro Bono

Pro Bono comes from “Pro Bono Publico” which means for the public good. JD students use their growing legal skills under the supervision of a practicing attorney to help provide free legal services on campus at one-day clinics sponsored by McGeorge and on behalf of a variety of governmental, nonprofit, educational and civil programs. Students do not receive compensation or academic credit for doing pro bono

work. These programs are often coordinated by the McGeorge Legal Clinics, the Career Development Office (CDO), or by faculty and student organizations, and many involve invaluable cross-cultural experience. Participating students are very enthusiastic about these service learning opportunities helping persons of limited means.

Public Service activities include participation in externships in government and nonprofit organizations and in our legal clinics (both are for academic credit). There are also a variety of opportunities to learn about careers in public service/public interest through various CDO programs.

Volunteerism

Volunteer Opportunities include community-based activities that support the Oak Park neighborhood or the broader community but do not involve the use of legal skills. Students in the MSL/MPP/MPA degree programs are encouraged to participate in these community events, along with JD and LL.M. students.

Law Student State Bar Registration

The rules of the Committee of Bar Examiners of The State Bar of California require each law student who plans to take the California Bar Examination to register with the Committee and pay the prescribed fee after beginning the study of law and before any other application is transmitted to the Committee.

Forms for registration are available from the State Bar of California's website at www.calbar.ca.gov (<http://www.calbar.ca.gov>).

California and other states have standards of character and fitness to practice which must be satisfied by candidates applying for admission to the Bar. The Rules Regulating Admission to Practice Law in California of the Committee of Bar Examiners of The State Bar of California provides:

Every applicant shall be of good moral character. The term "good moral character" includes qualities of honesty, fairness, candor, trustworthiness, observance of fiduciary responsibility, respect for and obedience to the laws of the state and the nation, and respect for the rights of others and for the judicial process. The applicant has the burden of establishing that he or she is of good moral character. For students who expect to practice in California, an Application for Determination of Moral Character is available from the State Bar of California's website at www.calbar.ca.gov (<http://www.calbar.ca.gov>). Most students file the application with the Committee of Bar Examiners during their senior years, preferably more than six months before sitting for the California Bar Examination. Students with a record of involvement in disciplinary or criminal matters may want to file the application at an earlier date.

Students who plan to practice law in jurisdictions other than California should check that state's requirements for student registration and admission to the bar. Further information regarding admission requirements and bar examiner addresses is available in the Office of Student Affairs.

University of the Pacific Law Review

University of the Pacific Law Review is edited and managed by a board of student editors assisted by a faculty advisor.

The Law Review publishes articles by law professors, practitioners, and jurists, as well as student-authored comments and case notes. A special issue, "Greensheets Review of Selected California Legislation," is published annually with student-authored reviews of recently enacted California legislation.

Law Review members are selected based on a writing competition from those who have completed the first-year courses with academic standing which places them in the upper range of their class.

Competition Teams

Students who have completed their first year are eligible for membership on the Moot Court, Mock Trial, and Negotiation/ADR competition team which represent McGeorge School of Law in interscholastic competitions at regional, national, and international levels. Selection for any of the competitions is made by the faculty director of the respective programs.

McGeorge Moot Court teams regularly participate in the following competitions:

ABA National Appellate Advocacy Competition
Davis Asylum Moot Court
Jessup International Moot Court
New York Bar National Moot Court Competition
Niagara International Moot Court
Pace International Criminal Court Competition
Pepperdine Entertainment Moot Court
San Diego Criminal Procedure Moot Court
Saul Lefkowitz Trademark Moot Court
Thomas Tang Moot Court
Traynor Moot Court

McGeorge Mock Trial teams regularly participate in the following competitions:

AAJ Student Competition
Buffalo-Niagara Mock Trial Competition
John Marshall/ABA Criminal Justice Section
National Association of Criminal Defense Lawyers Competition
National Civil Trial Competition
National Ethics Trial Competition (hosted by McGeorge School of Law)
National Trial Competition
San Diego Defense Lawyers
William Daniel National Competition

Student Learning Outcomes

(As Approved by the Faculty, February 18, 2011)

Learning outcomes are the lawyering skills that students are expected to obtain through the completing of a legal education. The curriculum at McGeorge School of Law has been designed to prepare students with the key skills and competencies needed to demonstrate these learning outcomes in the legal profession.

Consistent with ABA Standards, upon completion of a J.D. degree, graduates of the McGeorge School of Law will demonstrate mastery of the following student learning outcomes at the level needed for admission to the bar and effective and ethical participation in the legal profession as an entry-level attorney.

Each student will:

1. Demonstrate the ability to identify and understand key concepts in substantive law, legal theory, and procedure in domestic and international law context;
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem-solving;
3. Demonstrate the ability to conduct domestic and international legal research;
4. Demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications;
5. Collaborate effectively with others in a variety of legal settings and context;
6. Apply knowledge of professional ethics to representation of clients, performance of duties as an officer of the courts, and to the resolution of ethical issues;
7. Demonstrate professional judgment and professionalism through conduct consistent with the legal profession's values and standards.

Student Organizations

Practicing your legal skills doesn't always happen in class or during an externship. Registered Student Organizations play an integral role in the campus environment and educational process for students at McGeorge and the many events hosted annually directly enhance academic and career preparation, cultural awareness, public service, leadership skills and networking opportunities. You'll meet people with similar interests, organize meaningful activities, and have plenty of opportunities to network your way into a stellar internship or career. The Office of Student Affairs is the campus department through which groups register at McGeorge. Groups must register annually by October 1st to be recognized by McGeorge.

Here is a sample of some of the Student Organizations recently registered at McGeorge:

Alternative Dispute Resolution Club

Asian/Pacific American Law Student Association

Black Law Student Association

Business Law Association

Cannabis Law Society at McGeorge

Christian Law Student Society

¿Cómo se Dice? El Club de Español

Craft Beer Law Society

Criminal Law Society

Employment and Labor Law Association

Environmental Law Society

Family Law Student Association

Federal Bar Association

Federalist Society, McGeorge Student Chapter

Golf Association

Governmental Affairs Student Association

Health Law Association

If/When/How, McGeorge Chapter

Intellectual Property Student Association

International Law Society

Jewish Law Students Association

Junior Barrister's Club

Lambda Law Students Association

Latino/a Law Students Association

Legal Music Society

Middle Eastern & South Asian Association

Military Law Society

Moot Court Society

Muslim Student Association

National Lawyer's Guild

Phi Alpha Delta

Phi Delta Phi - Shields Inn

Public Legal Services Society

Public Policy and Administration Society at McGeorge

Real Property Club

Rugby Football Club

Soccer Club

Sports and Entertainment Law Society

Strategic Games Club

Student Animal Legal Defense Fund

Student Bar Association

Tax Law

Trial Advocacy Association

Water Law Society

Wine Law Society

Women's Caucus

Yoga Club

Alumni

Every graduate from McGeorge School of Law becomes a lifetime member of the Alumni Association upon earning their J.D., LL.M., M.S.L., J.S.D., M.P.A. or M.P.P. McGeorge School of Law alumni have distinguished themselves as leaders in legal practice, on the judicial bench in local, state and federal trial and appellate arenas, in all levels of government service, and in the business and nonprofit communities. Alumni are found in each of the 50 United States, as well as in 52 countries around the globe.

A 36-member Board of Directors, representing the law school's more than 13,000 alumni, governs the McGeorge School of Law Alumni Association. The Board provides ample opportunities for leadership and engagement with the law school and fellow alumni. Among Board priorities are building Alumni Chapters around the country, engaging more alumni in volunteer opportunities, charitably supporting the law school, and actively assisting new graduates with their post-law-school job search. The Board also supports the Alumni Endowed Scholarship Fund, two annual MCLE events (at nominal cost to alums), and several events during the academic year connecting current students with alumni.

EMERITUS FACULTY/STAFF

Name	Year and Degrees		
Richard R. Abood	1991, Professor of Pharmacy Practice, Emeritus, 2014.	William H. Carpenter	1986, Professor of Dental Practice, Emeritus, 2014
Glen A. Albaugh	1971, Professor of Sport Sciences, Emeritus, 1999.	Linda Carter	1985, Distinguished Professor of Law, Emerita, 2016
Leigh Charles Anderson	2000, Professor of Biomedical Sciences, Emeritus, 2017	Patrick N. Catania	1970, Professor of Clinical Pharmacy, Emeritus, 2006.
Steven C. Anderson	1970, Professor of Biological Sciences, Emeritus, 1997.	Patrick D. Cavanaugh	1997, Vice President, Business and Finance, Emeritus, 2014.
Judith K. Andrews	1966, Associate Professor, University Libraries, Emerita, 2001.	Judith Chambers	1973, Vice President for Student Life, Emerita, 2001.
Harriett Arnold	1994, Director, Early Childhood Development Projects, Associate Professor of Education, Emerita, 2014.	Kishori Chaubal	1972, Associate Professor of Biological Sciences, Emerita, 1999.
Michael H. Ballott	1971, Professor of Business, Emeritus, 2005.	Madhukar G. Chaubal	1964, Professor of Medicinal Chemistry, Emeritus, 1999.
David P. Baral	1981, Professor of Education, Emeritus, 1999.	Roy Childs	1973, Professor of Sociology, Emeritus, 2008.
Roger Barnett	1965, Professor of Geography, Emeritus, 1999.	Deann J. Christianson	1967, Professor of Mathematics, Emerita, 2006.
Kenneth L. Beauchamp	1969, Professor of Psychology, Emeritus, 2007.	Lee Christianson	1967, Professor of Biological Sciences, Emeritus, 2006.
Robert Benedetti	1989, Dean of the College of the Pacific, 2002, Executive Director of the Jacoby Center, Professor of Political Science, Emeritus, 2013.	Elmer U. Clawson	1974, Professor of Education, Emeritus, 1995.
David F. Besch	1985, Assistant Professor of Electrical and Computer Engineering, Emeritus, 2002.	Joel A. Cohen	1974, Professor of Biomedical Sciences, Emeritus, 2014.
Robert W. Blaney	1966, Professor of Religious Studies, Emeritus, 1996.	Raymond Coletta	1989, Professor of Law, Emeritus, 2015
James Blankenship	1977, Professor of Pharmacology, Emeritus, 2010.	Rex Cooper	1973, Professor of Piano, Emeritus, 2014.
Diane M. Borden	1971, Professor of English, Director of Film Studies, Emerita, 2014.	Thomas A. Coyne	1978, Professor of Law, Emeritus, 1999.
Martha W. Bowsky	1984, Professor of Religious and Classical Studies, Emerita, 2014.	Donald DaGrade	1970, Professor of Bassoon and Saxophone, Emeritus, 2007.
Lynn Beck Brallier	2005, Dean and Professor of Education, Emerita, 2017	Robert W. Dash	1964, Professor of Modern Language and Literature, Emeritus, 2001.
Dennis Brennan	1978, Assistant Dean and Associate Professor of Education, Emeritus, 2012.	Gilbert L. Dellinger	1973, Professor of Art, Emeritus, 2000.
William H. Brennan	1976, Associate Professor of History, Emeritus, 2006.	Donald V. DeRosa	1995, President Emeritus, 2009.
Ashland O. Brown	1991, Dean of the School of Engineering, Professor of Mechanical Engineering, Emeritus, 2016	Roland B. di Franco	1972, Professor of Mathematics, Emeritus, 2001.
Gwenneth L. Browne	1968, Professor of Philosophy, Emerita, 1997.	Clifford L. Dochterman	1972, Vice President, Emeritus, 1990.
Donald W. Bryan	1974, Associate Professor of Business, Emeritus, 2007.	Richard P. Dodge	1964, Professor of Chemistry, Emeritus, 1994.
Gaylon L. Caldwell	1970, Dean of Elbert Covell College and Professor of Political Science, Emeritus, 1982.	Arthur A. Dugoni	1951, Dean of the Dugoni School of Dentistry and Professor of Dentistry, Emeritus, 2006.
		I. Dale Dunmire	1973, Professor of Electrical and Computer Engineering, Emeritus, 1990.
		H. Richard Etlinger	1982, Professor of Music Management/Business, Emeritus, 2000.
		Lee C. Fennell	1968, Professor of Political Science, Associate Provost and University Registrar, Emeritus, 1999.

U. Wolfgang Fetsch	1967, Professor of Piano, Emeritus, 1991.	Ron Hoverstad	1990, Associate Professor of Marketing, Emeritus, 2015
Dale Fjerstad	1974, Associate Professor of Trumpet, Emeritus, 1986.	Gary N. Howells	1971, Professor of Psychology, Emeritus, 2013.
Barbara Flaherty	1988, Associate Professor of Art, Emerita, 2010.	Wilbur R. Hughes	1980, Professor of Dentistry, Emeritus, 1995.
David Q. Fletcher	1973, Professor of Civil Engineering, Emeritus, 2006.	J. Carolyn Hultgren	1989, Assistant Professor of Physical Therapy, Emerita, 2002.
Donald G. Floriddia	1968, Professor of Pharmaceuticals, Emeritus, 2014.	Leonard A. Humphreys	1970, Professor of History, Emeritus, 1991.
Dennis O. Flynn	1978, Professor of Economics, Emeritus, 2014.	A. Thomas Indresano	2001, Professor of Oral and Maxillofacial Surgery, Emeritus, 2017
Paul T. Fogle	1979, Associate Professor of Speech-Language Pathology, Emeritus, 2012.	Giuseppe Inesi	1969, Professor of Biomedical Sciences, Emeritus, 2014.
William H. Ford	1974, Professor of Computer Science, Emeritus, 2014.	Mari G. Irvin	1981, Professor of Education, Emerita, 2000.
David Fries	1973, Professor of Medicinal Chemistry, Emeritus, 2010.	Ravi Jain	2000, Dean of the School of Engineering and Computer Science, Professor of Civil Engineering, Emeritus, 2013.
Joan E. Coulter Garn	1973, Assistant Professor of Music, Emerita, 1997.	Patrick R. Jones	1974, Professor of Chemistry, Emeritus, 2011.
Philip Gilbertson	1996, Director of the Pacific History Project, 2010-2014, Provost Emeritus, 2014.	Warren Jones	1981, Professor of Law, Emeritus, 2015
Katie Golsan	1994, Professor of French and Film Studies, Emerita, 2016	Roger C. Katz	1974, Professor of Psychology, Emeritus, 2006.
George Gould	1983, Professor of Law, Emeritus, 2008.	David E. Keefe	1978, Associate Professor of Economics, Emeritus, 2011.
Alex T. Granik	1982, Associate Professor of Physics, Emeritus, 2005.	Charles D. Kelso	1978, Professor of Law, Emeritus, 2015
Carol Ann Hackley	1985, Professor of Communication, Emerita, 2011.	W. Joseph King	1983, Professor of Electrical and Computer Engineering, Emeritus, 2009.
Fay B. Haisley	1984, Dean, Gladys L. Benerd School of Education and Professor of Education, Emerita, 1999.	John R. Knight	1995, Professor of Finance and Real Estate, Emeritus, 2013.
Robert E. Hamernik	1962, Professor of Civil Engineering, Emeritus, 1998.	Lorrie Knight	1996, Reference/Instruction Librarian, Professor, Emerita, 2013.
George T. Hankins	1980, Professor of Electrical and Computer Engineering, Emeritus, 1991.	Robert T. Knighton	1967, Professor of English, Emeritus, 2001.
Roseann Hannon	1970, Professor of Psychology, Emerita, 2010.	Linda Koehler	1989, Associate Professor of Health, Exercise and Sport Sciences, Emerita, 2014.
Halvor P. Hansen	1959, Professor of Communication, Emeritus, 1990.	Randall Koper	1985, Professor of Communication, Emeritus, 2014.
Lois N. Harrison	1985, Professor of Music Education, Emerita, 1997.	J. Curtis Kramer	1975, Professor of Geosciences, Emeritus, 2005.
Michael Hatch	1984, Professor of Political Science, Emeritus, 2014.	Lynn Kraynak	1987, Associate Professor of Religious and Classical Studies, Emerita, 2012.
Paul J. Hauben	1969, Professor of History, Emeritus, 1994.	Robert A. Kreiter	1960, Professor of Modern Language and Literature, Emeritus, 1994.
A. Craig Hawbaker	1991, Professor, Reference and Instruction Librarian, Emeritus, 2014.	Bruce LaBrack	1975, Professor of Anthropology, Emeritus, 2008.
Eddie K. Hayashida	1979, Associate Professor of Administration, Emeritus, 2017	Brian K. Landsberg	1987, Distinguished Professor of Law, Emeritus, 2015
James Heffernan	1972, Professor of Philosophy, 2014.	Margaret A. Langer	1981, Associate Professor of Education, Emerita, 2002.

Neil L. Lark	1962, Professor of Physics, Emeritus, 1999.	Edwin R. Pejack	1982, Professor of Mechanical Engineering, Emeritus, 2007.
Estelle P. Lau	1977, Professor of Education, Emerita, 2000.	Richard L. Perry	1961, Professor of Physics, Emeritus, 1997.
Arthur M. LaVere	1968, Professor of Dentistry, Emeritus, 1998.	Sandra L. Persels	1976, Professor of Drama, Emerita, 1996.
Thomas J. Leach	2001, Professor of Law, Emeritus, 2015	John C. Phillips	1976, Professor of Sociology, Emeritus, 2008.
Ira C. Lehn	1968, Professor of Violoncello, Emeritus, 1991.	Larry L. Pippin	1965, Professor of Political Science and Geography, Emeritus, 1994.
Alan S. Leider	1975, Professor of Dentistry, Emeritus, 1998.	Mark Plovnick	1989, Dean of the Eberhardt School of Business, 2006, Director of Economic Development, Professor of Management, Emeritus, 2014.
George H. Lewis	1970, Professor of Sociology, Emeritus, 2013.	Edward T. Pohlman	1961, Professor of Education, Emeritus, 1995.
Ronald H. Limbaugh	1966, Professor of History, Emeritus, 2000.	Willard T. Price	Professor of Operations Management and Engineering Management, Emeritus, 2015
B. Jean Longmire	1976, Professor of Education, Emerita, 2005.	Virginia L. Puich	1969, Associate Professor of Communicative Disorders, Emerita, 1997.
Alice Jean Matuszak	1963, Professor of Medicinal Chemistry, Emerita, 2000.	Dale F. Redig	1969, Professor of Pediatric Dentistry, Dean, UOP School of Dentistry 1969-1978, Emeritus, 1978.
Charles A. Matuszak	1963, Professor of Chemistry, Emeritus, 2000.	Herbert R. Reinelt	1962, Professor of Philosophy, Emeritus, 1999.
Maurice L. McCullen	1970, Professor of English, Emeritus. 2002.	Claude D. Rohwer	1964, Professor of Law, Emeritus, 2005.
Dale W. McNeal	1969, Professor of Biological Sciences, Emeritus, 2002.	Robert Sarka	1982, Professor of Dentistry, Emeritus, 2004.
Lawrence Meredith	1966, Professor of Religious Studies, Emeritus, 1999.	Darwin Sarnoff	1972, Professor of Pharmacy Practice, Emeritus, 2004.
Doris C. Meyer	1956, Professor of Physical Education, Emerita, 1990.	Ralph L. Saroyan	1970, Director of Pharmacy Pre-Health Programs, Emeritus, 2002.
David Wilkinson Miller	1981, Professor of Law, Emeritus, 2006.	Jon E. Schamber	1980, Professor of Communication, Emeritus, 2014.
Sally M. Miller	1967, Professor of History, Emerita, 1999.	Gilbert W. Schedler	1967, Professor of English and Religious Studies, Emeritus, 2004.
James P. Morgali	1961, Professor of Civil Engineering, Emeritus, 1999.	Merrill Schleier	1982, Professor of Art and Architectural History and Film Studies, Emerita, 2015
Roger C. Mueller	1969, Professor of English, Emeritus, 1997.	George W. Schroeder	1981, Professor of Electrical Engineering, Emeritus, 2005.
Fred Muskal	1970, Professor of Education, Emeritus, 2009.	Glendalee Scully	1976, Professor of Law, Emerita, 2008.
John M. Nagle	2000, Dean of the Benerd School of Education and Professor of Education, Emeritus, 2006.	Jed Scully	1977, Professor of Law, Emeritus, 2008.
George L. Nemeth	1970, Professor of Horn and Music History, Emeritus, 2005.	John E. Seaman	1969, Professor of English, Emeritus, 1999.
Thuan V. Nguyen	1969, Professor of Engineering, Emeritus, 1998.	Francis Michael Sharp	1979, Professor of Modern Language and Literature, Emeritus, 2008.
David Nielsen	1986, Executive Director, Arthur A. Dugoni School of Dentistry Alumni Association, Emeritus, 2016	Clark Shimeall	Assistant Professor of Geology, Emeritus, 1986.
Carl E. Nosse	1980, Professor of Theory-Composition, Dean, Conservatory of Music, Emeritus, 1999.	Donald Y. Shirachi	1971, Professor of Physiology and Pharmacology, Emeritus, 1994.
Elizabeth Rindskopf Parker	2002, Dean of the Pacific McGeorge School of Law, Emerita, 2013.		
Newman Peery	1982, Professor of Business, Emeritus, 2008.		

Anthony Skrocki	1973, Professor of Law, Emeritus, 2004.	Ravindra C. Vasavada	1973, Professor of Pharmaceutics, Emeritus, 2000.
Douglas Smith	1970, Professor of Computer Science, Emeritus, 2007.	William H. Wadman	1955, Professor of Chemistry, Emeritus, 1988.
John D. Smith	1970, Professor of English, Emeritus, 1999.	Joel Wagner	1998, Clinical Professor of Pharmacy, Emeritus, 2017
Simalee Smith-Stubblefield	1983, Associate Professor of Speech-Language Pathology, Emerita, 2015	Suzanne Walchli	2000, Associate Professor of Marketing, Emerita, 2017
Christopher Snell	1990, Professor of Sport Sciences, Emeritus, 2014.	Coburn C. Ward	1977, Professor of Mathematics, Emeritus, 2001.
Reuben W. Smith III	1972, Dean of the Graduate School and Professor of History, Emeritus, 1994.	Lori D. Warner	1987, Associate Professor of Economics, Emerita, 2007.
Roland C. Smith	1971, Professor of Dentistry, Emeritus, 1998.	Gregory Weber	1990, Professor of Law, Emeritus, 2014.
Christopher Snell	1990, Professor of Sport Sciences, Emeritus, 2014.	Donald K. Wedegaertner	1963, Professor of Chemistry, Emeritus, 2004.
Donald L. Sorby	1984, Dean of the School of Pharmacy, Emeritus, 1995.	Cynthia Wagner Weick	1990, Director of the Powell Scholars Program and Professor of Management, Emerita, 2017
Larry O. Spreer	1970, Professor of Chemistry, Emeritus, 2011.	Roy A. Whiteker	1976, Dean of the College of the Pacific, Emeritus, 1989; Professor of Chemistry, Emeritus, 1992.
Louise Stark	1992, Associate Dean and Professor of Computer Engineering, Emerita, 2015	William P. Whitesides	1978, Professor of Voice, Emeritus, 1996.
S. Thomas Stubbs	1963, Associate Professor of Sport Sciences, Emeritus, 1999.	Philip Wile	1987, Professor of Law, Emeritus, 2007.
Henghu (Henry) Sun	2008, Professor of Engineering, Director of the Pacific Resources Research Center, Emeritus, 2016	Harvey R. Williams	1977, Professor of Sociology, Emeritus, 2005.
J. Connor Sutton	1963, Associate Professor of Sport Sciences, Emeritus, 1999.	John S. Williams	1965, Professor of English, Emeritus, 1998.
Ted T. Takaya	1979, Professor of Modern Language and Literature, Emeritus, 1996.	Christine R. Wilson	2003, Associate Professor of Physical Therapy, Emerita, 2014.
Paul A. Tatsch	1980, Associate Professor of Business, Emeritus, 2005.	Joseph A. Woelfel	2006, Professor of Pharmacy Practice, Emeritus, 2017
Douglas Tedards	1982, Associate Professor of English, Emeritus, 2007.	William Wolak	1975, Professor of Theatre Arts, Emeritus, 2007.
Joseph Taylor	1993, Professor of Law, Emeritus, 2015	David E. Wolfe	1987, Professor of Music Therapy, Emeritus, 2007.
Richard Tenaza	1975, Professor of Biological Sciences, Emeritus, 2014.	Carl E. Wulfman	1961, Professor of Physics, Emeritus, 1996.
William Topp	1970, Professor of Computer Science, Emeritus, 2008.	Walter Zimmermann	1970, Professor of Mathematics, Emeritus, 2008.
Richard H. Turpin	1984, Professor of Electrical and Computer Engineering, Emeritus, 2005.		
Darcy Umphred	1987, Professor of Physical Therapy, Emerita, 2006.		
Warren van Bronkhorst	1967, Professor of Violin, Emeritus, 1991.		
Judith L. Van Hoorn	1982, Professor of Education, Emerita, 2007.		
Richard J. Vargo	1981, Professor of Accounting, Emeritus, 2013.		
Ray VarnBuhler	1980, Professor of Art, Emeritus, 1998.		

FINANCIAL AID

- Graduate (p. 55)
- Professional (p. 55)
- Undergraduate (p. 55)

Graduate

Arthur A. Dugoni School of Dentistry
Physician Assistant Studies

Gladys L. Benerd School of Education
All Graduate Programs

McGeorge School of Law
Master of Public Administration
Master of Public Policy
Master of Studies in Law

School of Engineering and Computer Science
All Graduate Programs

Professional

McGeorge School of Law
Juris Doctor
Doctor of Juridical Science
Master of Law

Undergraduate

University College
Organizational Behavior

Financial Aid on this page is for the following graduate programs on the Sacramento campus.

Arthur A. Dugoni School of Dentistry
Physician Assistant Studies

Gladys L. Benerd School of Education
All Graduate Programs

McGeorge School of Law
Master of Public Administration
Master of Public Policy
Master of Studies in Law

School of Engineering and Computer Science
All Graduate Programs

Many programs offer graduate assistantships each year for students based on academic quality and experience in research. Graduate assistantships are available each year in many of the departments and schools where advanced degrees are offered. These graduate assistantships may be in the form of scholarship, tuition waiver, cash stipends for services performed, or a combination of those, depending upon each student's program and department recommendations. Please contact your program director(s) for details on graduate assistantships or other forms of financial aid.

Research awards are available for departmental or contract research in some fields. From time to time, fellowships are offered in certain

federally-supported programs in which University of the Pacific participates.

Graduate students who are U.S. citizens or eligible non-citizens may apply for federal student loans. For information, visit www.pacific.edu/financialaid (<http://www.pacific.edu/financialaid>) or contact the:

Financial Aid Office
University of the Pacific
Stockton, CA 95211
(209) 946-2421 or financialaid@pacific.edu

Financial Aid on this page is for the following professional programs on the Sacramento campus.

McGeorge School of Law
Juris Doctor
Doctor of Juridical Science
Master of Law

McGeorge School of Law

Student loans, work-study allocations, scholarships, grants, and other financial awards are processed by the Financial Aid Office.

A Financial Aid Handbook is published annually and is available online. The Handbook provides detailed information about application and notification procedures, eligibility criteria, student budgets, student loan terms and repayment schedules, work-study awards, and scholarships. Students should refer to the handbook for this information.

Copies of the Financial Aid Handbook are also available from the Financial Aid Office.

Veterans Benefits

Students entitled to educational benefits as veterans or as widows or children of deceased or disabled veterans should contact the Registrar's Office for certification of enrollment and attendance required by the Veterans Administration. McGeorge School of Law is a proud participant in the Yellow Ribbon Program.

Institutional Scholarships and Grants

McGeorge School of Law funds a number of scholarships and grants through gifts and general law school revenues. Awards are applied toward tuition. Full descriptions of scholarship and grant programs and awards are contained on the McGeorge School of Law website and in the Financial Aid Handbook, available at the Financial Aid Office.

McGeorge Academic Achievement Scholarships

Academic Achievement Scholarships are awards without regard to financial need to advanced students in recognition of superior academic performance during the just-completed year.

First-Year Scholarships and Awards

First year scholarships and grants are awarded to entering students based upon information in application materials. No separate application is required.

Endowed Scholarships and Awards

Permanently endowed scholarship funds have been established by donors in the years indicated to provide ongoing financial assistance to McGeorge students.

James and Dorothy Adams Scholarship (2002)
Ahmanson Foundation Scholarship (1975)
Walter F. Alexander III Memorial Scholarship (1995)
Alumni Association Scholarships (1977)
Robert, Aimee and Rosalie Asher Scholarship (2005)
Asian American Law Students Association Scholarship (1985)
Bales Family Endowment (2006)
Raymond Henry Biele II Memorial Scholarship (1981)
Raymond Burr Scholarship (1987)
Judge Consuelo Maria Callahan Endowed Law Scholarship (2017)
Capital Center Law and Policy Endowed Scholarship (2016)
Dean Gerald Caplan Endowed Scholarship (2001)
Carpenters' Local Union #586 Scholarship (1988)
Jerome J. Curtis Jr. Memorial Scholarship (2001)
Judge Loren S. Dahl Award for Bankruptcy Excellence (1994)
Charles D. Driscoll Labor Award (1977)
Noel Ferris Endowed Scholarship (2017)
Anna Rose Fischer Memorial Scholarship (1980)
Stanley B. Fowler Memorial Scholarship (1975)
Benjamin Daily Frantz and Verdele Russ Frantz Trial Advocacy Award (1999)
B. Abbott Goldberg Memorial Scholarship (2005)
Sam Gordon Endowment (1999)
Martin & Doris Gross Memorial Scholarship (1993)
Hawaii Alumni Scholarship (1990)
Tracy G. Helms Memorial Scholarship (1985)
Brian L. Hintz Memorial Scholarship (1993)
Hiroshima, Jacobs, Roth & Lewis Scholarship (1982)
International Program Fund (LL.M.) (1988)
Jane Kelso Diversity Endowed Scholarship (2015)
Anthony M. Kennedy Constitutional Law Scholarship (1989)
Kierney Family Scholarship (2002)
William Russell Knudson Memorial Scholarship for Leadership in Law (2000)
Ken & Bonnie Kwong Family Scholarship (2002)
Frank and Joann LaBella Scholarship (1991)
Latino Law Students' Association Scholarship (1984)
LL.M. Programs Endowed Scholarship (1989)
Albert J. and Mae Lee Memorial Scholarship (2003)
Legal Education Fund (1984)
E.M. Manning Fund for Single Parents (1988)
John A. McCarthy Foundation Memorial Scholarship (1978)
Tom McNally Memorial Book Award (1975)
Carol J. Miller Memorial Scholarship (1990)
Hon. William K. Morgan Scholarship (1976)
John P. Morris Memorial Scholarship (1994)
Nevada Endowed Scholarship (1987)
Amy Olson Memorial Scholarship (2005)
Pacific McGeorge Faculty Diversity Scholarship (2015)
Edwina V. Pfund Graduate Law Scholarship (1981)
Jeffrey K. Poilé Memorial Civil Rights Scholarship (2002)
Daniel D. Richard Endowment (2006)
Mark and Mona Roberts Labor Law Scholarship (2002)
Annie M. Rogaski Endowed Scholarship for Women in Science and Law (2008)
Professor Claude D. Rohwer Vietnam Endowed Award (2017)
David C. Rust Memorial Scholarship (1981)
Sacramento Bee Legal Scholars Program (1981)

Sacramento Estate Planning Council Endowed Scholarship (1991)
Kamal Ramsey Sadek Memorial Scholarship (1997)
Susan J. Samans Memorial Scholarship (1995)
Philomena Scalora Memorial Scholarship (1984)
Gary V. Schaber Memorial Scholarship (1982)
Emil Schnellbacher Memorial Scholarship (LL.M.) (1987)
Diana P. Scott Appellate Advocacy Prize (1997)
Judge Elvin F. and Pauline C. Sheehy Scholarship (1976)
O. Robert Simons Memorial Book Award (1978)
Robert and Doris Stark Scholarship (2003)
R.T. Stratton Memorial Book Award (1987)
Albert Frederick Zangerle Memorial Scholarship (1982)

Direct Scholarships and Awards

Direct scholarships and awards are funded by donors on an annual basis to provide financial assistance to students.

Capital City Trial Lawyers Association Trial Advocacy Award
Edmund and Zize Coyne Scholarship
Ferris-White Best Student Advocate
The Richard A. Harris Scholarship Fund
Mr. and Mrs. William D. James Foundation Scholarships
The Honorable Darrel and Kathleen Lewis Scholarship
Wiley Manuel Law Foundation, Inc. Scholarship
Madeline McDonald Memorial Scholarship
Hayne and Susan Moyer Scholarship in Honor of Clarence S. Brown
Sreekriti Dimpu Raju Memorial Scholarship
Slater International Water Law Award
Slater Water Law Award
Soroptimist International Fellowships for Graduate Students
Soroptimist International of Sacramento Scholarships
Joe Taylor Trial Advocacy Award
Telfeyan Evangelical Fund Scholarship
Women Lawyers of Sacramento

Short-Term Emergency Loan Funds

Funds have been established by donors Earl and Edna N. Desmond, Sherrill and Verna Halbert, Russell A. Harris, Jay L. Henry, Charles Johnson, Harold M. Kambak, Judge Thomas J. MacBride, Luis S. Meza, Richard Lowell Miller and Dorothy D. Miller, Judge Albert H. Mundt, and Bruce W. Walker, to make possible short-term emergency loans for McGeorge students. Further details may be obtained from the Financial Aid Office.

Addalou Davis Loan Repayment Assistance Program (LRAP)

McGeorge School of Law is one of many leading ABA institutions that has a Loan Repayment Assistance Program (LRAP) to make low-paying, public interest jobs more attractive to its students. Eligible graduates are licensed attorneys employed full-time in a non-profit organization or governmental agency that provides representation to persons who could not otherwise obtain such services.

Candidates must meet minimum debt requirements and have an annual adjusted gross income of less than \$55,000. This program acts as a form of post-graduate aid, enabling graduates to accept public interest jobs because they receive a grant from the law school to help reduce their monthly loan obligation. Graduates who maintain a long-term career in the public interest field can potentially receive this assistance until all of their loans are repaid. For detailed information, graduates can contact the Financial Aid Office. Applications are available in October of each year on the McGeorge School of Law website or by request from the Financial Aid Office.

Public Legal Services Society Summer Grants

The Public Legal Services Society at McGeorge School of Law, a student organization for those interested in pursuing a career in the public interest area, funds several summer grants to permit students to accept positions with public service agencies during the summer months. Applications are available in March of each year. Among other eligibility requirements, students must complete a specified number of volunteer hours at PLSS events and be a dues-paying member of the club. More information is available on the PLSS blog at blogs.mcgeorge.edu/PLSS (<http://blogs.mcgeorge.edu/PLSS>).

Application for Financial Aid

To be considered for Federal loan programs, Federal Work-Study, endowed and direct scholarships, students must complete a Free Application for Federal Student Aid (FAFSA). Priority deadline is the first Friday in March. Information and application forms for endowed and direct scholarships are provided to enrolled students each year by the Financial Aid Office and are available on the McGeorge School of Law website. All forms are available on the McGeorge School of Law website.

Return of Title IV Funds

Federal law requires that financial aid recipients who withdraw have their Federal funds adjusted based on the Federal Return of Title IV Formula. Return of Title IV funds is a federally mandated policy that applies only to students who receive federal financial aid and who withdraw, drop out, are dismissed, or take a Leave of Absence prior to completing 60% of a semester. The Return of Title IV funds policy does not apply to students who reduce their units but remain enrolled. Return of Title IV Funds will be used to determine how much aid, if any, must be returned to Title IV loan programs. The Title IV funds considered in the policy are the Federal Unsubsidized Stafford Loan and the Federal Plus Loan. The policy does not apply to the Federal Work-Study Program.

The Return of Title IV funds calculation identifies two types of federal aid, earned and unearned. The earned aid is based on a percentage calculated by dividing the number of days the student completed by the number of days in the payment period. A student who remains enrolled beyond the 60% point earns all disbursed (received) and disbursable aid. Disbursable aid includes aid received and the aid that could have been (but was not) disbursed as of the withdrawal date. If earned aid exceeds disbursed aid, a post-withdrawal disbursement may be made. McGeorge School of Law will first credit post-withdrawal disbursements toward unpaid tuition and fees.

McGeorge School of Law will offer the student any part of the post-withdrawal disbursement not credited to school charges. Within 45 days of a determination that the student withdrew the student will be provided with a written notification of any post-withdrawal funds that are available to the student. No post-withdrawal disbursement will be made if the student does not respond within 14 days of the notification date.

Unearned aid is any disbursed aid that exceeds the amount of Title IV aid the student earned. The unearned aid amount is to be returned to the lender, a responsibility shared by the University of the McGeorge School of Law and the student. McGeorge School of Law is responsible for returning the lesser of the total amount of unearned aid or McGeorge School of Law charges multiplied by the percentage of unearned aid. McGeorge School of Law charges used in the Return of Title IV Funds calculation includes the amount that had been assessed to the student's account before the student's withdrawal. The student is responsible for the difference between the total unearned amount and McGeorge School of Law share.

McGeorge School of Law must return its share of unearned funds no later than 45 days after it determines that the student withdrew. Students must repay their share according to the terms and conditions stated in their promissory note(s). Funds returned to lenders by McGeorge School of Law will be distributed first to the Federal Unsubsidized Stafford Loan and the Federal Plus Loan.

Questions?

Building: Administration

Phone: 916.739.7158

Email: finaid@pacific.edu

Hours: Monday, Tuesday, Thursday and Friday from 8:30 a.m. to 5:30 p.m., Wednesday from 8:30 a.m. to 6:15 p.m.

Address: 3200 Fifth Ave., Sacramento, CA 95817

Map View: Financial Aid Office Map (http://mcgeorge.edu/Future_Students/Life_at_McGeorge/The_Campus/Map/Financial_Aid_Office_Map.htm)

Yellow Ribbon Program FAQ

What is the Yellow Ribbon Program?

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and VA will match the same amount at the institution.

What VA and community resources are available to assist me?

There are many resources available to help you:

- Community Resources (http://www.mcgeorge.edu/Students/Student_Life/Financial_Aid_Office/Prospective_StudentsApplicantsAdmitted_Students/Types_of_Aid/Yellow_Ribbon_Program_FAQ/Community_Resources.htm)
- V.A. Chapters (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Veteran-Services/VA-Chapters.html>)
- V.A. Forms (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Veteran-Services/VA-Forms.html>)
- Called Back to Active Duty (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Veteran-Services/Called-back-to-Active-Duty.html>)
- Order Military Transcripts (<https://jst.doded.mil/smart/signIn.do>)

Who is Eligible for the Yellow Ribbon Program?

Only Veterans entitled to the maximum benefit rate of 100 percent, as determined by the service requirements, or their designated transferees may receive Yellow Ribbon benefits from Pacific and the VA. Active duty Service members and their spouses are not eligible for this program.

The general eligibility requirements for the Yellow Ribbon Program include:

- You served an aggregate period of 36 months in active duty after Sept. 10, 2001.

- You were honorably discharged from active duty for a service-connected disability and you served 30 continuous days after Sept. 10, 2001.
- You are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on the service eligibility criteria listed above.

We encourage all Veterans to review the eligibility criteria directly from the VA's website at http://www.benefits.va.gov/gibill/yellow_ribbon.asp.

What are McGeorge's Yellow Ribbon Benefits?

Only McGeorge students are eligible to participate in the Yellow Ribbon Program at McGeorge School of Law.

- This award will be offered to a maximum of 60 eligible McGeorge veterans
- They will receive up to 100% of the unmet established charges (tuition & student fees) per academic year
- The actual amount will vary based on the number of units taken and charged for each semester. Under the Yellow Ribbon Program, the Department of Veterans Affairs will then match McGeorge's contributions made to the eligible veterans each academic year that the University participates in the program.

How will McGeorge select Yellow Ribbon Program benefit recipients?

Students will be selected for the Yellow Ribbon Program award based on a first come first serve basis, determined by the date and time your application is received by the V.A. Representative (Registrar's Office). Once the maximum awards available (60) have been offered, no additional Yellow Ribbon Program awards will be offered by McGeorge until a Yellow Ribbon recipient graduates.

How Do I Apply for Yellow Ribbon Benefits under Post-9/11 GI Bill®?

The Department of Veterans Affairs is now processing applications for the Post-9/11 GI Bill®. Interested students should complete and submit the application form online at <http://www.gibill.va.gov>.

To complete an application online, you will need McGeorge's VA Code number: **3-1-8912-05**.

You will receive written notification explaining the VA's decision regarding your eligibility for the Post-9/11 GI Bill® and the Yellow Ribbon program. If you are eligible, you will receive a Certificate of Eligibility (COE) that specifies you are "potentially eligible for the Yellow Ribbon Program." The final funding decision, however, will be made by Pacific.

For questions regarding COE, contact the veteran's administration at 1.888.GIBILL1 (1.888.442.4551) to speak with an Education Case Manager.

Once you receive your COE and are deemed potentially eligible for the Yellow Ribbon Program, complete Pacific's Yellow Ribbon Application (pdf) (<http://www.mcgeorge.edu/Documents/yellowRibbonApplication.pdf>) and submit your COE along with your application to Pacific's Office of the Registrar. Upon receipt of your COE, the Office of the Registrar will verify your eligibility to participate in the Yellow Ribbon Program.

How will I know if I have received the Yellow Ribbon Program benefit from McGeorge?

If you receive a Yellow Ribbon award, it will be coordinated into your financial aid award in accordance with all federal, state and institutional

rules and regulations. You will be notified of the award by e-mail, from Pacific's Sacramento Campus certifying official.

How is this benefit applied to my student account?

The McGeorge portion of your Yellow Ribbon award will credit to your account once you meet all enrollment and disbursement requirements.

The VA match of your Yellow Ribbon award will be issued directly to the law school on your behalf after your enrollment certification is processed by the VA.

Will my Yellow Ribbon Award be renewed?

McGeorge will offer you a Yellow Ribbon Program award as long as the following apply:

- McGeorge continues to participate in the Yellow Ribbon Program (The University of the Pacific's participation in the Yellow Ribbon program is voluntary. McGeorge may choose to change the contribution amount offered in future years or may choose not to participate in the program altogether.)
- You remain in good academic standing as defined in the McGeorge Academic Catalog and Student Handbook
- You have not been disciplined under the McGeorge Code of Student Responsibility
- You have remaining entitlement as defined by the VA

For Additional Information

Visit www.gibill.va.gov (<http://www.gibill.va.gov>) for additional information on the Yellow Ribbon Program or other benefits.

Financial Aid on this page is for the following undergraduate program on the Sacramento campus.

University College

Organizational Behavior

The University maintains a substantial student financial assistance program that includes scholarships, grants, loans and job opportunities. Detailed financial aid information and application instructions are available at www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-Financial-Aid.html (<http://www.pacific.edu/financialaid>).

Students who wish to be considered for academic merit-based scholarships are advised to complete the admission application process by the appropriate deadline or priority date. Students who seek other University scholarships, grants, work-study, or loans or whose parents wish to apply for a Federal Direct PLUS Loan must also file a Free Application for Federal Student Aid (FAFSA) and complete other application procedures as instructed by the Financial Aid Office. In addition, financial aid applicants who are legal residents of California and do not already have a bachelor's degree are expected to apply for a Cal Grant. High schools and colleges have information about the Cal Grant programs and application procedures.

Students are advised to file the FAFSA electronically at the Federal Student Aid Web site. A worksheet and instructions may be downloaded from the Web site, or may be secured at a high school or college or from the University. The priority FAFSA filing date for entering Pacific students is January 15. Pacific awards financial aid to students who apply after the admission and financial aid priority dates; however, late awards may be less favorable.

A student must be approved for admission as a regular student to an eligible degree or certificate program before financial aid can be awarded. Students must enroll on at least a half-time basis to qualify for most financial aid and some awards require full-time enrollment. Aid is usually awarded for the entire school year, with the full-year amount divided equally among the semesters or trimesters of enrollment. Please note that financial aid eligibility is re-evaluated when a student completes pre-professional work and enters a professional program.

Financial aid at the University is available only to U.S. citizens, permanent residents and other eligible non-citizens.

When a financial aid recipient withdraws during a semester, the student's financial aid is adjusted according to federal and state regulations and University policy. Details are available on the Financial Aid website under Student Consumer Information.

Academic Requirements

Federal regulations require the Financial Aid Office to ensure that financial aid recipients maintain acceptable academic standing and make satisfactory progress in their programs of study.

Students placed on academic probation may receive financial aid, but students who are academically disqualified are placed on financial aid disqualification. Financial aid recipients are also expected to complete satisfactorily at least 67% of all units attempted and to obtain their degrees within a specified maximum period of full-time study. Access to financial aid to pay for repeated courses is limited by federal regulations.

For further information, please refer to the Academic Probation and Disqualification Policy Statement in this catalog and the Satisfactory Academic Progress Policy Statement available from the Financial Aid Office.

Educational Equity Programs: Community Involvement Program (CIP)

History

The Community Involvement Program (CIP) was established in 1969 by a group of students, community members, faculty and staff who wanted to provide educational opportunities to the local community. Since implementation of the scholarship program there have been over 1000 CIP Alumni. This program serves the educational needs of students who demonstrate low income and first generation college status.

Purpose

The Community Involvement Program is limited to new incoming freshman or transfer students to the university. The review process for the scholarship places a substantial emphasis on the applicant's educational and financial background. It also examines the applicant's community involvement and awareness, maturity, and potential to contribute his/her time and energy to the Community Involvement Program.

Qualifications

- Demonstration of financial need. Must be eligible for Cal and Pell Grants at the University of the Pacific, and meet the Free and Reduced Lunch income guidelines.
- Clear demonstration of community involvement, volunteerism, and awareness of social issues prior to acceptance at the university.
- Stockton resident (must have resided in Stockton, i.e. Census Tracts #1-38 boundaries) for the past three years. (Does not apply to transfer students from San Joaquin Delta College)

- First generation college student (neither parent/guardian has earned a bachelor's degree from an accredited university).
- Accepted for admission at Pacific.
- U.S. citizen or permanent resident.

For additional information, please contact:

Community Involvement Program
Bannister Hall, First Floor
Phone (209) 946-2436
E-mail: cip@pacific.edu

Student Complaint Procedure Notice

The United States Department of Education requires institutions of higher education to publish and comply with policies regarding student complaints that address the school's program of education.

Any student at Pacific who wishes to bring a formal complaint to the administration regarding a significant problem that directly implicates a) University of the Pacific's program of education and its compliance with the WASC Standards; b) University of the Pacific's policies or protocols; or c) California state laws, should do the following:

1. Submit the complaint in writing to the Vice President for Student Life. The complaint may be sent via email, U.S. Mail, facsimile, or in person to the Office of the Vice President for Student Life (Hand Hall).
2. The complaint should describe in detail the behavior, program, process, or other matter that is at issue, and should explain how the matter directly implicates the student's program of education and the University's compliance with a specific, identified WASC Standards*, University policy/procedure, or state law.
3. The complaint must contain the complaining student's name, student ID#, official Pacific email address, and current mailing address. This information will be kept confidential, but there must be an identifying name for a response to take place.

*WASC Standards found on the WASC website at: http://wascsenior.org/files/Standards_at_a_Glance.pdf

When an administrator receives a student complaint that complies with the foregoing requirements, the following procedures shall be followed:

1. The Vice President for Student Life will acknowledge the complaint within 3 business days of receipt. Acknowledgement may be made by email, U.S. Mail, or by personal delivery, at the option of the Vice President.
2. Within 10 business days of acknowledgement of the complaint, the Vice President for Student Life, or the Vice President's designee, shall respond to the substance of the complaint, either in writing or in person, and shall indicate what steps are being taken by the University to address the complaint. If further investigation is needed, the complaining student shall, upon conclusion of the investigation, be provided with substantive response to the complaint within 10 business days after completion of the investigation.
3. Any appeal regarding a decision on a complaint shall be brought before the President of the University. The decision of the President will be final. Any appeal must be brought within 10 business days from the date of the response by the Vice President for Student Life.
4. A copy of the complaint and a summary of the process and resolution of the complaint shall be kept in the Office of the Vice President for Student Life for a period of 8 years from the date of final resolution of the complaint.

A complaint may also be pursued in the following manner(s):

1. If your complaint concerns the institution's compliance with academic programs, academic quality and/or accrediting standards, you may submit your complaint to the Western Association of Schools and Colleges (WASC), University of the Pacific's accrediting agency, at www.wascsenior.org/comments (<http://www.wascsenior.org/comments>).
2. If you believe that your complaint warrants further attention or is related to alleged violation of state law, you may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Most complaints made to media outlets or public figures, including members of the California legislature, Congress, the Governor, or individual Regents of University of the Pacific are referred to the Office of the President.

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

University of the Pacific has provided this disclosure to you in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, Sections 600.9 (b) (3) and 668.43(b). If anything in this disclosure is out of date, please notify the Vice President for Student Life, 3601 Pacific Avenue, Stockton, CA 95211, 209.946.2365.

Scholarships and Grants

University of the Pacific students who demonstrate financial need may qualify for federal and state grants. In addition, Pacific offers scholarships and grants from income provided by gifts, endowments and the University's general fund, which includes Pacific Fund gifts. Qualifications vary according to conditions stipulated by donors, but attention is usually given to some or all of the following: academic record, special talents, leadership abilities, vocational objectives and financial need. Academic scholarships may be renewed for full-time enrollment in a bachelor's degree or pre-professional program.

Detailed information about scholarships and scholarship renewal is available from the Financial Aid Office and online at www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-Financial-Aid.html (<http://www.pacific.edu/financialaid>).

Academic Merit-Based Scholarships

Entering freshmen who demonstrate superior leadership ability and a commitment to academic excellence and meet minimum academic criteria may be recommended by their high schools for the Powell Scholarship, valued at \$38,500 per academic year. An application form is available on the Financial Aid website.

Entering students who complete the admission application process by January 15 are automatically considered for the merit-based scholarships listed below.

Freshmen entering the University directly from high school may be considered for Regents Scholarships, valued at \$10,000 per academic year, President's Scholarships, for \$6,500 per academic year, Provost's Scholarships, for \$4,000 per academic year, Dean's Scholarship, for \$2,500 per academic year, and Pacific Scholarships, varies \$2,000 to \$9,500 per academic year. Recipients are selected on the basis of grade point average, test scores, and other criteria.

Tri-County Transfer Scholarships, for \$15,000 per academic year, are awarded to the top two applicants from each community college in the tri-county area. A minimum college GPA of 3.60 is required.

Distinguished Transfer Scholarships valued at \$10,000 per year are awarded annually to five entering transfer students with college GPAs of 3.50 or above.

Students transferring to Pacific with college GPAs of 3.35 or above may be considered for Commended Transfer Scholarships of \$5,000.

A student who qualifies for more than one academic scholarship receives the most advantageous award. However, if you are a Regent's Scholarship participant, you may also receive the Dean's Scholarship and Pacific Scholarship.

General Academic Endowed Scholarships

Many of the scholarships listed below provide funding for the Regents', President's, and Bishop's Scholarship programs. Scholarships are also available for students regardless of major. A student is considered an eligible candidate via his/her application for financial aid and maintaining a 3.0 GPA.

Anne and Ray Arnold Endowed Memorial Scholarship. Established by Mrs. Anne Brady Arnold of Stockton in memory of her husband, a former Tracy banker. Augmented by gifts in memory of Mrs. Arnold.

Laura Tull, Walter Pike Austin, and Henrietta T. Austin Endowed Scholarship.

John N. and Jessie L. Ballantyne Endowed Memorial Scholarships. Established during their lifetimes by these Lodi friends of Pacific.

Grace Burns Baun Endowed Scholarship. Established with gifts from her estate.

Gertrude Moore Beans and William Know Beans Endowed Memorial Scholarship. Established by a bequest from an alumna of the Class of 1920.

Lonzo and Julie Beck Endowed Scholarship. Established in memory of her husband.

Henry and Elsie Bell Memorial Endowed Scholarship. Established with gifts from her estate.

Gladys L. Benerd Endowed Scholarship. Established by Gladys Benerd.

William and Dorothy Biddick Endowed Scholarship. Established by William and Dorothy Biddick.

Bishop's Endowed Scholarship.

William M. Black Endowed Scholarship. Established by the bequest of a faculty member's father.

Constance Bowen Endowed Scholarship.

Anton Brawthen Endowed Memorial Scholarship. Established by his daughter Clara Brawthen.

Seba M. Bronson Endowed Scholarship. Established with a trust.

Dahl Burnham Endowed Scholarship.

Robert E. Burns Endowed Scholarship. Established in memory of Robert E. Burns, 20th president of the University, by his widow Grace Weeks Burns Baun.

Norman J. Cain Endowed Memorial Scholarship. Established by Dr. Harvey D. Cain in memory of his son.

Central United Methodist Church Endowed Scholarship.

Class of 1927 Endowed Scholarship. Established and supplemented by members of the class of 1927.

Classes of '49, '50, and '51 Endowed Scholarship. Established by the members of these three classes.

Class of 1965 Endowed Scholarship. Established by various gifts from members of the Class of 1965.

Claypool Endowed Scholarship. Established by an estate gift given in memory of Jane Singleton Claypool and Rosa Shambeau Claypool.

Herman A. and Margaret P. Clover Endowed Memorial Scholarship. Established by Dr. Haworth A. Clover and his wife Carol in memory of his parents.

Robert L. and Lucy S. Colthart Endowed Scholarship. Established with gifts received from their trust.

Elmer C. and Lena E. Courtney Endowed Memorial Scholarship. Established by Lena C. Courtney.

Grace Covell Endowed Scholarship.

S. H. Cowell Foundation Endowed Scholarship. Established by the Foundation and matching gifts.

Juanita and Earnie Cronkite Endowed Scholarship. Established with their estate gift.

Paul L. Davies, Sr. Endowed Memorial Scholarship. Funded by a gift from a special friend.

Hugh and Esther Davis Endowed Scholarship. Established with an estate gift.

Robert C. and Olive V. d'Erlach Endowed Memorial Scholarship. Funded by their bequest.

Clifford L. Dochterman Endowed Scholarship. Established to honor him upon his retirement.

Coach Don Edwards Endowed Scholarship. Established with a gift from Mr. Cecil Harp in memory of his wife Joan E. Harp.

Christopher A. and Cora S. Elliott Endowed Scholarship.

Charles Sumner Esrey Endowed Scholarship.

Fiftieth Reunion Class Endowed Scholarship. Established in 1991 and supplemented annually by each 50th reunion class.

Elliott L. Fisher Endowed Memorial Scholarship. Established by his family and friends.

Samuel Jacob and Gertrude Alice Fox Endowed Scholarship. Established by a gift from his estate.

Emery and Susie Freeman Endowed Scholarship. Established by a bequest from the Susie Freeman estate.

Friedberger Endowed Educational Scholarship. Established by the bequest of Dr. William Friedberger, in memory of his parents, Arnold and Lotta Friedberger.

David Friedrich Memorial Endowed Scholarship. Established by parents, family and friends in memory of David, class of 1988, who lost his life in a water skiing accident in his senior year at U.O.P.

A. P. Giannini Endowed Scholarship. Established by a bequest.

Irving and Fay Goleman Endowed Educational Opportunity Scholarship. Established by Gordon Zuckerman in honor of two Pacific professors emeriti.

Mildred Woodward Graham Endowed Scholarship. Established with a gift from the National Society of Colonial Dames.

Virginia Graves Endowed Middle Income Scholarship.

Sarah Elizabeth Riley Harris Endowed Memorial Scholarship. Established by the will of Grace Dell Stuart in memory of her mother.

Hearst Foundation Endowed Scholarship. Established by The Hearst Foundation.

Ruth M. Heath Scholarship. Established through her bequest.

Francis W. and Mary V. Hellman Endowed Scholarship. Established through their bequest.

Ruth Templeton Henney Endowed Memorial Scholarship. Established through her bequest.

Hoefer Foundation.

Claude H. Hogan Endowed Memorial Scholarship. Established through his bequest.

The Honey Family Endowed Scholarship.

John and Ruth Bay Hoobyar Endowed Scholarship. Established with an estate gift.

Cecil and Alberta Humphreys Endowed Scholarship. Established by a distinguished alumnus and long-time member of Pacific's Board of Regents and his wife, an alumna.

Ruth and Francis H. Jackson Endowed Memorial Scholarship. Established in his memory by his wife Ruth M. Jackson.

Harriot West Jackson Endowed Memorial Scholarship. Established by the late Mrs. Winifred Cumming of Washington, D.C., and Frank West of Pebble Beach, in memory of their aunt.

Clarence and Martha Jones Endowed Scholarship. Established by Clarence and Martha Jones.

Donald S. Jones Memorial Scholarship. Established through an estate gift.

Fletcher Jones Endowed Scholarship.

Dorothy Lea and Anthony J. Ketman Memorial Endowed Scholarship. Established with an estate gift.

Fay Wallace Kiser Endowed Memorial Scholarship. Established by his wife, Beulah Lee Watson Kiser, who served the University as Dean of Women from 1940 to 1948.

Edith E. Knoles Endowed Scholarship. Established through her estate.

Emily Knoles Centennial Endowed Scholarship. Created on her 100th birthday by family and friends, and augmented by gifts in memory of the wife of former Pacific President Tully C. Knoles.

Samuel Kress Endowed Scholarship.

Dr. Harry W. Lange and William H. Pfund Endowed Scholarship.

La Quinta Inns Inc. Endowed Scholarship. Originally established by La Quinta Inns Inc. and augmented by a portion of the rooms rented by Pacific visitors.

Elizabeth Laskin Endowed Memorial Scholarship. Established and supplemented by her parents, Mr. and Mrs. Myron Laskin of Milwaukee, WI, and many friends in memory of this 1956 graduate.

The Leatherby Family Endowed Scholarship. Established with a gift from Russell and Susie Leatherby.

Edward Charles Leighton Endowed Scholarship Fund. Established with an estate gift.

Bessie Lenvig Endowed Scholarship.

William and Carol Linee Endowed Scholarship. Established through the bequest of these long-time Stockton residents.

Garth Rodrick Lipsky Endowed Memorial Scholarship. Established by his mother, Edna Lipsky.

Lenora M. Magee Endowed Memorial Scholarship.

George H. Mayr Endowed Scholarship. Established by the George H. Mayr Foundation in honor of their founder.

Erford and Dorothy Knoles McAllister Endowed Scholarship.

Stanley E. McCaffrey Endowed Scholarship. Established by family, friends and colleagues in honor of the 21st president of Pacific (1971-1987).

John A. McCarthy Memorial Endowed Scholarship.

Robert T. Monagan Endowed Scholarship. Established with honorary gifts from Omega Phi Alpha and Delta Upsilon donors.

Wert E. and Viola Moore Endowed Scholarship. Established by a bequest of long-time Stockton resident, Viola Moore.

Timothy Patrick Murphy Endowed Memorial Scholarship. Established by the parents and many friends of Tim Murphy, class of 1978, whose life at Pacific left an indelible impression.

Marshall O. Nelson Endowed Scholarship.

Orange Aid Endowed Scholarship. Established by community members and friends of the University who volunteered their services. Funded by the sale of student "survival kits" and membership dues.

Pacific Alumni Board Endowed Scholarship. Established by the Alumni Board in honor of Kara Brewer, past Alumni Director.

Pacific Co-op House Endowed Scholarship. Established by former students who resided in Pacific's Co-op House during the 1930s and '40s.

Doris and Frank Peirano Endowed Scholarship. Established by an estate gift.

Irma E. Pennycook Endowed Scholarship. Established by a bequest from this University friend.

Marion Pope Endowed Scholarship. Established by a bequest.

Powell Scholars Endowment Scholarship Program. Established with a gift from the Robert C. and Jeannette C. Powell Trust.

Nina Reid Prather Endowed Scholarship.

Chalmers Price Endowed Scholarship. Established with gifts from his estate.

Sandy Price Endowed Memorial Scholarship. Established by the Caldor Lumber Company and the Mildred Kellogg estate.

Alstynne E. and Frances A. Pruner Endowed Scholarship. Established with an estate gift.

Rhizomia Endowed Scholarship. Established by members of Rhizomia Fraternity.

Lincoln and Stella Ruggles Endowed Memorial Scholarship. Established by Lottie Ruggles in memory of her parents and later supplemented through her will.

Joseph Robert Rupley Endowed Memorial Scholarship. Established by his parents. He was accidentally shot to death in 1965 by Venezuelan police while serving in the Peace Corps.

Rupert and Philamena Russell Endowed Scholarship. Established by the bequests of Mr. and Mrs. Russell.

Walter B. Sampson Endowed Scholarship. Established by a bequest.

George and Georgia Sanderson Endowed Scholarship. Established with gifts from their son Robert E. Sanderson.

William and Jeanne Sanford Endowed Scholarship. Established by friends and members of the Paradise United Methodist Church in honor of their minister and his wife.

Audrey and Henry Schwerin Endowed Scholarship. Established by a bequest.

Charles Schiffman Endowed Memorial Scholarship. Established with an estate gift. Delete scholarship from here.

Dorothy J. and Daniel H. Singleton Endowed Scholarship. Established by a bequest.

J. W. and Florence E. Smith Endowed Memorial Scholarship.

Mary Leach Smith Endowed Memorial Scholarship. Established by Onnie Smith in memory of her mother.

Robert J. and Ernestine Smutny Endowed Scholarship. Established with an estate gift.

Southeast Asian Endowed Scholarship. Established by memorial gifts and proceeds from benefit performances. In memory of the five children killed at Cleveland Elementary School in 1989.

Mary Lou Spiess Scholarship. Established by her son.

R. & R. Stuart Endowed Scholarship.

Esther J. Tarr Endowed Scholarship. Established by Curtis W. Tarr, in honor of his mother and augmented by gifts in her memory.

Elliott J. Taylor and Burta M. Taylor Endowed Scholarship. Established with gifts from their estate.

Charles A. and Harriette E. Thomas Endowed Scholarship. Established by bequest and given in loving memory of their parents.

Thomas S. and Margaret A. Thompson Endowed Scholarship. Established by Mr. and Mrs. Thompson. Mr. Thompson served as Vice President for Development from 1963-1969.

Guy P. and Grace Tucker Endowed Scholarship. Established by a bequest from these University friends.

Twenty-fifth Class Reunion Endowed Scholarship. Established by various 25th Reunion classes.

Alex and Jeri Vereschagin Endowed Scholarship. Established by Mr. and Mrs. Vereschagin, both loyal Pacific alumni and parents.

Zana Taylor Weaver Endowed Scholarship. Established by her will.

Wendy Webb Endowed Memorial Scholarship. Established by her parents, Mr. and Mrs. J. S. Webb of Calabasas, and many friends in memory of a former student.

Dr. Gustav A. and Ellen M. Werner Endowed Memorial Scholarship. Established by family and friends in memory of a popular history professor and his wife.

Steven G. Werner Endowed Scholarship.

Ed and Joan Westgate Endowed Scholarship.

Gene and Arlene Weston Endowed Scholarship.

Robert and Margaret Wicker Endowed Scholarship.

Wickert Memorial Endowed Scholarship. Established by the Carol Wickert Raab Trust.

Wightman Memorial Endowed Scholarship. Established in her brother's memory by Mrs. Bessie Jasmann.

Norma H. Williams Endowed Scholarship.

Theresa Woo Scholarship. This scholarship was established by her estate.

Carlos and Madeline Wood Endowed Scholarship.

Zeta Phi Scholarship. Established by Zeta Phi alumnae.

Annually Funded Academic Scholarships

In addition to the endowed scholarships, the University receives both restricted and un-restricted scholarships annually from a variety of sources.

School and Departmental Scholarships

The scholarships listed below are granted to students who meet major requirements and/or other criteria as well as a minimum GPA of 3.0. It is NOT necessary to submit a separate application form unless specifically noted. Many of these scholarships provide funding for the Regents', President's, and Bishop's Scholarship programs.

Center for Professional and Continuing Education

Osher Reentry Scholarship Program Endowed Scholarship. Established by gifts from the Osher Foundation

College of the Pacific

A. S. H. Graduate Research Endowed Biology Award. Established by Dr. Alice S. Hunter, a respected faculty emeritus.

Art Award Endowed Scholarship. Established by sale of University art holdings and friends of the Art Department.

Julian Smith Bacon, Jr. and Jedediah Smith Society Scholarship. Established with gifts from the Jedediah Smith Society.

Barker-Knoles Endowed Scholarship.

Jess A. Berger Endowed Memorial Scholarship. Established by Dr. Evelyn Berger Brown in honor and memory of her husband.

Gertrude Sibley Billard Endowed Memorial Scholarship. Established in memory of a former professor of English at Pacific.

Frank Black Endowed Memorial Scholarship. Established in memory of a former student.

Maynard A. Bostwick Endowed Scholarship. Established by an alumnus.

Erma Boyce Endowed scholarship.

DeMarcus Brown Endowed Drama Scholarship. Established by Elinor P. Canedy, class of 1944, in honor of the emeritus drama chairman.

Leslie M. Burwell Endowed Memorial Scholarship. Established by Mrs. Leslie M. Burwell.

William P. Christiansen Endowed Award.

Howard and Emma Churchill Endowed Scholarship. Established by a bequest.

Eva and Stout Clack Endowed Scholarship.

Emerson and Edith Cobb Endowed Scholarship. Established by faculty, alumni and friends in honor of long-time chairman (1948-78) of the Chemistry Department and his wife.

Iva B. Colliver Endowed Scholarship. Established by her bequest.

Roselyn J. Cook Endowed Scholarship.

Corson Family Endowed Scholarship. Established with gifts from the Corson family members

Ray and Ruby Dami Endowed Scholarship.

Ellen Deering Endowed Senior Award.

Ellen Deering Endowed Senior Art Award.

Helen B. Dooley Endowed Scholarship.

Max and Victoria Dreyfus Foundation Endowed Award.

Helene and Jack Drown Endowed Scholarship.

Fred J. Early, Jr. and Marguerite C. Early Science Research Endowed Award.

Marie Easterbrook Endowed Scholarship.

Fred L. Farley Endowed Scholarship. Established by Erwin and Tom Farley.

David Friedrich Memorial Endowed Scholarship.

Fresno Methodist Foundation Endowed Scholarship. Established in 1970 from a transfer of the Foundation's assets to the University.

Martin T. Gipson Endowed Memorial Scholarship. Established by friends wishing to memorialize a former Psychology Department Professor.

Jan Good Endowed Award. Established by Janice E. Good for outstanding students majoring or minoring in French or Spanish.

Ralph Guild Endowed Communication Scholarship. Established by Ralph Guild, radio major, class of 1951 and president of INTEREP National Radio Representatives in appreciation to the University and Professor John Crabbe.

Clifford J. Hand Endowed Scholarship.

Clarence Hinkle Endowed Art Scholarship. Established through the estate of Mable Bains Hinkle.

Kathryn Gehlken Howe Endowed Memorial Scholarship. Established by Edna Gehlken, former chair of the Home Economics Department, in memory of her sister.

Wesley O. Janzen Endowed Theology Scholarship. Established with an estate gift from Alicia "Alice" M. Powell.

James Earl Jewell Endowed Scholarship in Technical Theatre.

Harold Klose, Jr. Endowed Scholarship. Established with various memorial gifts.

Sharon Brookhart Krakora Endowed Scholarship. Established by a gift from her husband as a loving tribute to her lifetime achievements.

Geraldine Scott Krause Endowed Scholarship. Established by this alumna of the class of 1936.

Allen and Helen Laursen Scholarship. Established by a stock gift.

F. Melvin and Verna Kopka Lawson Endowed Scholarship.

Los Angeles Pacific Club Pantheon of the Arts Endowed Scholarship. Established by a gift from the Los Angeles Pacific Club.

Bryon R. Meyer Endowed Theatre Scholarship honoring DeMarcus Brown '23. He was a very active and respected professor in the Theatre Arts Dept. at Pacific from 1924-1968.

Charles B. Norman Endowed Economics Scholarship. Established in memory of Dr. Charles B. Norman, who taught economics at Pacific for 32 years.

Doris E. Osborn Endowed Scholarship.

Dr. Vincent D. Panico Endowed Scholarship. Established with gifts from family and friends.

Mr. and Mrs. Michael A. Pappas Endowed Scholarship. Established to support biology students.

Irving Pasternak Endowed Memorial Scholarship.

Ida R. Patton Endowed Memorial Scholarship. Established through the Ida Patton Trust Fund.

Margaret S. Payne Endowed Scholarship. Established by memorial gifts from her husband Dr. Herbert Reinelt & friends.

Walter Arville Payne Endowed Memorial Scholarship. Established by family, colleagues, friends and former students in memory of a long-time member of the history department faculty.

Barbara Bodley Reinelt Endowed Scholarship. Established with a gift from Dr. Herbert Reinelt.

San Joaquin County Medical Society Pre-Medical Endowed Scholarship. Established with a gift from the society.

Karma Cundell Schad Endowed Scholarship. Established in memory of a former art student by her husband.

Arnold C. Scott Endowed Scholarship. Established through his estate.

John E. Seaman Endowed Scholarship. Established with a gift from Leeyee J. Su.

Dr. Benjamin Smith Endowed Memorial Scholarship. Established by relatives and friends in recognition of this former Lodi-Stockton minister who was the recipient of an honorary degree from Pacific in 1937.

John D. Smith Endowed Scholarship. Established with a gift from Leeyee J. Su.

Bud Stefan Endowed Memorial Scholarship. Established by his friends, relatives and wife in his memory.

Derek Forbes Stewart Endowed Memorial Scholarship. Established by his family and friends in commemoration of his life.

Dr. John Hadman Sticht Endowed Memorial Award.

Doris Reyburn Lathy, Margaret Reyburn Collis and Adda Reyburn Thompson Endowed Scholarship.

Esther Myers Umhalt Class of 1918 Endowed Scholarship. Established by a bequest.

Stanley G. Volbrecht Endowed Scholarship.

John D. Valentine Endowed Scholarship for Writing Excellence. Established by a gift from Russell E. and Mary S. Leatherby.

G. Warren and Ruby Zahn White Endowed Memorial Scholarship. Established in memory of Professor White, who taught mathematics and business courses at Pacific for 44 years. He retired in 1966.

Marjorie Webster Williams Endowed Art Scholarship.

Paul Winters Endowed Forensics Scholarship. Established to honor Paul Winters on the occasion of his retirement in the spring of 1989.

R. Coke Wood Memorial Endowed Scholarship. Established with memorial gifts.

Community Involvement Program

The S. H. Cowell Foundation. Established by the Foundation and a combination of estate gifts.

Conservatory of Music

Marietta Atherton Endowed Scholarship. Established by a bequest from a University friend and Stockton patroness of the arts.

Allan Bacon Endowed Memorial Scholarship. Established by Mrs. Allan Bacon and friends and former students of Professor Bacon. He was a professor of organ from 1922 until he retired in 1956.

Dr. J. Russell Bodley Endowed Scholarship. Established by former students and friends and augmented by memorial gifts. Dr. Bodley was associated with Pacific for over 60 years as a student, faculty, Dean of the Conservatory and Emeritus Dean. In 1986, the American Cinema Awards Foundation made a special gift to this fund in honor of actress Janet Leigh, one of his former students.

Maynard A. Bostwick Endowed Scholarship. Established by an alumnus.

Alix E. and Horace I. Brown Endowed Scholarship. Established in memory of these music professors.

Buck Family Young Musicians Endowed Scholarship. Established by a gift from Mrs. Eva Buck.

Roberta Burland Endowed Scholarship.

Ruth J. Camp Scholarship. Funded annually from an outside endowment.

Chrissie W. Collins Endowed Vocal Scholarship. Established by various family gifts.

Elford-Roy Endowed Scholarship. Established by Mr. and Mrs. Robert Elford in honor of their parents.

Calla Guild Music Endowed Scholarship. Established by Ralph Guild to honor his wife, Calla.

Wilhelmina Harbert Music Therapy Endowed Scholarship.

Evelyn Ashmore Heath Endowed Scholarship.

P. Maddux Hogin Endowed Memorial Scholarship. Established by a bequest from Gwen Hogin in memory of her husband, a 1937 alumnus.

Gladys Thelma Ryan King Endowed Scholarship. Established by her bequest.

Lenora M. Magee Endowed Scholarship.

Virginia Short McLaughlin Endowed Scholarship.

Dr. Lawrence H. McQuerrey Endowed Memorial Scholarship. Established in memory of this former music education professor and chair of the department, with gifts from his family, friends, colleagues and students.

Edna B. Meyerholz Endowed Scholarship. Established by the bequest of Mrs. Meyerholz, class of 1911.

Jules F. Moullet Endowed Memorial Scholarship. Established by an estate gift from Louis F. Moullet.

The Naylor Family Endowed Scholarship. Established by Victor and Polly Naylor.

Pooled Endowed Scholarship. Established and augmented by alumni, parents and friends of the Conservatory.

William H. and Pauline Crawford Ramsey Endowed Scholarship.

Elizabeth E. Rice Endowed Memorial Scholarship. Established by Mrs. Marion V. Neufeld in memory of her mother.

Rosalie C. Rohr Scholarship. Established and funded annually by a distribution from her estate.

Bernice L. Rose Endowed Scholarship. Established by a 1925 Conservatory alumna.

Margaret Michael Saladana Endowed Scholarship.

Mildred Murphy Scott Endowed Scholarship. Established by Oliver D. Scott in honor of his wife.

Lawrence and Marilyn Short Endowed Scholarship.

John W. Sloss Endowed Conservatory Scholarship. Established by William and Joseph Sloss in memory of their father.

Doenda Hammond Smith Endowed Piano Scholarship. Established to assist Conservatory Students.

Faye Spanos Endowed Scholarship. Established by her children and proceeds from the Faye Spanos Concert Hall dedication benefit, in honor of the wife of Alex G. Spanos, Pacific alumnus and business leader.

Dr. Lucas and Kathe Underwood Endowed Scholarship.

Richard Van Alstyne Endowed Scholarship.

Eva Varnum Endowed Memorial Scholarship.

Jack and Eleanor Vogel Endowed Scholarship.

C. A. Webster Foundation Endowed Stringed Instrument Scholarship.

Judith and Walter Willmette Endowed Scholarship. Established by Judith and Walter Willmette.

Steven and Maureen Wincor Family Endowed Scholarship. Established to assist Jazz Studies Students.

R. Coke Wood Memorial Endowed Scholarship. Established with memorial gifts. Delete scholarship from here.

Eberhardt School of Business

Bank of America Foundation Endowed Scholarship.

Charles and Carolyn Bloom Endowed Scholarship.

Chambers Family Endowed Scholarship. Established by the Chambers Family Charitable Trust.

Credit Bureau of San Joaquin County Endowed Scholarship.

Robert E. Ferguson Endowed Scholarship. Established in memory of alumnus and Regent Bob Ferguson.

Joseph Kaeslin Endowed Memorial Scholarship.

George B. Lagorio Endowed Scholarship.

Daisy Lum Lee Endowed Scholarship. Established in her memory by family.

Marian and George Malloy Endowed MBA Scholarship.

John and Rhonda Minges Endowed Scholarship.

Andrew and Helen Neumann Endowed Scholarship. Established with their estate

Gregory A. and Amy Lonegran Mitchell Endowed Scholarship.

Andrew and Helen Neumann Endowed Scholarship. Established with an estate gift.

Benedict H. Van Endowed Scholarship. Established with an estate gift.

Jack and Eleanor Vogel Endowed Scholarships.

Robert R. Winterberg Outstanding Senior Award.

Thomas W. Witter Endowed Scholarship. Awarded to needy and deserving School of Business students.

Gladys L. Benerd School of Education

William P. Bacon Endowed Scholarship.

Barker-Knoles Endowed Scholarship.

Benerd School of Education Graduate Student Endowed Scholarship. Established through the Gladys L Benerd Estate.

Benerd School of Education Pooled Endowed Scholarships. Established and augmented by alumni, parents and friends of the School of Education.

Esther Berchtold Endowed Scholarship. Established by this alumna, class of 1926.

Melvin and Jayne Bernasconi Endowed Graduate Scholarship. Established by Mr. and Mrs. Bernasconi.

R. John, Jr. and Margaret Wennhold Charles Endowed Scholarship. Established through their estate.

Clare Ann Christian Memorial Endowed Scholarship. Established in the memory of this 1967 alumna by her husband, family and, friends.

Armando B. Flores Endowed Scholarship. Established to honor his years of services with APS Company.

Quintard and Patricia Gregory Endowed Scholarship.

Al and Lois Erwin Family Endowed Scholarship.

J. Marc and Ruth P. Jantzen Endowed Scholarship. Established in honor of the retired dean of the School of Education.

Susie Leatherby Endowed Scholarship. Established by Russell and Susie Leatherby.

Hilga G. Lister Endowed Scholarship. Established by Dr. and Mrs. Cy Coleman in memory of her mother.

The John and Elizabeth Nagle Family Endowed Scholarship Do not delete this scholarship

Pedro and Edna Osuna Endowed Graduate Scholarship. Established by Professor and Mrs. Osuna.

Alexandra Green Ottesen and Peter Ottesen Endowed Scholarship.

Glen Ainslee Payne Endowed Memorial Scholarship. Established by the Walter A. Payne family.

Marion Pease Endowed Scholarship. Established by several local groups in honor of Pacific emeriti professor of education.

Phi Delta Kappa Endowed Scholarship.

Willis N. and Viola Potter Endowed Scholarship.

Janet Rose Baker Robinson Endowed Scholarship. Established by bequest from a 1936 School of Education graduate.

Victor Russell Robinson Endowed Scholarship.

Tony and Dorothy Rodina Endowed Scholarship.

Barbara Ratto Rosemond Endowed Memorial Graduate Scholarship. Established from memorial gifts.

Charles Schiffman Endowed Memorial Scholarship. Established with an estate gift from Charlie class of '40, who was a generous local teacher and administrator for over 40 years. Charlie believed in the power of education and provided guidance; support and intellectual challenges to all knew him.

J. A. and Mary Thomason Endowed Scholarship. Established by Mr. and Mrs. Thomason.

Bonnie Jean Thompson Endowed Scholarship. Established by Mary Middleton Cunningham, class of 1957.

Virginia Sadler Toomay Memorial Endowed Scholarship. Established with a gift from General John C. Toomay.

Rebecca L. Troutner Memorial Endowed Scholarship. Established by family, friends, and faculty in memory of a 1985 School of Education graduate, an elementary school teacher who died in an automobile accident.

Milton M. Tyler Endowed Scholarship. Established in memory of the former special education professor by his family and friends.

Chuck Verduzco Endowed Memorial Scholarship.

Phyllis L. Vince Endowed Memorial Scholarship. Established by her husband, Mr. Robert Vince.

School of Engineering and Computer Science

Andrew C. Ausman Memorial Endowed Scholarship. Established in memory of this son, a former student at Pacific.

James F. Baun Family Endowed Scholarship. Established with a trust.

Charles and Carolyn Bloom Endowed Scholarship.

Chambers Family Endowed Scholarship. Established by the Chambers Family Charitable Trust.

Gladys and John de Arrieta Endowed Scholarship. Established by an engineering graduate and his wife, both alumni, class of 1940.

Robert H. and Margaret E. Edwards Endowed Scholarship. Established through their estate.

General Mills Endowed Scholarship Fund.

Jack C. Goble Endowed Scholarship. Established with memorial gifts from family and friends.

Roy S. Hamma Family Endowed Scholarship. Established by an estate gift in honor of himself and his three siblings, all of whom received baccalaureate degrees from Pacific.

Robert L. Heyborne Endowed Scholarship. Established in memory of a former dean of the School of Engineering from 1969-1990 with memorial gifts from family, friends, alumni and faculty.

Robert C. Johanson Endowed Scholarship. Established with memorial gifts from family and friends.

Robert and Emily Lovell Endowed Scholarship.

Joseph and Genevieve Madeiros Endowed Engineering Scholarship. Established with an estate gift.

Henderson E. McGee Endowed Fund.

Herman G. and Myrtle E. Nelson Endowed Scholarship. Established through their estate.

Laurie Ann Pecoraro-Nemetz Endowed Scholarship. Established with memorial gifts.

Andres Rodriguez Endowed Scholarship. Established with memorial gifts.

Paul M. Sensibaugh Endowed Scholarship. Established with various gifts in his honor.

Teichert Foundation Endowed Scholarship.

Elsa and David Wheeler Endowed Scholarship.

School of International Studies

Kirk and Laura Bowman Endowed Scholarship.

Arthur J. Cullen Endowed Scholarship.

Rom Landau Endowed Scholarship. Established by Professor Landau through life-time gifts and by his will.

George and Isabelle Wilson Endowed Scholarship. Established by a gift from Mrs. Isabelle Wilson.

Thomas J. Long School of Pharmacy and Health Sciences

Gregory Bard, M.D., Endowed Physical Therapy Scholarship. Established in his honor by his wife.

Donald Y. Barker Endowed Scholarship. Established in honor of a 32-year member of the School of Pharmacy's faculty on his retirement by faculty, friends, family and former students.

Ocea McMurray Brooksbank Endowed Scholarship.

Allen and Hazel M. Caldeira Endowed Scholarship. Established with a gift from her estate.

The Catania Family Endowed Scholarship. Established with a gift from Patrick and Harriet Catania.

H. R. Cenci Family Endowed Scholarship. Established with a family trust.

Charles T. Countryman Endowed Memorial Scholarship. Established by his family and friends in memory of this distinguished pharmacy graduate.

Ray and Ruby Dami Endowed Scholarship. Established through the bequest of Mrs. Ruby Dami.

Mabel and Charles P. Dezzani Endowed Scholarship.

Ted and Georgia Econome Endowed Scholarship. Established with memorial gifts from family and friends.

The Lucy and Joseph Floriddia Memorial Endowed Scholarship. Established by Dr. Donald Floriddia in honor and memory of his parents.

The Flowers Foundation Endowed Scholarship.

Joseph S. Gee Endowed Scholarship.

Jay Patrick Gould Endowed Memorial Scholarship. Established by friends and family.

James C. King Endowed Scholarship.

Steven Edward Lancaster Endowed Scholarship. Established with gifts from Miyuki Lancaster.

J. M. Long Foundation Endowed Scholarship.

Thomas J. and Muriel T. Long Endowed Scholarships. Established by gifts from the co-founder of Long's Drug Stores and emeritus Regent of the University.

Charles Magnasco Endowed Memorial Scholarship. Established by Andrew Magnasco in memory of his brother.

Marvin Malone Endowed Memorial Scholarship. Established with memorial gifts in memory of Marvin Malone.

Erin Michael McGreevy Endowed Memorial Pharmacy Scholarship. Established with a gift from the estate of his wife Lucille McGreevy.

Janet Nimtze Endowed Scholarship. Established by the Dept. of Speech Language Pathology in recognition of her 19 years service to Pacific.

Pacific Golf Tournament Endowed Scholarship. Funded by proceeds from annual tournament.

Mr. and Mrs. Michael Pappas Endowed Scholarship.

Virginia Puich Endowed Scholarship for Academic and Clinical Excellence.

Rexall Pharmacy Endowed Scholarship.

Carl C. Riedesel Endowed Scholarship.

Emmons E. Roscoe Endowed Memorial Scholarship. Established with memorial gifts from family and friends.

Ivan W. and Helen T. Rowland Endowed Scholarship. Established in their honor.

George H. Sanderson Endowed Scholarship for Physical Therapy. Established with an estate gift from his son Robert E. Sanderson.

Charlotte and George Saroyan. Established by a gift from their son, Ralph L. Saroyan, Professor Emeritus, Thomas J. Long School of Pharmacy and Health Sciences.

Ralph L. Saroyan Endowed Scholarship. Established in his honor by various donors.

Warren J. Schneider Endowed Memorial Scholarship.

John H. Shinkai Endowed Graduate Pharmacy Student Scholarship.

John H. Shinkai Endowed Pharmacy Scholarship.

Masao and Ayako Shinkai Endowed Memorial Scholarship. Established by Dr. John H. Shinkai in memory of his parents.

Sixties Alumni Memorial Endowed Pharmacy Scholarship.

Florence Scott Van Gilder "The Tolley Award" Endowed Award.

Richard C. Vessey Endowed Memorial Scholarship. Established by his family and augmented by gifts from his friends in memory of this 1975 School of Pharmacy graduate.

Walgreen Company Endowed Pharmacy Scholarship. Awarded to needy and deserving pharmacy students to assist in finishing their professional studies or participating in vital research within the school.

Bryant Kerry Wong Endowed Memorial Scholarship. Established in memory of Mr. and Mrs. Wong's 4-year-old son who was killed in an auto accident in 1965. Both parents are pharmacists.

University Library

Gladys L. Benerd Student Employee Endowed Scholarship.

Intercollegiate Athletics

Athletic Grants are awarded to qualified student athletes according to the regulations of the National Collegiate Athletic Association (NCAA).

Jim and Lois Berens Endowed Athletics Scholarship. Established by a gift from James and Lois Berens.

Chester Caddas Family Endowed Scholarship. Established by gifts from various donors.

Ellen L. Deering Endowed Athletic Scholarship. Established by bequest.

Marilyn E. Field Endowed Scholarship. To support Women's Athletics.

Jessie Murphy Grogan and Robert Grogan Endowed Memorial Softball Scholarship. Established in her memory by her family and friends.

Larry E. Heller Endowed Scholarship.

Al and Lois Irwin Family Endowed Scholarship.

Bing and Jody Kirk Endowed Athletic Scholarship. Established by a gift from E. Bing and Jody Kirk.

Claudine and Jerald Kirsten Endowed Athletic Scholarship. Established with estate and various memorial gifts.

Chris Kjeldsen Endowed Memorial Scholarship. Established in honor of an alumnus and long-time member of the University faculty.

Ted and Stefanie Leland Endowed Scholarship.

Justin and Shirley Marshall Endowed Scholarship.

Tunney McClendon Endowed Memorial Tennis Scholarship. Established by her husband, Dwayne McClendon and her many friends in loving memory of her life and love for the game of tennis.

Warren T. McNeil Endowed Memorial Scholarship.

Myers' Moose Men Endowed Scholarship. Established through tribute gifts for Jack 'Moose' Meyers Pacific football coach 1950-1961.

Jean Rule Sanders Endowed Women's Tennis Scholarship. Established by her daughters. Awarded to a female member of the team who has excelled in scholastic endeavors and has high moral character.

Doug Scovil Memorial Endowed Scholarship. Established with memorial gifts.

Tom Stubbs Endowed Baseball Scholarship. Established by gifts honoring him as baseball coach, assistant football coach, and professor at Pacific for 33 years.

Bert I. Van Gilder Memorial Endowed Scholarship. Established through a gift from Marian Schroven '29 in memory of her husband.

Student Loans

Loan funds may be used to pay tuition, fees, room, board and other related educational expenses. Information about federal loans is available at the Financial Aid website or may be obtained in the Office of Financial Aid.

Federal Direct Ford Loans, Federal Direct PLUS Loans and Federal Grad PLUS Loans

Under these programs, the U.S. Department of Education makes loans available through the University, directly to students and parents. The University of the Pacific Financial Aid Office determines eligibility and provides application instructions. Students may be eligible for Federal Direct Ford Loan funds. Parents of dependent students may apply for the PLUS Loan, while graduate students and professional Pharmacy students may qualify for the Graduate/Professional PLUS.

Federal Perkins Loan

This federally sponsored program is administered by the University Student Loan Department and offers a five percent, fixed interest rate loan for students who demonstrate high financial need. The Federal Perkins Loan program is set to expire September 30, 2017 and in limited instances schools can continue to make loans to students until June 30, 2018.

Health Professions Student Loan

The HPSL program is sponsored by the U.S. Department of Health and Human Services and is administered by the University Student Loan Department. This loan offers a five percent, fixed interest rate and is available for eligible students enrolled full-time in the University's professional pharmacy and dental programs.

Herbert E. and Lillian E. Burbank Memorial Student Loan Fund

Established with an estate gift from their daughter Jeanne C. Burbank.

Robert and Merle Carter Student Loan Fund

Established by two long-time friends of the University whose belief in Pacific and its students motivated them to provide this opportunity for worthy and needy young men and women.

Juanita and Earnie Cronkite Loan Fund

Established with an estate gift to assist deserving students with their education.

Lloyd Ivan Gerry Memorial Loan Fund

Established from the estate of Isa Spencer Gerry in memory of her husband.

Claude H. Hogan Revolving Loan Fund

Established to provide emergency loans, supplemental loans and summer study loans for non-traditional students.

Clara and Frank Mayo Student Loan Fund

Established from a trust to assist students with interest-free loans.

Blanche Pope Neal Student Loan Fund

Established with a gift to assist students.

Ralph M. Parsons Revolving Loan Fund

Established by a gift from the Ralph M. Parsons Foundation to assist sophomores, juniors, and seniors who meet GPA and other eligibility requirements. Preference is given to engineering and science majors.

Edna Ormsby Proctor Endowed Memorial Loan Fund

Established by a gift from her estate to assist the University in training students for full-time Christian service in the area of religious education, preparing for directorships, conference executive work, and other related professions.

SIS Tenth Anniversary Loan Fund

Established to assist students with the cost of attending Pacific.

Francis A. Wagstaff Loan Fund

Established with an estate gift to assist students with expenses.

Methodist Student Loan Fund

A limited number of students who are active members of the United Methodist Church may obtain loans from the Student Loan Fund administered by the Board of Education of that church. Information is obtained from the University of the Pacific Financial Aid Office.

Federal Work-Study Program

University of the Pacific participates in the Federal Work-Study program, which provides employment opportunities for students who demonstrate financial need.

GENERAL EDUCATION

All accredited universities require that undergraduate students complete not only a major but also a program of general education to broaden their education. At Pacific, the general education program exposes students to areas of study outside of their major, and it develops essential knowledge and skills that are transferable to students' other courses at Pacific as well as to their personal and public lives. It is thus the liberal arts foundation of a Pacific undergraduate education.

The general education program has three main components: the Pacific seminars, the breadth program, and fundamental skills. Refer to the general education section for additional information.

The Pacific Seminars

All students who enter the University as freshman must complete the three Pacific Seminars. Freshmen are required to take PACS 001 and PACS 002 in their first year, and PACS 003 in their last year. Students who enter Pacific having completed 28 or more units of transferable, classroom college work that appear on a college transcript, are exempt from taking PACS 001 and PACS 002 but must complete PACS 003. Students participating in the Freshman honors program should complete the honors section of PACS 001 regardless of the number of college units completed.

Students are not allowed to drop PACS 001 or PACS 002 for any reason, even if they plan to transfer to another college or university. Students who would benefit from special attention to writing skills or who place into WRIT 001 are deferred from the Pacific Seminar sequence until their sophomore year.

If students fail PACS 002, they can repeat a different PACS 002 course.

However, students must pass PACS 001 and PACS 002 in order to graduate. There are no substitutions. The Pacific Seminars cannot be repeated if students earn a "D" or higher and they must be taken for a letter grade.

PACS 003 must be taken in the senior year, which means students must have completed 92 or more units to take the course. Students in accelerated programs must take PACS 003 in their last year as undergraduates.

Transfer and Post Baccalaureate students must complete PACS 003.

The Breadth Program

In addition to the Pacific Seminars, students must complete between six to nine courses in the breadth program. Students should check with their school or college dean's office for specific breadth program requirements. With the guidance of their advisor, students select courses from the categories below:

1. *Social and Behavioral Sciences*
 - a. Individual and Interpersonal Behavior
 - b. U.S. Studies
 - c. Global Studies
2. *Arts and Humanities*
 - a. Language and Literature
 - b. Worldviews and Ethics
 - c. Visual and Performing Arts
3. *Natural Sciences and Mathematics*
 - a. Natural Sciences
 - b. Mathematics and Formal Logic

c. Science, Technology and Society

Students can take a maximum of two courses from a single department (as defined by subject code, e.g., HIST or ENGL or MPER) to satisfy the breadth requirement; however, there is an exception for area IIC since students may take three 1-unit courses in the same discipline of applied music or dance to meet the requirement. All bachelor's and first professional degree students on the Stockton campus must complete a minimum of two courses in each category. All students must complete a course in categories IIIA and IIIB. Independent study courses cannot be used to satisfy general education requirements.

Catalog year determines degree requirements; however, general education (GE) courses and transfer course articulations are subject to change. It is the responsibility of the student to be informed of any GE or transfer course articulation changes.

Fundamental Skills

The University evaluates students to identify those with deficiencies in written expression and quantitative skills. These students are required to take courses designed to improve their understanding and performance in these areas. The writing and quantitative skills requirements are part of the University-wide general education program that must be met before a student graduates with a bachelor's degree or a first professional degree.

Elective Courses

Students in most academic programs at the University find that in addition to the courses required for their major and for general education they have space in their schedules for a number of elective courses. The diversity of academic fields and specialties represented on the Stockton campus provides the student with a wide choice in the selection of electives. The University's policy is to allow students in any program to take courses in any other school or college on campus. Some students use this freedom primarily to explore unfamiliar academic areas, some to pursue a variety of secondary intellectual interests, and some to develop another area of emphasis as an academic minor or even a formal second major.

Accelerated Programs

The University offers joint-degree programs between liberal studies, graduate and professional programs that result in accelerated learning. Requirements include varying degrees of demands on the student to take certain courses and maintain grade point averages. This educational linking is offered through the School of Engineering and Computer Science with a blended BS/MSES program, the School of Pharmacy and Health Sciences offers a Pre-Pharmacy Advantage Program, the School of Dentistry offers a Pre-Dental/DDS. accelerated program, and the McGeorge School of Law offers a JD/MPA and an accelerated JD program. Details on these programs are found in each school's section later in this publication. Graduate program details are found in either the Sacramento, San Francisco or Stockton Graduate catalogs.

Diversity Requirement

Mission

Self-Understanding

One goal of Pacific's general education program is fundamentally personal: to enrich students' self-understanding and expand their interests in preparation for a fulfilling life. Students are exposed to new intellectual, moral, spiritual, and aesthetic possibilities. Through the

interaction with others from different backgrounds and the study of different disciplines, students come to understand who they are and the sources of their beliefs. They thus gain the skills to identify, express and analyze their beliefs and to fashion a philosophy of life that can guide them in their future endeavors. Students may also find life-long pleasure in learning, self-reflection, and conversation.

Diversity Requirement

The diversity course requirement serves as a key curricular component of the University of the Pacific's commitment to diversity and inclusive excellence. The diversity requirement contributes to students' intercultural competencies and to an understanding of the complex connections among domestic diversity, globalism, and democracy.

The University of the Pacific requires that all students who earn a bachelor's degree must successfully complete at least one 3-unit officially designated diversity course. [Exception: the two-unit INTL 151 and INTL 161 Cross Cultural Training courses may be combined to meet the diversity requirement.] This requirement is applicable to all students who have enrolled at Pacific on or after fall 2010.

Transfer Students

Students who transfer into the university on or after fall 2011 are required to complete a designated diversity course prior to graduation. Transfer students are defined in the General Education section of the catalog

Post Baccalaureate

Students who completed a Bachelor's degree elsewhere and who are seeking an additional Bachelor's degree at Pacific are exempt from this requirement.

Transfer Courses

The University diversity requirement can be met entirely, or in part, by the successful completion of an approved course at Pacific or at an approved college and university. Students who wish to meet this requirement by taking a course at a different college or university must first complete a Transfer Course Approval Request form, available at the Office of the Registrar in Knoles Hall or online at <http://web.pacific.edu/x7909.xml>.

Objectives of the Diversity Course Requirement

Students who complete any approved diversity course are able to articulate, in both written and oral forms, how notions of difference work within frameworks of social hierarchy. (Difference may be defined by such notions as age, class, citizenship, disability, ethnicity, gender identity, language, nationality, race, religion, sexual orientation, and/or socioeconomic status.)

Students who complete an approved "diversity course" are also able to do at least *three of the following four* tasks:

1. Articulate their own developing understanding of social difference and its impact on their discipline(s), personal life and society as a whole;
2. Express, in both written and oral forms, their understanding of how ideas and beliefs about diversity and difference in the United States have changed over time, identifying relevant historical movements and players;
3. Demonstrate a satisfactory understanding of how social institutions and individuals respond to issues of difference;

4. Apply their understanding of relevant theory and/or historical analysis of diversity to a specific "societal problem" for the purpose of developing solutions.

The full Text of the Diversity Course Requirement can be found at: <http://web.pacific.edu/Documents/provost/acrobat/DiversityCR.pdf>

Diversity Courses

The courses listed below are approved to count toward the diversity course requirement which are infused throughout the General Education and major curricula.

The listing of diversity courses being taught during a particular term can be found using the search for class by attribute function on insidePacific.

ANTH 053	Cultural Anthropology	4
ANTH 153	Language and Culture	4
ANTH 172	Culture and Power	4
BUSI 170	Human Resources Management	4
COMM 133	Documentary Film as Persuasive Communication	4
COMM 143	Intercultural Communication	4
EDUC 181	ECE: Social Justice/Diversity	3
ENGL 041	British Literature before 1800	4
ENGL 126	Environment and Literature	4
ENGL 130	Digital Chaucer	4
ENGL 131	Shakespeare	4
ENGL 141	Topics in British Literature Pre-1800	4
ENGL 144	Medieval Women Readers and Writers	4
ENGL 145	Romances of Magic in the West	4
ENGL 161	Topics in American Ethnic Literature	4
ENGL 164	WAR	4
ENGR 030	Engineering Ethics and Society	3
ETHN 011	Introduction to Ethnic Studies	4
GEND 011	Introduction to Gender Studies	4
HESP 141	Sport, Culture and U.S. Society	4
HESP 153	Adapted Physical Education and Sport	4
HIST 020	United States History I	4
HIST 021	United States History II	4
HIST 050	World History I	4
HIST 070	Historical Imagination	4
HIST 112	History of the Holocaust	4
HIST 120	Native American History	4
HIST 123	Civil War Era	4
HIST 132	American Immigration	4
HIST 133	Women in United States History	4
HIST 134	African-American History	4
HIST 135	Women in Time and Place	4
HIST 167	Gender in the History of Science/Medicine/ Technology	4
INTL 151	Cross-Cultural Training I	2
INTL 161	Cross-Cultural Training II	2
MHIS 006	Music of the World's People	3
MMGT 111	Music Industry Analysis	4
PHRM 111	Pharmacy Practice and Professionalism	3
POLS 104	Urban Government	4
POLS 134	American Political Thought	4

PSYC 017	Abnormal and Clinical Psychology	4
PSYC 129	Advanced Lab in Developmental Psychology	4
RELI 035	Judaism	4
RELI 104	Religion of the Pharaohs	4
RELI 128	Social Topics in Early Christianity	4
RELI 143	Religion, Race, Justice in US	4
SLPA 143	Multicultural Populations	3
SOCI 021	Culture and Society	4
SOCI 031	Deviant Behavior	4
SOCI 041	Social Problems	4
SOCI 051	Introduction to Sociology	4
SOCI 108	Food, Culture and Society	4
SOCI 111	Environment and Society	4
SOCI 123	Sex and Gender	4
SOCI 125	Sociology of Health and Illness	4
SOCI 141	Prejudice and Racism	4
SOCI 172	Social Inequality	4
SPAN 124	Escritores hispanos en los Estados Unidos	4
THEA 113	What's Past is Prologue: Practice and Perspective in Theatre History I	4
THEA 115	What's Past is Prologue: Practice and Perspective in Theatre History II	4

General Education Program

“After taking some of these general education courses, I have found new and unexpected interests. I found that I love to learn not only how the world works, but also how belief systems direct people’s perceptions of the world, as I explored in my religious studies classes; or how the knowledge people gain impacts their choices, as I discussed with my Pacific Seminar I class; or how the arts confound and beautify a mechanistic and scientific perception of the world, as I learned in my art history and music appreciation class. The topics I explored in each of my classes helped me cultivate a larger depth and scope of knowledge.”

—Cassie Karambela,
Biological Sciences major

At Pacific, the general education program exposes students to areas of study outside of their major, and they develop essential knowledge and skills that are transferable to other courses at Pacific as well as to their personal and public lives. The exposure to different areas of study and the development of intellectual and practical skills promote the mission of Pacific’s general education: self-understanding, citizenship, and career development.

Mission

Self-Understanding

One goal of Pacific’s general education program is fundamentally personal: to enrich students’ self-understanding and expand their interests in preparation for a fulfilling life. Students are exposed to new intellectual, moral, spiritual, and aesthetic possibilities. Through the interaction with others from different backgrounds and the study of different disciplines, students come to understand who they are and the sources of their beliefs. They thus gain the skills to identify, express and analyze their beliefs and to fashion a philosophy of life that can guide them in their future endeavors. Students may also find life-long pleasure in learning, self-reflection, and conversation.

Citizenship

Another goal is to produce engaged and informed citizens who advance a democratic society by contributing to political and civil life and by committing themselves to the service of others. General education fosters the skills to evaluate complex social and political issues and teaches the moral and political grounds that inform political action and service in a democracy. The health of a society depends on informed and active citizens who can balance the public good and self-interest.

Career Development

Finally, the general education program prepares students to enter professional life by developing practical skills that are valuable to employers and essential to civil society. These skills include the abilities to express oneself clearly and cogently in writing and orally, to be diligent and careful in the preparation of one’s work, to interpret and evaluate information, to think creatively in order to solve problems, to work independently as well as collegially in groups with a sensitivity toward cultural differences, to use technology, and to treat others ethically in their professional interactions.

Outcomes

Pacific’s general education mission of fostering self-understanding, citizenship and career development is advanced by the completion of three Pacific Seminars and the breadth program courses, all of which introduce students to the natural sciences, social sciences, humanities and arts and which develop the following intellectual and practical skills:

- written communication
- oral communication
- critical thinking
- research skills
- quantitative thinking
- cross-cultural awareness
- ethical reasoning
- civic responsibility
- aesthetic judgment

Coursework

The course of study described below is required for all students completing a bachelor’s degree or a first professional degree from the University. Students must complete three Pacific Seminars and a breadth program that ranges from six to nine courses, depending on the academic unit. Students must also satisfy the fundamental skills requirements in writing and quantitative analysis.

The Pacific Seminars

The Pacific Seminars are the distinctive feature of Pacific’s general education program and have received national attention by the Association of American Colleges and Universities (AAC&U). They focus on the question, “What is a Good Society”? The seminars are taught by faculty from all academic divisions (humanities, social sciences, and natural sciences) and academic units. PACS 001 and PACS 002 are taken in sequence during the first year, and Pacific is one of only a few universities in the nation that has a full first-year general education experience. PACS 003 is taken in the senior year and serves as a culminating general education experience.

Pacific Seminar 1: What is a Good Society?

(4 Units)

Pacific Seminar 1 (PACS 1) introduces students to the intellectual life of the University by exploring the intersection of who we are as individuals and who we are as communities. The course engages the critical tension between individual rights and social responsibilities as that tension manifests in issues such as identity, equality, and sustainability, among others.

PACS 1 is a shared intellectual experience, incorporating materials from the humanities, social sciences, and natural sciences. Students meet in small sections to discuss the readings and issues and develop their reading, writing, and critical thinking skills.

PACS 1 develops skills students will need to succeed in any field of study at the University and beyond. The course represents an introduction to general education in the best sense of the term: education for self-examination and engaged citizenship. Such grounding will help students develop the agency and flexibility necessary to navigate a rapidly changing political, social, and economic environment.

PACS 1 fulfills the University's College Level Writing Requirement. It requires 6,000-7,000 words of edited composition.

Students entering Pacific as freshmen must pass PACS 001 and PACS 002. There are no substitutions. The Pacific Seminars cannot be repeated if students earn a "D" or higher.

Pacific Seminar 2: Topical Seminars

(4 Units)

In the second semester of the freshman year, all students must take a Pacific Seminar II topical seminar. Whereas Pacific Seminar I (PACS 001) introduces students to aspects of the issue of a Good Society, the PACS 002 topical seminars focus in depth on a particular aspect of this issue. Some potential seminars are "War, Peace and Religion", "Science and Pseudoscience", "Catastrophes in World History", and "Crime, Punishment and Justice". The seminars are offered from virtually every department and academic unit on campus and will be some of the most innovative courses at Pacific. Students meet in small sections to discuss the readings and issues and develop their writing, critical thinking, and oral presentation skills. Students entering Pacific as freshman must pass PACS 001 and PACS 002. There are no substitutions. The Pacific Seminars cannot be repeated if students earn a "D" or higher. Prerequisite: Fundamental Skills Writing.

Pacific Seminar 3: What is an Ethical Life?

(3 Units)

In their senior year, students take **Pacific Seminar 3: What is an Ethical Life?** This course is a culminating general education experience and the final component of the university writing requirement. Students learn about and analyze ethical concepts and theories to understand better their moral development, moral values, and behavior. Students will analyze ethical issues in the contexts of family and friends, work, and political life. Faculty use narrative media-such as film, biography, and literature-to illustrate ethical issues. Students write an ethical autobiography to reflect back on their ethical development and anticipate ethical decisions they may encounter in their future roles as family members and friends, as part of the workforce, and as citizens and members of local, national, and global communities. Students must have completed 92 units to take PACS 3. Students in accelerated programs take PACS 3 in their last year as undergraduates.

Pacific Seminar Exemption Policy:

All students who enter the University as freshman must complete the three Pacific Seminars. Freshmen are required to take PACS 001 and PACS 002 in their first year, and PACS 003 in their last year. Students who enter Pacific having completed 28 or more units of transferable, classroom college work that appear on a college transcript, are exempt from taking PACS 001 and PACS 002 but must complete PACS 003. Students participating in the Freshman honors program should complete the honors section of PACS 001 regardless of the number of college units completed.

Students are not allowed to drop PACS 001 or PACS 002 for any reason, even if they plan to transfer to another college or university. Students who would benefit from special attention to writing skills or who place into WRIT 001 are deferred from the Pacific Seminar sequence until their sophomore year.

If students fail PACS 002, they can repeat a different PACS 002 course.

However, students must pass PACS 001 and PACS 002 in order to graduate. There are no substitutions. The Pacific Seminars cannot be repeated if students earn a "D" or higher and they must be taken for a letter grade.

PACS 003 must be taken in the senior year, which means students must have completed 92 or more units to take the course. Students in accelerated programs must take PACS 003 in their last year as undergraduates.

Transfer and Post Baccalaureate students must complete PACS 003.

The Breadth Program 6-9 Courses

(3 or 4 Units Each)

The general education program beyond the Pacific Seminars provides students with considerable choice but within a framework that ensures they gain essential knowledge and skills. With the help of their advisors, students choose courses in the breadth program that interest them or that relate to other courses in their planned course of study.

The Breadth Program requirements vary from School or College (see the table following the listing of the categories and sub-categories). All students must complete at least six courses, two from each of the three main categories listed below (I, II, and III); however, only one class can come from each subcategory or area (A, B, and C), and all students must complete a course in area III-A and in area III-B.

Students can satisfy subcategory IIIC by taking a second course in subcategory IIIA.

Students can take a maximum of two courses from a single department (as defined by subject code, e.g., HIST or ENGL or MPER) to satisfy the breadth requirement; however, there is an exception for area IIC since students may take three 1-unit courses in the same discipline of applied music or dance to meet the requirement. Courses in the breadth program component of the general education program normally have a value of three or four units.

Independent study courses cannot be used to satisfy general education requirements. Catalog year determines degree requirements; general education courses and transfer course articulations are subject to change. It is the responsibility of the student to be informed of any general education or transfer course articulation changes.

The structure of the breadth program is as follows:

Social and Behavioral Sciences

IA. Individual and Interpersonal Behavior
IB. U.S. Studies
IC. Global Studies
Arts and Humanities
IIA. Language and Literature
IIB. Worldviews and Ethics
IIC. Visual and Performing Arts
Natural Sciences and Mathematics
IIIA. Natural Sciences
IIIB. Mathematics and Formal Logic
IIIC. Science, Technology and Society or a second IIIA Natural Sciences course

The titles of the courses themselves are listed by category and subcategory later in this section.

The breadth program requirements for each School or College are listed in the table below. Contact the General Education Unit Coordinator in your unit for more information.

Category/Sub-category	BUSI	CONSCOP	EDU	ENGR/ COMP	PH	SIS
I.A Individual and interpersonal Behavior	X	Two of	X	Two of	Two of	X
I.B U.S. Studies	X	three areas	X	three areas	three areas	X
I.C Global Studies		areas	X	areas	areas	X
II.A Language and Literature	X	Two of	X	Two of	Two of	X
II.B Worldviews and Ethics	X	three areas	X	three areas	three areas	X
II.C Visual and Performing Arts	X	areas	X	areas	areas	X
III.A Natural Sciences	X	X	X	X	X	X
III.B Mathematics & Formal Logic	X	X	X	X	X	X
III.C Science, Technology, Society			X	X	X	

Students can satisfy GE requirements with a 4 or higher for Advanced Placement and a 5 or higher for Higher Level International Baccalaureate. A maximum of 28 units total from Advanced Placement, International Baccalaureate DANTES and/or CLEP test results may be applied toward a Pacific degree, including General Education breadth areas.

Fundamental Skills

As part of the general education program, all students are required to be competent in two fundamental skills at entrance: writing and quantitative analysis. Students may demonstrate competence in these skills in one of three ways:

1. Completion of approved, college-level courses at an accredited college or university;
2. Satisfactory performance on an approved, nationally administered examination; or
3. Satisfactory performance on examinations given at Pacific during new student orientation or shortly thereafter.

Students can meet these fundamental skills by taking course work to improve their skills as follows:

- Based on their writing placement, students will take a combination of writing courses (WRIT 001/WRIT 002 and/or PACS 001 with PACS 001P) to fulfill the writing requirement.
- To show competency in quantitative analysis (math), students must successfully complete MATH 005 (Intermediate Algebra), MATH 035 (Statistics) with a grade of C- or better, or complete an equivalent course from another accredited college or university with a grade of C or better during the first full year of study including summer sessions.
- Successful completion of course work in quantitative analysis and writing at Pacific requires a grade of C- or better. Course work taken in quantitative analysis or writing at another college or university requires a grade of C or better and must be approved in advance via a Transfer Course Approval form.
- Failure to make progress toward fulfilling Pacific's fundamental skills requirements during the first year of study is grounds for being placed on academic probation. Failure to satisfy the fundamental skills requirements (as summarized in the three points above) by the end of four semesters of full-time study at the University is grounds for academic disqualification.
- Students with documented disabilities that directly affect their mastery of these skills or students concurrently enrolled in an approved English-as-a-Second-Language (ESL) Program of instruction in reading and writing may seek a written extension of the deadline for demonstrating competence.
- The quantitative analysis (math) and writing requirements must be met before a student graduates with a bachelor's degree or a first professio

Requirements for Transfer Students

Fundamental Skills Requirements

Fundamental skills requirements for transfer students include writing and quantitative analysis (math). Students may demonstrate competence in these skills in one of three ways:

1. Completion of approved, college-level courses at an accredited college or university;
2. Satisfactory performance on an approved, nationally administered examination; or
3. Satisfactory performance on examinations given at Pacific during new student orientation or shortly thereafter. Placement tests taken by transfer students at their previous institution do not replace Pacific's assessments.

Breadth Program Requirements

Transfer students who completed the IGETC or CSU Breadth General Education requirements at a California Community College prior to enrolling at Pacific satisfy Pacific's General Education program, though they must complete PACS 003. *Students who have not completed the IGETC or CSU Breadth General Education requirements have their courses articulated for general education credit on a course by course basis.* General education courses taken by these students at their previous institutions which are of the same quality and equivalency as courses offered at Pacific do apply for breadth program requirements at Pacific.

Pacific Seminar Requirements

Transfer students who have completed 28 or more units of transferable, classroom college work that appear on a transcript must only complete PACS 003.

Individual schools and colleges may impose general education graduation requirements, including skills requirements, beyond the University's general education program.

Transfer students who entered the University prior to the 1993-94 academic year and who desire an evaluation of their records in regard to general education should contact the Office of the Registrar.

Requirements for Readmitted Students

Students who originally enter Pacific as a Freshman are required to complete PACS 001 and PACS 002, even if the student chooses to leave Pacific and applies for readmission at a later date. A student is held to the rules based on their original admission regardless of readmission at a later point in time. A freshman who leaves the university and applies for readmission later is not then treated as a transfer student, regardless of how many units the student is able to transfer to Pacific as part of their readmission. Students who withdraw from Pacific and complete either the CSU Breadth or UC IGETC General Education Program at a California community college will be exempt from PACS 001 and PACS 002, but they are required to complete PACS 003."

Requirements for Post Baccalaureate Students

Students who completed a Bachelor's degree elsewhere and who are seeking an additional Bachelor's degree at Pacific must only complete PACS 003 to satisfy the GE and Fundamental Skills requirements.

Breadth Course List for General Education

The courses listed below are approved as counting toward the breadth program requirement in each of the nine areas of the program. Students who satisfy II-C with one-unit dance or applied music courses must complete three courses in the same discipline. Although not always listed here, some "special topics" courses taught during a particular term may also be approved for general education. Some professional schools on campus have more restrictive requirements under which only some of the courses listed in each area count for students pursuing those professional programs.

The listing of general education courses being taught during a particular term can be found using the search for class by attribute function on Inside Pacific.

Catalog year determines degree requirements; however, general education (GE) courses and transfer course articulations are subject to change. It is the responsibility of the student to be informed of any GE or transfer course articulation changes.

I-A. Individual and Interpersonal Behavior

COMM 043	Introduction to Interpersonal Communication	3
COMM 117	Public Advocacy	4
ECON 053	Introductory Microeconomics	4
EDUC 100	Introduction to Language	4
GEND 011	Introduction to Gender Studies	4
HIST 064	A History of Alcohol and Intoxicants	4
PSYC 017	Abnormal and Clinical Psychology	4

PSYC 029	Developmental Psychology	4
PSYC 031	Introduction to Psychology	4
PSYC 066	Human Sexuality	4
SLPA 051	Introduction to Communication Disorders	3
SOCI 031	Deviant Behavior	4
SOCI 133	Criminology	4

I-B. United States Studies

BUSI 053	The Legal and Ethical Environment of Business	4
COMM 031	Media and Society	3
ECON 051	Economic Principles and Problems	3
ECON 055	Introductory Macroeconomics: Theory and Policy	4
ENGL 051	American Literature before 1865	4
ENGL 053	American Literature after 1865	4
ENGL 160	Blues, Jazz, and Literature	4
ENGL 161	Topics in American Ethnic Literature	4
ENGL 162	Asian American Literature	4
ETHN 011	Introduction to Ethnic Studies	4
HESP 141	Sport, Culture and U.S. Society	4
HIST 020	United States History I	4
HIST 021	United States History II	4
HIST 120	Native American History	4
HIST 133	Women in United States History	4
HIST 134	African-American History	4
MMGT 011	Music, Entertainment in U.S. Society	4
POLS 041	U.S. Government and Politics	4
RELI 143	Religion, Race, Justice in US	4
RELI 170	Bible in America	4
SOCI 021	Culture and Society	4
SOCI 041	Social Problems	4
SOCI 051	Introduction to Sociology	4
SOCI 125	Sociology of Health and Illness	4

I-C. Global Studies

ANTH 053	Cultural Anthropology	4
ASIA 124	Society, Gender and Culture in East Asia	4
CHIN 023	Intermediate Chinese, Third Semester	4
CHIN 025	Intermediate Chinese, Fourth Semester	4
CHIN 125	Advanced Chinese I	4
CLAS 051	Classical Mythology	4
CLAS 100	History of Ancient Greece	4
CLAS 102	History of Ancient Rome	4
COMM 143	Intercultural Communication	4
ENGL 063	Masterpieces of World Literature	4
FREN 023	Intermediate French, Third Semester	4
FREN 025	Intermediate French, Fourth Semester	4
FREN 122	La Francophonie	4
GERM 023	Intermediate German, Third Semester	4
GERM 025	Intermediate German, Fourth Semester	4
HIST 030	East Asian Civilization I	4
HIST 031	East Asian Civilization II	4
HIST 040	Colonialism in Latin America	4
HIST 041	The Problem with Latin America	4
HIST 061	Global History of Food	4
HIST 105	History of Ancient Greece	4
HIST 106	History of Ancient Rome	4

RELI 044	Sex, Sin, and Salvation	4	THEA 071	Beginning Acting	3
RELI 047	Unbelief: Atheism and Agnosticism	4	THEA 075	Expressive Movement	3
RELI 051	Classical Mythology	4	THEA 112	Playwriting	3
RELI 134	World Religions	4	THEA 134	Mask-Making	3
RELI 135	Asian Religious Traditions	4	III-A. Natural Sciences		
RELI 141	Animals, Religion, and Ethics	4	BIOL 011	Human Anatomy and Physiology	4
RELI 142	Business Ethics	4	BIOL 041	Introduction to Biology	4
RELI 145	Biomedical Ethics	4	BIOL 051	Principles of Biology	5
RELI 154	Buddhist Traditions	4	BIOL 061	Principles of Biology	5
II-C. Visual and Performing Arts			BIOL 076	Marine Biology	4
ARTH 007	Survey of World Art to 1400	4	BIOL 079	California Flora	4
ARTH 009	Survey of World Art After 1400	4	CHEM 023	Elements of Chemistry	4
ARTH 101	Design Thinking	4	CHEM 024	Fundamentals of Chem	4
ARTH 108	Renaissance Art and Architecture	4	CHEM 025	General Chemistry	5
ARTH 112	19th Century European Art	4	CHEM 027	General Chemistry	5
ARTH 114	20th Century Art and Film	4	GESC 043	Environmental Science for Informed Citizens	4
ARTH 116	Contemporary World Art 1945 to Present	4	GESC 051	Dynamic Planet	4
ARTH 120	Chinese Art History	4	GESC 053	Earth and Life Through Time	4
ARTH 122	Japanese Art History	4	GESC 057	Earth Systems Science	4
ARTS 003	Visual Arts Exploration	4	GESC 061	Geology of California	4
ARTS 005	Drawing	3	GESC 065	Regional Geology	4
ARTS 007	Principles of 2-D Design and Color	3	PHYS 017	Concepts of Physics	4
ARTS 009	Principles of 3-D Design	3	PHYS 021	Energy for Global Citizens	4
ARTS 023	Painting I	3	PHYS 023	General Physics I	5
ARTS 037	Sculpture	3	PHYS 025	General Physics II	5
ASIA 120	Asian Cinemas	4	PHYS 039	Physics of Music	4
CLAS 130	Greek Art and Architecture	4	PHYS 041	Astronomy	4
CLAS 132	Roman Art and Architecture	4	PHYS 053	Principles of Physics I	5
EDUC 142	Visual Arts in Education	3	PHYS 055	Principles of Physics II	5
ENGL 031	Aesthetics of Film	4	III-B. Mathematics and Formal Logic		
ENGL 117	Film Production	4	COMP 025	Computers and Information Processing	4
ENGL 121	Major Filmmakers	4	COMP 047	Discrete Math for Computer Science	4
ENGL 123	Film, Literature, and the Arts	4	COMP 051	Introduction to Computer Science	4
FREN 120	Le Cinema Francais/French Cinema in English	4	COMP 061	Introduction to Programming for Data Science	4
HIST 119	History Goes to Hollywood	4	HIST 066	Ancient Arithmetic	4
MCOM 002	Music Fundamentals	3	INTL 101	Social Science Research Methods	4
MHIS 005	Music Appreciation	4	MATH 033	Elements of Calculus	4
MHIS 007	Topics in American Popular Music	3	MATH 035	Elementary Statistical Inference	4
MPER 066	Jazz Ensemble (Note: 1 unit)	1	MATH 037	Introduction to Statistics and Probability	4
MPER 070	University Symphony Orchestra (Note: 1 unit)	1	MATH 039	Probability with Applications to Statistics	4
MPER 072	Symphonic Wind Ensemble (Note: 1 unit)	1	MATH 041	Pre-calculus	4
MPER 073	Concert Band (Note: 1 unit)	1	MATH 045	Introduction to Finite Mathematics and Calculus	4
MPER 082	The Oriana Choir (Women's Chorus) (Note: 1 unit)	1	MATH 051	Calculus I	4
MPER 083	University Chorus (Note: 1 unit)	1	MATH 053	Calculus II	4
MPER 084	Pacific Singers (Note: 1 unit)	1	MATH 055	Calculus III	4
MUJZ 008	Introduction to Jazz	3	MATH 064	Ancient Arithmetic	4
RELI 171	Religion and Cinema	4	MATH 072	Operations Research Models	4
RUSS 120	Contemporary Russian Film	4	PHIL 037	Introduction to Logic	4
SPAN 114	Cine hispano/Hispanic Film	4	POLS 133	Political Science Research	4
THEA 011	Introduction to the Theatre	4	PSYC 101	Research Methods and Statistics in Psychology I	5
THEA 051A	Ballet (Note: 1 unit)	1	III-C. Science, Technology and Society		
THEA 051B	Jazz (Note: 1 unit)	1	BIOL 035	Environment: Concepts and Issues	4
THEA 051C	Modern Dance (Note: 1 unit)	1	COMP 041	Great Ideas in Computing	4
THEA 051D	Tap (Note: 1 unit)	1	ENGL 039	Introduction to Digital Humanities	4

ENGL 126	Environment and Literature	4
ENGL 128	Science and Literature	4
ENST 041	Introduction to Environmental Studies	4
GESC 045	Soil, Water, and War	4
HESP 041	Health and Wellness for Life	4
HESP 045	Nutrition for Health	4
HIST 063	History of Science and Technology	4
HIST 167	Gender in the History of Science/Medicine/ Technology	4
PHIL 015	Introduction to Cognitive Science	4
PHIL 061	Philosophy of Science	4
PHIL 079	Sensation and Perception	4
PSYC 079	Sensation and Perception	4
RELI 039	Introduction to Digital Humanities	4
SOCI 111	Environment and Society	4
Any Second IIIA Course		

* HONR 041, HONR 043 and HONR 141 must all be taken to satisfy the General Education IIB requirement.

PACIFIC CORE COMPETENCIES

Core Competencies

The following are Pacific's university-wide undergraduate core competencies adopted in 2016:

- Critical Thinking
- Information Literacy
- Oral Communication
- Quantitative Reasoning
- Written Communication

The primary purpose of the core competencies is to support undergraduate teaching and learning at all three campuses of the University. These undergraduate core competencies are required by WSCUC but are defined for Pacific by the University Assessment Committee (UAC). Definitions of the core competencies can be found here (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Educational-Effectiveness/Assessment-of-Student-Learning/University-Wide-Core-Competencies.html>) on Pacific's website.

Pacific's commitment to using this common set of core competencies in support of student learning will:

- Give students, faculty, administration and staff a clear and concise understanding of the essential competencies of an undergraduate Pacific education;
- Create a more coherent educational experience for students as schools and divisions align with these competencies;
- Enable Pacific to assess undergraduate outcomes at the university-level to continuously improve teaching and learning.

The UAC is charged with coordinating the assessment of these competencies; however, it is the responsibility of each School/College, General Education, and the Division of Student Life to report how learning outcomes for their programs align with these competencies. Each academic degree program will have additional learning outcomes beyond the university-wide undergraduate competencies stated here. Schools and Divisions may also have additional learning outcomes common to all its programs.

THE BOARD OF REGENTS

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TUITION AND FEES

- Graduate/Undergraduate (p. 81)
- Professional (p. 81)

Graduate/Undergraduate

Arthur A. Dugoni School of Dentistry
Physician Assistant Studies

Gladys L. Benerd School of Education
All Graduate Programs

McGeorge School of Law
Master of Public Administration
Master of Public Policy
Master of Studies in Law

School of Engineering and Computer Science
All Graduate Programs

University College
Organizational Behavior

Professional

McGeorge School of Law
Juris Doctor
Doctor of Juridical Science
Master of Law

Tuition and Fees on this page are for the following graduate and undergraduate programs on the Sacramento campus.

Arthur A. Dugoni School of Dentistry
Physician Assistant Studies

Gladys L. Benerd School of Education
All Graduate Programs

McGeorge School of Law
Master of Public Administration
Master of Public Policy
Master of Studies in Law

School of Engineering and Computer Science
All Graduate Programs

University College
Organizational Behavior

The University of the Pacific is an independent institution. Each student is charged tuition that covers about three-fourths of the cost of services furnished by the University. The balance of these costs is met by income from endowment and by gifts from regents, parents, alumni, and other friends who are interested in the type of education this institution provides.

Overall Costs for the School Year

The annual expenses for a student at the University of the Pacific depends on a variety of factors. Tuition and fees are the same for

students regardless of their state or country of residence. Basic expenses are as follows:

Type	Cost
Tuition (1) per academic year 2018-2019, enrolled in 12 to 18 units in each semester	\$47,480
Wellness Center	\$280
ASUOP Student Fee	\$200
Activity & Recreation Fee	\$80
Room and Board	\$13,082
Total per academic year	\$61,122
School of Pharmacy and Health Sciences Annual Tuition (Eleven-month program, three terms)	\$76,443

¹ Arthur A. Dugoni School of Dentistry and McGeorge School of Law tuition and fee schedules are available in the Sacramento and San Francisco catalogs.

There are other fees and charges unique to certain programs. These fees or charges may be determined by contacting Student Accounts or the University office that administers those programs or activities in which the student intends to enroll or engage.

Expenses for books and supplies, special fees, and personal expenses usually average approximately \$5,157 annually.

The University reserves the right to change fees, modify its services or change its programs at any time and without prior notice.

Tuition – Undergraduate Students (per semester)

All schools except Pharmacy and Health Sciences

Type	Cost
Full-time (12 to 18 units)	\$23,740
Part-time (.5 to 8.5 units) per unit	\$1,638
Part-time (9 to 11.5 units) per unit	\$2,064
Excess units above 18 units, per unit	\$1,638
Engineering Co-op (full-time) Admitted prior to Fall 2016 tuition rate	\$11,870
Engineering Co-op (full-time) Admitted Fall 2016 tuition rate	\$5,936

Tuition – School of Pharmacy and Health Sciences (per term)

Type	Cost
Full-time (12 to 19 units)	\$25,481
Part-time (.5 to 8.5 units) per unit	\$1,756
Part-time (9 to 11.5 units) per unit	\$2,215
Excess units above 19 units, per unit	\$1,756
Pharmacy Clerkship Rotation (full-time)	\$25,481
Pharmacy Technology Fee	\$330

Pharmacy Professional Fee (1)	\$325
Physical Therapy Fee	\$150

¹ Required of all students enrolled in the professional program with 12 units or more.

Tuition – Graduate Students (per semester)

Type	Cost
All schools (16 to 18 units) plus applicable fees	\$23,740
All schools (.5 to 15.5 units) per unit, plus applicable fees	\$1,483
Excess units above 18 units, per unit	\$1,483
Physical Therapy (12 to 18 units), plus applicable fees (Fall, Spring, Summer Terms)	\$23,740
Physical Therapy (1 to 11.5 units)	\$1,483

General Fees (per semester)

Student Health Insurance Plan

Undergraduate Students \$1,226

Graduate and Professional Pharmacy Students \$1,592

Required for all students taking 9 or more units and for all international students with an F-1 Visa taking .5 units or more. It is optional for students enrolled in .5 to 8.5 units. The Student Health Insurance can be waived with proof of own health insurance if provided by the deadline and if the coverage meets University requirements.

Wellness Center Fee \$165

This fee is required for all students residing in University housing; and for all other students, both graduate and undergraduate, taking 9 units or more. It is optional for students enrolled in .5 to 8.5 units.

ASUOP Student Fee \$137

This fee is required for all undergraduate students residing in University housing and all undergraduates taking 9 units or more. It is optional for students enrolled in .5 to 8.5 units.

ASUOP Graduate Student Fee \$30

This fee is required for all graduate students and doctoral candidates taking 8.5 units or more. It is optional for students enrolled in .5 to 8.0 units.

Activity & Recreation Fee \$40

This fee is required for all students taking 9 units or more.

Course Audit Fee, per class \$50

Instructor permission is required. Auditing is not available in participation courses such as applied music, physical education, art courses of an applied nature, etc. The student must indicate a desire to audit the course at the time of registration.

Engineering/Computer Science Fee \$150

This fee is required for all students enrolled in the School of Engineering and Computer Science. Students are exempt from the fee while enrolled full time in the off-campus cooperative education program.

Business School Fee \$20

This fee is required for all Business Majors.

Conservatory Fee \$250

This fee is required for all Conservatory Majors.

Practice Room Fee \$10

This fee is required for all Conservatory Majors.

Applied Music Fees

Private lesson¹ fees vary by instrument and are based upon length of lesson. Fees range from \$70 to \$375. Please check with the Conservatory to determine appropriate charges. Applied music lessons must be arranged through the Conservatory Office.

¹ Private lessons and applied class lessons for non-music majors are available only if faculty loads permit and must be arranged through the Conservatory Office.

Special Fees

(Partial List)

Type	Cost
Transcript Fee	\$5
Matriculation Fee	\$100
Petition Fee	\$25
Graduate Continuing Education Fee	\$50
Non-refundable, Credit by Exam Fee	\$50
Additional fee for successful Credit By Exam results	\$200

Undergraduate Confirmation Deposit

A deposit of \$70 is required for all new students once notification of acceptance to the University has been received. The deposit is applied toward the student's tuition and is nonrefundable after May 1.

Housing Deposit

A deposit of \$200 is required for all new students who apply to reside in campus housing. This should be paid once notification of acceptance to the University has been received. The deposit is applied towards the student's housing charges and is nonrefundable after May 1.

Financial Responsibility

Registration, when accepted by the University of the Pacific, constitutes a financial agreement between the student and the University. Registration is considered complete when the bill has been settled. Tuition, fees and other charges the student incurs including but not limited to, housing, meal plans, and bookstore charges are added to the student account and are considered a loan for an educational benefit.

When you register for courses with the University of the Pacific, you are responsible for all "charges" as they become due. The charges include but are not limited to tuition, fees, room and board, meal plans, Laptop Agreement, bookstore charges and library charges (herein "charges"). These charges are for your educational benefit and if you fail to satisfy

your financial obligation to the University you will not be provided any benefits from the University. The benefits which may be terminated include but are not limited to, course registration, housing and meal plans, transcripts and diplomas. Any outstanding charges due on your student account will be transferred to a Student Note Loan balance with the Student Loan Department, of the University of the Pacific for servicing. This Student Note Loan balance is subject to daily interest, late fees, collection fees, credit bureau reporting and any legal fees or costs associated with any bankruptcy. Failure to pay these charges when due will result in loss of housing, suspension of meal plans, termination of enrolled student status and will result in being denied access to the deferred payment plan options. It is your responsibility to ensure that all financial aid is properly credited to your account. The University reserves the right to increase their fees and charges. Registration constitutes my agreement to all the forgoing terms and conditions.

You agree, in order for us to service your account or to collect any amounts you may owe, we may contact you by telephone at any telephone number associated with your account, including wireless telephone numbers, which could result in charges to you. We may also contact you by sending text messages or e-mails, using any e-mail address you provide to us. Methods of contact may include using pre-recorded/artificial voice messages and/or use of an automatic dialing device, as applicable. I have read this disclosure and agree that the University of the Pacific or its appointed agents may contact me as described above.

In order to receive a bill that includes tuition and fees prior to the payment deadline, you must early register for courses. Please note that students with delinquent accounts are not permitted to register. It is the students' responsibility to pay by the deadline, regardless of receiving a statement. Students can obtain their current account balance by logging into *insidePacific*. The University sends monthly electronic billing statements. Students receive a monthly email notifying them that their statement is ready for viewing. This statement notification email is also sent to any Authorized Users that the student establishes. Authorized Users do not have access to any other student information through this site. The billing statement can be printed from the computers located in the lobby of the Finance Center or by a request to the Student Accounts Office.

All electronic correspondence is sent to the student's u.pacific.edu email address.

A dispute of any charge on your student account must be submitted in writing to the Student Accounts Office within sixty days from the date of billing. If you fail to comply within the sixty day time period, you may forfeit your rights to dispute the charge in the future.

Payment of Bills

Tuition, fees, and room and board, if applicable, are due in full by the payment deadline. The payment deadlines are August 1st for the fall semester and January 1st for the spring semester for general students. Payment deadline information for other programs is available online on the Student Business Services website located at go.pacific.edu/studentaccounts. Any outstanding balances from prior semesters must be paid in full as well as the current semester payment, by the deadline. Students who have not yet registered can estimate their payment amount by utilizing the Calculation Worksheets available at the Student Business Services website. Payments for the intended enrollment must be made by the deadline, even if the student has not completed their course registration. Late fees will be assessed for payments received after

the deadline. Failure to complete financial obligations can result in the cancellation of registration.

The University offers two payment options. The first is payment in full of all charges, less any applicable financial aid, by the deadline. The second option is a four month payment plan. The Monthly Plan requires a 25% down payment in addition to a \$75 non-refundable, deferred fee per semester. Those who utilize the monthly payment plan must enroll **online** through *insidePacific* by the payment deadline. In order for a parent or guardian to enroll in the monthly payment plan, their student must officially establish them as an Authorized User. Subsequent monthly payments are due by the first of the month.

International students may **not** utilize the monthly payment plan. Payment in full is required by the payment deadline.

It is the student's responsibility to ensure that all financial aid is properly credited to his/her account.

Payments can be made by cash, paper check, money order, cashiers check, and electronic checks. Payments must be received by the deadline; postmarks are not acceptable. Payments by check or cash can be made in person at the Cashiers Office, located in the Finance Center. If making payment by mail, please send check or money order to the attention of Student Accounts. Please include the student's university identification number or send a copy of the statement, which can be downloaded and printed, in order to ensure proper payment application.

Students who have not paid in full, completed all financial aid requirements and/or enrolled in the monthly payment plan by the payment deadline, are assessed a \$150 late payment fee. A late fee of \$50 is assessed for any payments made after the due date.

Failure to make payments as agreed can result in the University of the Pacific canceling all financial arrangements, a student's registration, and denying all University services.

Any payment on the student account that is returned by a financial institution for any reason can lead to cancellation of registration. If registration is cancelled for the semester, the student will not receive credit for those courses. A returned payment fee of \$25 is assessed for the first returned payment. Any payment returned subsequently is assessed a \$35 returned payment fee. After two (2) returned payments, the University can suspend both electronic and paper check writing privileges and institute collection and/or legal actions against the payer. The student's account is then placed on a finance hold thus preventing the student from receiving any services from the University.

The University requires that all accounts be paid in full by the end of the semester. Any account that remains delinquent is transferred to the Student Loan Department for servicing. Once the account is transferred, the Student Account Note or balance is subject but not limited to, principal, interest, late charges, collection fees, credit bureau reporting, and any legal fees associated with the collection of the debt. In accordance with California state law, all unpaid balances accrue 10% interest, per annum, on the balance remaining on the date of transfer. Students are responsible for all fees associated in the collection of the debt. A student with a balance due to the University is not allowed any benefits from the University including but not limited to, registration for courses, copies of transcripts or diplomas, and utilization of University housing and meals, until the balance is paid in full. In addition, all institutional loans or other loans guaranteed by the Federal Government must be in good (current) standing and exit interviews completed prior to the release of diploma or transcripts.

If payments exceed charges on a student account, the account is said to have a credit balance. Credit balances are to be returned to the student based upon the method of payment. The student account is not to be used as a means for cash advances or payments to third parties. Upon request, credit balances resulting from cash payments will be refunded to the student. A credit balance that results from a check payment is refunded after 14 business days. Credit balances that result from *refundable* student loans and scholarships are also refunded upon request. All financial aid must be disbursed on the student account before a refund is processed. Refunds are issued on a weekly basis.

Refund of Tuition and Fees

The following refund schedule pertains only to tuition charges and is applicable when the student drops below full time enrollment or **officially withdraws** from the University. Students who intend to withdraw must notify the Office of the Registrar.

Refunds are based upon a percentage of calendar days. Calendar days of a semester may vary from semester to semester. For exact dates, please refer to the Student Accounts website or contact their office.

Notification and withdrawal before classes begin – No charge.

First day of classes until last day to add – \$150 clerical charge.

After 50% of calendar days no refund, 100% penalty.

Fees are non-refundable after the last day to add courses for the semester.

Housing and meal plan charges are refunded on a prorated basis as determined by the Office of Residential Life & Housing. Refunds are based upon per diem charges and actual approved check out date.

If the student reducing units or withdrawing from the University is a financial aid recipient, the student's financial aid award may be adjusted according to federal and state regulations and University policy. If the student has received more federal financial aid dollars than earned, the unearned aid must be returned to the federal financial aid program or programs from which it was paid. The funds remaining on the student account after federal financial aid is returned might not cover all the charges on the account. Any remaining balance is owed to the University and is due and payable immediately. The Financial Aid Office can provide additional information related to changes in financial aid awards.

Tuition and Fees on this page are for the following professional programs on the Sacramento campus.

McGeorge School of Law

Juris Doctor
 Doctor of Juridical Science
 Master of Law

- J.D. Program | Full-Time Division | Per Semester (p. 84)
- J.D. Program | Part-Time Division | Per Semester (p. 84)
- J.D. Program | Student Fees (p. 84)
- Graduate Programs | Per Semester (p. 85)
- Graduate Programs | Student Fees (p. 85)
- Miscellaneous Fees (p. 85)
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- International Payments (p. 86)
- Installment Plan (p. 87)
- Withdrawal & Transfer of Division (p. 87)
- Billing Schedule (p. 87)
- Refunds (p. 87)
- Course Add or Drop (p. 88)
- Disclaimer (p. 88)

J.D. Program | Full-Time Division | Per Semester

Type	Cost
12-17 units	\$25,606 per semester
Per Unit Charge*	\$1,742 per unit

*Students will only be allowed to enroll in less than twelve (12) units during their final semester and will be charged at a per unit rate of \$1,742 subject to approval from the Assistant Dean for Student Affairs.

J.D. Program | Part-Time Division | Per Semester

Type	Cost
8-10 units	\$17,006 per semester
Under 8 units /Over 10 units**	\$1,742 per unit
Summer Semester***	\$1,742 per unit

Students will only be allowed to enroll in less than eight (8) units during their final semester and will be charged at the per unit rate of \$1,742 subject to approval from the Assistant Dean of Student Affairs. Any units in excess of ten (10) units will be charged at the per unit rate of \$1,742. ***The traditional four-year evening program requires students to enroll in 2-5 units each summer at an additional per unit cost.

J.D. Program | Student Fees

Type	Cost
Student Government Fee (Fall \$50 / Spring \$50)	\$100
Student Health Insurance (TBD - See Sac Campus website for more information)	TBD
Estimated book/supply cost for Full Time JD per year	\$2,325
Estimated book/supply cost for Part Time JD per year	\$1,825
Estimated book/supply cost for Part Time JD Graduate programs per year	\$1,825

Health Insurance is a Mandatory Fee for all students enrolled in six (6) or more units. Students may opt out of the University provided health insurance by completing an online waiver, and providing acceptable proof of comparable health coverage by the announced deadline.

If you would like to "opt-out" of the plan and can provide proof of other comparable health insurance, you may waive participation in the plan by completing the Online Waiver Form available at www.pacific.edu/insuranceoffice.xml (<http://www.pacific.edu/insuranceoffice.xml>).

Please stop by the Business Office or call 916.739.7054 if you need assistance.

Graduate Programs | Per Semester

Type	Cost
M.P.A Students (\$1,307/unit)	\$15,684 per semester (12 units)
M.P.P. Students (\$1,307/unit)	\$15,684 per semester (12 units)
M.S.L. Students (\$1,307/unit)	\$16,991 per semester (13 units)
L.L.M Students (\$1,298/unit)	\$15,576 per semester (12 units)
J.S.D. Residency (\$1,298/unit)	\$5,192 per semester (4 units)
J.S.D. Candidacy (\$1,298/unit)	\$2,596 per semester (2 units)

Graduate Programs | Student Fees

Type	Cost
Additional Course Fees	If any additional fees exist they will be included in the course description in this catalog
Student Government Fee (Fall \$50.00 / Spring \$50.00)	\$100 per year
Student Health Insurance (TBD see Sac Campus website for more information)	TBD

Miscellaneous Fees

Type	Cost
Transcript Fee	\$5
Return Check Fee	\$25
Installment Payment Plan Set-Up Fee	Plan A - \$40 Plan B - \$50
Late Fee	2.5% of outstanding balance not to exceed \$100

Financial Responsibility Acceptance

All students are required to complete the Financial Responsibility acceptance for each term they register for classes. If you did not accept Financial Responsibility during the registration process for the current term, please follow these instructions to meet the requirement:

- Login to insidePacific (<https://inside.pacific.edu>)
- Select the Sacramento Students link
- Click on the Academic link
- Click the Begin Registration link
- Click on the Financial Acceptance link
- Select the current term in the drop-down beginning with Law (e.g., Law Spring 2018)
- Click on the "Submit" button
- Read statement and click on the "I Accept" button

In the event, you do not accept Financial Responsibility at the time of registration, or prior to classes beginning, your account will be placed on Financial Hold (FH), which will prohibit you from registering for courses and/or changing your registration.

Electronic acceptance of Financial Responsibility is the University's preferred method to meet this requirement, but in the unseen event of technical difficulties you can find a hard copy of the form here [Financial Responsibility Acceptance Form \(pdf\)](http://catalog.pacific.edu/sacramento/tuitionandfees/) (<http://catalog.pacific.edu/sacramento/tuitionandfees/>)

FINANCIAL_RESPONSIBILITY_ACCEPTANCE_FORM_McGeorge_MAL_6-22-2016.pdf
If you are unable to complete the form through insidePacific, please sign and date the hard copy and submit it to the Business Office for our records.

Payment Deadline

Enrollment constitutes a financial contract between you and the University of the Pacific, Sacramento campus. All tuition and fees for each semester are due no later than five (5) business days following the end of the Add/Drop period for that semester. Summer school tuition and fees are due on the first day of the session in which you are enrolled. If at any point during the semester you incur additional charges after the add/drop period, you must pay the balance due within five (5) business days. Failure to pay your balance or make a satisfactory payment arrangement with the University of the Pacific, Sacramento campus before the balance becomes past due will result in a late fee assessment. For more information on Housing related charges and penalties associated with failure to pay please see the section below on **Housing Payment Deadlines**.

Your rights to University of the Pacific, Sacramento campus services and benefits are contingent upon your making all payments in a timely manner as stated above. If payment of amounts owed to University of the Pacific Sacramento campus is not made when due, we have the right to administratively withdraw you, direct you not to attend class, withhold your grades, transcripts, diplomas, scholastic certificates, and not release your exams. Failure to maintain good financial standing with University of the Pacific Sacramento campus, as evidenced by failure to make timely payments of any and all balances due, will also result in denied participation in any deferred payment plans and/or some forms of institutional financial aid. Further, failure to maintain good financial standing may be reported to any state bar to which you may seek admission.

If you withdraw or are dismissed during the year, all outstanding obligations become due and payable on the termination date. No adjustment of tuition will be made for late enrollment, absences from class, leaves of absence for a portion of a semester, or when a student has been dismissed or suspended by official action of the University of the Pacific, Sacramento campus.

Housing Charges and Payment Deadlines

Rent is due on the 1st of each month. If your rent is not paid by the 5th of the month you will be assessed a late fee of \$20 by the Housing Office. Your account will be assessed an additional late fee for unpaid rent and other miscellaneous housing charges (garage fee, utilities, etc.) based on the schedule in the **Late Fee** section below. Please refer to your rental agreement for disciplinary actions for failure to pay.

Students with Loans

The Business Office will verify with the Financial Aid Office any amount of loan money you will be receiving if any. Upon verification of the loan proceeds, tuition that will be covered by the funds will be deferred until receipt of the funds. Loan funds will be applied directly to the tuition account for all courses for the term. Payment, for any portion not covered by loan disbursement, is due by the date specified in the Payment Deadline section below.

Method of Payment

Students may pay by e-check, paper check, cashier's check, cash, money order or credit card (Visa, MasterCard, Discover or American Express). If paying by credit card or e-check, you may process your payment through insidePacific. Payments in the form of cash, check or credit card can be made in person in the Business Office. Paper checks may be mailed to the Business Office. Please ensure to include the student's University ID on the check so it can be applied timely and accurately.

If you make any payments by credit/debit card (including, but not limited to tuition, fees, and housing charges) and additional financial aid is received after those payments were made, we are bound by our merchant agreement to refund credit card payments before issuing a refund to you. Any credit/debit card payments made within 180 days of the date the credit occurred on the account are returned first, and any additional credit is refunded to the student second.

International Payments

University of the Pacific partners with Western Union Business Solutions to provide international students an alternative method for paying student bills. This option allows payments to be made in the currency of choice (providing it is available in the Western Union currency list) and provides a simple and reliable way of initiating payments electronically.

University of the Pacific Policy Regarding Over Payments

University of the Pacific is not a financial institution. Payments directed to us should be rendered for the amount due based upon a University invoice, or the expected amount of tuition, institutional fees and on-campus housing while you are in attendance. Payments for off-campus housing or other personal living expenses should be directed to your personal bank account, not the University's bank account. **Please note: payments received in excess of the amount billed will either be placed on deposit for an upcoming semester, or the payment will be returned to the sender.** In the case of wire transfers, the wire transfer will be reversed to return funds back to the originating account.

International Funds Transfer (IFT)

International Funds Transfer (IFT) offers favorable exchange rates and eliminates bank fees typically charged for wire transfers. In ePay, payment in foreign currencies are made via Western Union Business Solutions and automatically posted to the student account once received. See International Funds Transfer (pdf).

Watch the video by clicking on the link below to help you learn how to make an (IFT) payment in CASHNet by going to insidePacific (referred to as our School Portal in the video).

- Learn more about how to use International Funds Transfer (YouTube) (<https://www.youtube.com/watch?v=etnQ81uS-vA>)

The video is available in the following languages:

- Cantonese (Vimeo) (<https://player.vimeo.com/video/136655116>)
- Mandarin (Vimeo) (<https://player.vimeo.com/video/138694138>)
- Spanish (YouTube) (<https://www.youtube.com/watch?v=wckM97dbtAY&feature=youtu.be>)

Click here ([http://business.westernunion.com/media\(58d28098-df21-47e6-9ab2-3d7c390ca303\)?download=false](http://business.westernunion.com/media(58d28098-df21-47e6-9ab2-3d7c390ca303)?download=false)) for the most updated Currency List.

Late Fees

Fee Amount: 2.5% late fee not to exceed \$100

Fall/Spring Fee Assessment Frequency: Tuition & fees are to be paid in full no later than five business days following the final day of the add/drop period for the current semester, or students must have an Installment Plan on file by the same date (five days after the add/drop period). Late fees will be assessed on the sixth business day after the final day of the add/drop period and every billing cycle thereafter on the entire balance due. Please see the billing cycle located in the **Billing** section. If there is a charge on your account that you are disputing you will need to notify the Business Office in writing (SAC_busoffice@pacific.edu) immediately to prevent a late fee from being assessed on the disputed amount.

Additional charges incurred by students following the final day of the add/drop period for the current semester are to be paid in full within five business days after the charges are posted to the student account. If a student has an Installment Plan on file in the Business Office they can add additional charges to the plan by completing an Installment Plan Amendment form within the five business days. Late fees will be assessed based on the following schedules:

Summer Session Late Fee Assessment Frequency: Tuition and fees are to be paid in full on the first day of the session. Pacific/Sacramento does not offer the deferred payment plan during the summer semester. Late fees will be assessed the next business day and every 30 days thereafter until the balance is paid.

On-Campus Summer 2018 Advanced trial Advocacy Session 1: *Payment due in full on May 15.*

On-Campus Summer 2018 Session 2: *Payment due in full on May 28*

On-Campus Summer 2018 Session 3: *Payment due in full on July 2.*

Summer Abroad Session Fee Assessment: Fees associated with the Salzburg Summer programs are due in full on the first day of the program. Pacific/Sacramento does not offer the deferred payment plan during the summer semester. Late fees will be assessed the following business day and every 30 days thereafter until the balance is paid in full.

Additional charges for any summer session that occurs after the first day of class are due the next business day after the charge is assessed on the student account. Late fees for additional charges will be assessed based upon the academic year billing cycles, which can be found under the **Billing** section of this document.

Late Fee Grievance: All grievances relating to late fees are to be made by completing a **Late Fee Grievance Form** and submitting the form to the Business Office for consideration. All balances, less the late fee in dispute and any charge that you have notified the Business Office that you are disputing, must be paid in full prior to submitting a late fee grievance form. Forms can be emailed, faxed or delivered in person to the Business Office. Forms will be processed within five business days of receipt and an email notification will be sent to the students' Pacific email account regarding the decision.

Installment Plan

Installment Plans for Academic Year 2017-2018

Installment Plan: An installment plan to pay tuition and fees is offered to all students except for those who are attending McGeorge on an F-1 or J-1 visa. Each student that elects to participate in the Installment Payment Plan must sign a contract with the Business Office by the dates outlined below. Students who receive Financial Aid may also elect to participate in this plan to pay off any remaining balance on tuition and fees. Additional charges incurred after the set-up of the installment plan can be added by completing an **Installment Plan Amendment Form** with the Business Office. The Business Office will not make any changes to contracts unless the amendment form has been submitted and approved. If the Installment Plan Amendment Form is not completed the additional charges are due in full no later than five business days after the charge has been posted to the students' account.

If there is a failure to make any of the scheduled payments, as outlined by the signed contract, University of the Sacramento campus will assess a late fee, withdraw the student from the current term and may declare the unpaid balance to be in default and demand immediate payment of the entire unpaid balance including: principal, accrued interest, late fees and any applicable collection fee's. Collection costs shall not exceed 30% of the principal, interest and late fees at the time of acceleration.

Because of the short time frame, we do not offer Installment Plans during the summer sessions.

Installment Plan A: This installment plan allows the student to pay tuition and fees in four equal installments. There is a \$40 set-up fee and the student must elect to participate in this plan by the dates in the schedules below:

Fall 2018 Installment Plan A Due Dates

Spring 2019 Installment Plan A Due Dates

Installment Plan B: This installment plan allows the student to pay tuition and fees in three installments. There is a \$50 set-up fee and the student must elect to participate in this plan by the dates in the schedules below:

Fall 2018 Installment Plan B Due Dates & Payment Amounts

Spring 2019 Installment Plan B Due Dates & Payment Amounts

¹ Late fees are 2.5% (not to exceed \$100).

Withdrawal & Transfer of Division

Students who withdraw or transfer divisions after a semester begins will have their tuition adjusted according to the schedule below. Students who change divisions and who receive institutional scholarships will have their scholarship reduced/prorated using the percentage of tuition charges below. Please see the financial aid office before making a final decision to ensure you understand your financial obligations.

Fall/Spring Semester

- Week 1 = 100% Refund
- Week 2 = 60% Refund
- Week 3 = 40% Refund
- Week 4 = 25% Refund
- Week 5 and after = 0% Refund

Summer Sessions

- Day 1 = 100% Refund
- Day 2 = 60% Refund
- Day 3 = 40% Refund
- Day 4 = 25% Refund
- Day 5 and after = 0% Refund

Billing Schedule

Bills are generated electronically based on the schedule below. If you have an outstanding bill or have had activity within the previous month, an electronic statement will be generated and an email will be sent to your University of the Pacific account. A "dynamic" bill which provides detail of all your student account activity can be viewed at any time by logging onto insidePacific.

Academic Year 2017-2018 Billing Cycle Dates

Summer 2018 Billing Cycle Due Dates

Academic Year 2018-2019 Billing Cycle Dates

Disclaimer – These are projected billing dates. The University reserves the right to modify these dates at any time and without prior notice.

Refunds

If payments are made by credit/debit card (including, but not limited to tuition, fees and housing charges) and additional financial aid is received after those payments were made, we are bound by our merchant agreement to refund credit card payments before issuing a refund to you. Any credit/debit card payments made within 180 days of the date the credit occurred on the account are returned first, and any additional credit is refunded to the student second.

Any credit balance on your account, which is not impacted by our credit card merchant agreement or as a result of an IFT or wire payment for personal expenses (please see the University policy regarding overpayments above), will be returned to you in the form of a Refund Disbursement; At the beginning of each semester, the McGeorge Business office will begin to process student refunds after the Add/Drop period has ended (typically the second week of the semester). During the rest of the semester, the Business Office refund disbursement schedule will follow the University of the Pacific's check runs which occur on Monday and Wednesday nights. Refunds generated as a result of net financial aid will be mailed to your mailing address on file with the Office of the Registrar. Please allow a delay of up to five (5) business days to receive Refund Disbursements via a paper check. Students that elect to receive Direct Deposit of these disbursements will receive the money typically within three (3) business days. All charges must be paid in full before refunds can be issued from any form of financial aid.

Title IV Authorization to Release Non-Institutional Charges (and prior year charges) Form

In order to use financial aid to cover any charges not directly related to taking a class such as health insurance, bookstore charges, library fines, student locker fees, parking fees, card replacement fees, or returned check fees, the McGeorge Business office must have a completed Title IV Authorization Form (pdf) (<http://mcgeorge.edu/Documents/Forms/McGTitleIVAuthorization.pdf>) prior to funding being disbursed.

Course Add or Drop

Students can add/drop a course during the first week of each semester without penalty, or on the first day of each Summer session. Please note that additional tuition charges may result from add/drop actions.

Disclaimer

University of the Pacific, Sacramento campus reserves the right to change fees, modify its services, or change its programs at any time and without prior notification being given.

Questions?

Building: Administration

Phone: 916.739.7054

Hours: Monday, Tuesday, Thursday and Friday from 8:30 a.m. to 5 p.m.,
Wednesday from 8:30 a.m. to 6 p.m.

Address: 3200 Fifth Ave., Sacramento, CA 95817

Map View: Business Office Map (http://mcgeorge.edu/Future_Students/Life_at_McGeorge/The_Campus/Map/Business_Office_Map.htm)

Fax: 916.739.7134

Email: sac_busoffice@pacific.edu

UNIVERSITY ADMINISTRATION

The Administration

Title	Name
President	Pamela A. Eibeck
Provost and Executive Vice President for Academic Affairs	Maria G. Pallavicini
Vice President for Business and Finance	Kenneth Mullen
Vice President for Student Life	Patrick K. Day
Vice President for University Development and Alumni Relations	Burnie Atterbury
General Counsel and Secretary to the Board of Regents	Kevin Mills
Vice President for Technology and Chief Information Officer	Art Sprecher
Associate Vice President for Marketing and Communications	Marge Grey
Associate Vice President for External Relations, Strategic Partnerships and Presidential Initiatives	Stacy McAfee
Associate Vice President for Planning	Linda Buckley
Director of Institutional Research	Mike Rogers
Director of Intercollegiate Athletics	Ted Leland

Office of the Provost

Title	Name
Provost and Executive Vice President for Academic Affairs	Maria G. Pallavicini
Associate Vice President and Vice Provost for Enrollment Management	TBD
Vice Provost for Faculty Affairs	Berit Gunderson
Vice Provost for Undergraduate Education	Edith Sparks
Vice Provost for Strategy and Educational Effectiveness	Cyd Jenefsky
Associate Provost of Research	James Uchizono
Assistant Provost for Resource Management	Carrie J. Darnall
Assistant Provost for Diversity	Joan Lin-Cereghino
Chief of Staff to the Provost	Jared B. Gaynor
Assistant Vice Provost and Director of Admission	Christopher Krzak
Assistant Vice Provost and Executive Director of Financial Aid	S. Lynn Fox
Assistant Vice Provost for Enrollment Management and Director of Summer Sessions	Elisa Anders
Director, Center for Teaching and Learning	Lott Hill
Director, International Programs and Services	Ryan Griffith

University Registrar
Margo Landy

School and College Deans

Title	Name
Dean, College of the Pacific	Rena Fraden
Senior Associate Dean	Gregg Jongeward
Associate Dean and Director of General Education	Gesine Gerhard
Assistant Dean	Marcia Hernandez
Dean, Conservatory of Music	Peter Witte
Dean, Eberhardt School of Business (Interim)	David Dauwalder
Associate Dean, Academic Programs	Cynthia Eakin
Dean, Gladys L. Benerd School of Education	Vanessa Sheared
Associate Dean	Dymanek Mitchell
Dean, School of Engineering and Computer Science	Steven Howell
Associate Dean	Jennifer Ross
Assistant Dean	Gary R. Martin
Dean, Thomas J. Long School of Pharmacy and Health Sciences	Phillip Oppenheimer
Associate Dean for Academic Affairs	Eric Boyce
Associate Dean for Graduate Education and Research	Xiaoling Li
Associate Dean for Student Affairs and Organizations	Denis Meerdink
Associate Dean for Professional Programs	Allen Shek
Assistant Dean for External Relations	Nancy DeGuire
Associate Dean for Operations	Linda Norton
Assistant Dean for Pre-Pharmacy and Pre-Health Affairs	Marcus Ravnar
Dean, Graduate School	Thomas Naehr
Dean, Pacific McGeorge School of Law	Michael Schwartz
Associate Dean, Academic Affairs	Michael Colatrella Jr.
Associate Dean for Strategic Initiatives	Clark Kelso
Associate Dean, Faculty Scholarship	Raquel Aldana
Assistant Dean, Administration and Resource Management	Elisa Levy
Assistant Dean, Advancement, External Relations and Career Development	Mindy Danovaro

Assistant Dean, Law Library and Graduate and International Programs (Interim)	James Wirrell
Assistant Dean, Student Affairs	Mary McGuire
Assistant Dean, Admissions, Diversity Initiative and Financial Aid	Tracy Simmons
Dean, Arthur A. Dugoni School of Dentistry	Nader A. Nadershahi
Dean Emeritus	Arthur A. Dugoni
Executive Associate Dean, Associate Dean for Academic Affairs (Acting)	Richard E. Fredekind
Associate Dean, Administration	Eddie K. Hayashida
Associate Dean, Clinical Services	Sigmund H. Abelson
Associate Dean, Development	Jeff Rhode
Associate Dean, Fiscal Services	Edward Pegueros
Associate Dean, Student Services	Kathy Candito
Assistant Dean, Academic Affairs	Daniel J. Bender
Dean, University Library	Mary Somerville
Dean, University College	Patricia Campbell

Office of Vice President for Business and Finance

Title	Name
Vice President for Business and Finance	Kenneth M. Mullen
Associate Vice President for Business and Finance	Ron Ellison
Assistant Vice President, Chief Investment Officer	Jol Manilay
Assistant Vice President, Facilities	Graeme Mitchell
Assistant Vice President, Human Resources	Greg Walters
Executive Director, Facilities Planning and Construction	Priscilla Meckley-Archuleta
Associate Controller	Audrey George
Director, Budget	Jonallie Parra
Director, Internal Audit	Randy Schwantes
Director, Procurement Services	Ronda Marr
Director, Risk Management	Roberta Martoza
Director, Student Business Services	Suzette Calderone
Director, Sacramento Campus	Patrick Faverty
Director, San Francisco Campus	Kara Bell
Director, University Payroll	Tara Juano

Assistant Director, Learning and Development	Shani Richards
Interim Director, Facilities Support Services	Mike Lawrie
Bookstore Manager	Nicole Castillo

Office of Vice President for External Relations

Title	Name
Associate Vice President for External Relations, Strategic Partnerships and Presidential Initiatives	Stacy McAfee
Director of Special Events	Steve Whyte

Office of the Vice President for Development and Alumni Relations

Title	Name
Vice President	Burnie Atterbury
Associate Vice President University Development and Alumni Relations	Cathy Wooten
Associate Vice President Development	Bill Johnson
Assistant Vice President Development	Scott Biedermann
Assistant Vice President Advancement Operations	Scott Rivinius
Executive Director Alumni Relations	Kelli Page

Office of Vice President for Student Life

Title	Name
Vice President for Student Life	Patrick K. Day
Associate Vice President/Dean of Students	Rhonda Bryant
Senior Associate VP for Leadership, Diversity and Community Engagement	Steven Jacobson
Assistant Vice President, Health and Wellness	Lynn King
Assistant VP/Executive Director, Career Development	Tom Vecchione
Dean of Religious Life	Joel Lohr
Associate Dean, Student Conduct and Community Standards	Heather Dunn-Carlton
Executive Director, Assessment and Student Development Services	Sandra Mahoney
Executive Director, Educational Equity Programs	Anita Bautista
Executive Director, New Student and Family Programs	Linda Dempsey
Executive Director, Public Safety	Mike Belcher
Executive Director, Residential Life and Housing	TBD
Interim Director, Health Services	Lynn King
Director, Campus Career Partnerships	Deb Crane

Director, Center for Community Involvement	Erin Rausch
Director, Community Involvement Program	Allison Dumas
Director, Corporate & Employer Engagement	Chris Haruta
Director, Counseling Services	Stacie Turks
Director, Dining Services	Sia Mohsenzadegan
Director, Finance and Administration	Breann Northcutt
Director, Housing Operations and Technology	Michael Krieger
Director, Intercultural Student Success (formerly known as Multicultural Affairs)	TBD
Director, Recreation Program Services and Facilities	Marc Falkenstein
Director, Residential Life and Student Engagement	Dan Ocampo
Director, Services for Students with Disabilities	Danny Nuss
Director, Student Involvement	Dave Crafts
Director, University Bookstore	Nicole Castillo
Director, Upward Bound Program	Rosa Montes
Director, Wellness	Liz Thompson
Director, Women's Resource Center	Shannon Schipper

UNIVERSITY POLICY ON DISCLOSURE OF STUDENT RECORDS

Family Educational Rights and Privacy Act (Buckley Amendment)

The University of the Pacific complies with The Family Educational Rights and Privacy Act (abbreviated FERPA and formerly known as the Buckley Amendment). Educational institutions are required to annually notify enrolled students of their rights under the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. This page fulfills this obligation and serves as the annual FERPA notification to students at the University of the Pacific, by providing information about the university policy and students' rights with respect to their education records.

"Student" means an individual who is or who has been in attendance at University of the Pacific. A student or resident's FERPA rights begin when the student or resident registers and attends his/her first class. It does not include any applicant for admission to the university who does not matriculate, even if he or she previously attended the university. (Please note, however, that such an applicant would be considered a "student" with respect to his or her records relating to that previous attendance. Students or residents who originally sought admission to one program of study at the university and are denied, but subsequently are admitted and enrolled in a different program of study, have FERPA rights only in their admitted and enrolled program of study.) "Education records" include those records that contain information directly related to a student and that are maintained as official working files by the University. Examples of records that are **not** education records are records about students made by instructors, professors and administrators for their own use and not shown to others; campus police records maintained solely for law enforcement purposes and kept separate from the education records described above; employment records, except where a currently enrolled student is employed as a result of his or her status as a student; records of a physician, psychologist, or other recognized professional or paraprofessional made or used only for treatment purposes and available only to persons providing treatment; records that contain only information relating to a person's activities after that person is no longer a student at the university.

It is the policy of the university (1) to permit students to inspect their education records, (2) to limit disclosure of personally identifiable information from education records without students' prior written consent, and (3) to provide students the opportunity to seek correction of their education records where appropriate. A student alleging university noncompliance with the Family Educational Rights and Privacy Act has the right to file a written complaint with the Family Policy Compliance Office:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

1. Students have the right to inspect and review their education records within 45 days after the day that University of the Pacific receives the request for access.

Each student has a right of access to his or her education records, except confidential letters of recommendation received prior to January 1, 1975, and financial records of the student's parents. A student may, by a signed writing, waive his or her right of access to confidential recommendations in three areas: admission to any educational institution, job placement, and receipt of honors and awards. The

university does not require such waivers as a condition for admission or receipt of any service or benefit. If the student chooses to waive his or her right of access, he or she is notified, upon written request, of the names of all persons making confidential recommendations. Such recommendations are used only for the purpose for which they were specifically intended. A waiver may be revoked in writing at any time, and the revocation applies to all subsequent recommendations, but not to recommendations received while the waiver was in effect.

Procedure to be Followed:

Requests for access should be made in writing to the Office of the Registrar, and should specify the record(s) the student wishes to inspect. The University complies with a request for access within a reasonable time, at least within 45 days. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. University of the Pacific limits disclosure of personally identifiable information from education records unless it has the student's prior written consent, subject to the following limitations and exclusions.

Directory Information. In accordance with the FERPA, the University has the right to release Directory Information without the student's or resident's prior written consent. The University gives annual public notice to students of the categories of information designated as directory information. This information may appear in public documents or otherwise be disclosed even in the absence of consent unless the student files written notice requesting the University not to disclose any of the categories by the opt-out date, which is three weeks after the first day of the first term of enrollment. While students may opt out at any point subsequent to the opt-out date, late opt-outs will not apply retroactively to information previously released. To block the release of this information ('opt out'), a student must submit a Request for Non-Release of Directory Information Form (<http://www.pacific.edu/Documents/registrar/acrobat/ferpa-non-release-directory-info.pdf>). The University of the Pacific has designated as "directory information" the following items.

- Student's name
- University ID number
- Mailing and local address
- Telephone number
- E-mail address
- Photograph/Video
- Date and place of birth
- Degrees, honors, and awards
- Major field of study
- Grade level
- Dates of attendance, including matriculation and graduation
- Enrollment status (undergraduate, predoctoral, graduate, full-, part-time)
- Most recent educational agency or institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

University Officials. One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests. At Pacific, "University official" is defined as (1) a person employed by the University or in an administrative, supervisory, academic

or research, or support staff position (including law enforcement unit personnel and health staff); (2) a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); (3) a person serving on the Board of Regents; (4) a student serving on an official University committee (academic, grievance, or disciplinary) or assisting another University official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for University of the Pacific.

Prior Consent Not Required. FERPA allows additional exceptions to the written consent requirement for disclosure of education records to third parties. Some of these exceptions are listed below:

- To officials of another school in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.
- In response to a court order or subpoena, the University makes reasonable efforts to notify the student before complying with the court order.
- Appropriate parties in connection with an emergency, where knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- Parents of a student who is a dependent for income tax purposes. (Note: The University may require documentation of dependent status such as copies of income tax forms.)
- Accrediting organizations for purposes necessary to carry out their functions;
- Organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. The studies are conducted so as not to permit personal identification of students to outsiders, and the information is destroyed when no longer needed for these purposes;
- State and local officials to which such information is specifically required to be reported.
- Authorized persons and organizations that are given work in connection with a student's application for, or receipt of, financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms and conditions;
- Authorized representatives of the Comptroller General of the U.S., the Secretary of Education, the Secretary of the Department of Health and Human Services, the Director of the National Institute of Education, the Administrator of the Veterans' Administration, but only in connection with the audit or evaluation of federally supported education programs, or in connection with the enforcement of or compliance with Federal legal requirements relating to these programs. Subject to controlling Federal law or prior consent, these officials protect information received so as not to permit personal identification of students to outsiders and destroy such information when it is no longer needed for these purposes;

Prior Consent Required. Where FERPA does not allow exceptions to the written consent requirement, the University does not release personally identifiable information in education records or allow access to those records without prior consent of the student. Unless disclosure is to the student himself or herself, the consent must be written, signed, and dated, and must specify the records to be disclosed, the identity of the

recipient, and the purpose of disclosure. A copy of the record disclosed is provided to the student upon request and at his or her expense.

The University, along with the student's education records, maintains a record for each request and each disclosure, except for the following:

1. disclosures to the student himself or herself;
2. disclosures pursuant to the written consent of the student (the written consent itself suffices as a record);
3. disclosures to school officials of the University.
4. disclosures of directory information.

This record of disclosures may be inspected by the student, the official custodian of the records, and other university and governmental officials.

3. University of the Pacific provides students the opportunity to seek correction of their education records.

A student who believes that information contained in his or her education records is inaccurate, misleading, or violative of privacy or other rights may submit a written request to the Office of the Registrar specifying the document(s) being challenged and the basis for the complaint. The request will be sent to the person responsible for any amendments to the record in question. Within a reasonable period of time of receipt of the request, the University decides whether to amend the records in accordance with the request. If the decision is to refuse to amend, the student is so notified and is advised of the right to a hearing. He or she may then exercise that right by written request to the Office of the Registrar. Within a reasonable time of receipt of the request, the student will be notified in writing of the date, place, and time reasonably in advance of the hearing. The hearing will be conducted by a university official who does not have a direct interest in the outcome. The student will have a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney. Within a reasonable period of time after the conclusion of the hearing, the University will notify the student in writing of its decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. If the University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the University will amend the records accordingly. If, as a result of the hearing, the University decides that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, the University will inform the student of the right to place in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the University's decision. Any such explanation will be kept as part of the student's record as long as the contested portion of the record is kept and will be disclosed whenever the contested portion of the record is disclosed.

WORK-STUDY

University of the Pacific participates in the Federal Work-Study program, which provides employment opportunities for students who demonstrate financial need.

ARTHUR A. DUGONI SCHOOL OF DENTISTRY

<http://www.dental.pacific.edu>

Phone: (415) 929-6400

Dean: Nader A. Nadershahi, DDS, MBA, EdD

The Arthur A. Dugoni School of Dentistry is a fully-accredited professional school that offers the Doctor of Dental Surgery degree. The 36-month program prepares graduates to provide quality dental care and to supplement and adapt their knowledge and skills throughout their professional lives. The school prides itself on producing competent general dentists in a humanistic environment who have a reputation for high standards of clinical excellence and are active and successful members of the profession. The school's vision is to lead the improvement of health and wellness through innovation in programs, partnerships, and people, and is supported in its mission by its core values of humanism, innovation, leadership, reflection, stewardship, collaboration, and philanthropy.

The dental program, located on the downtown San Francisco campus, includes biomedical and behavioral science, laboratory, preclinical, and clinical instruction as well as research and community service opportunities. The school also has a teaching clinic in Union City.

In addition to the Doctor of Dental Surgery degree, the School of Dentistry has postdoctoral residency programs in orthodontics and endodontology that lead to a certificate and the degree of Master of Science in Dentistry; a post-doctoral residency program in oral and maxillofacial surgery that leads to a certificate; an International Dental Studies program which grants a DDS degree after two years of training to individuals who have graduated from a foreign dental school; a baccalaureate program in dental hygiene offered in conjunction with the College of the Pacific; and a postdoctoral residency program in Advanced Education in General Dentistry (AEGD) in Union City that leads to a certificate.

The School of Dentistry is a member of the American Dental Education Association (ADEA) and its educational programs are fully accredited by the Commission on Dental Accreditation.

Mission

The mission of the School of Dentistry is to:

- Prepare oral healthcare providers for scientifically based practice
- Define new standards for education
- Provide patient-centered care
- Discover and disseminate knowledge
- Actualize individual potential
- Develop and promote policies addressing the needs of society

The values listed below support the defining characteristic of the school's educational model: humanism.

- Courage: willing to take risks, doing what is right, not easy
- Empowerment: supporting and inspiring individuals to fulfill their potential
- Excellence: achieving the highest quality in all that we do
- Innovation: imagining and applying bold, creative approaches
- Integrity: exemplifying the highest personal and professional ethical principles

- Leadership: inspiring through vision and challenging others to effect positive change

Curriculum

Basic biomedical, pre-clinical, and clinical subjects are combined with applied behavioral sciences in an integrated, multi-disciplinary program that prepares graduates to provide quality care to the public and to enter a changing world that requires them to supplement and adapt existing knowledge, skills, and technology. The 36-month curriculum that leads to the degree of Doctor of Dental Surgery begins in July and is divided into 12 quarters, each consisting of 10 weeks of instruction, one week of examinations, and a vacation period of between one and four weeks.

During the first quarter, students practice use of dental instruments and materials, develop a working position and posture that uses direct and indirect vision, and hone basic dental hand skills. Integrated biomedical science instruction in anatomy, biochemistry, physiology, pharmacology, and microbiology is offered in the first eight quarters, followed by multi-disciplinary, integrated presentations of basic science foundations for clinical topics such as the importance of saliva, tissue aging, nutrition, and infection control. Throughout the program, students apply basic sciences foundational knowledge to clinical problems using the scientific method of inquiry.

Integrated pre-clinical instruction takes place in the first four quarters with students learning to work from a seated position in the preclinical simulation clinic and with a chair-side assistant in conjunction with pediatric dental practice. Clinical work with patients is initiated in the fifth quarter.

The school's comprehensive patient care philosophy is based on the concept of private dental practice where the student assumes responsibility for assigned patients' treatment, consultation, and referral for specialty care. Second-year students practice clinical dentistry 15 hours per week; during the third year the number of clinical hours increases to 27 per week (evening clinic appointments supplement patient care opportunities and are available to second- and third-year students). In the clinic, students learn to provide comprehensive dental care under the direction of a Group Practice Leader and multi-disciplinary faculty from diagnostic sciences, periodontics, restorative dentistry, endodontics, orthodontics, and removable prosthodontics. Oral and maxillofacial surgery, pediatric dentistry, and radiology are learned in respective specialty clinics. Students participate with faculty and orthodontic residents in adjunctive orthodontic care and oral development clinics.

Advanced clinical dentistry and evaluation of new developments and topics that involve several disciplines are learned in the third-year in conjunction with patient care. Second- and third-year students participate in 90 hours of patient care clinics located in treatment facilities in Northern California that includes hospitals, community clinics, and skilled nursing facilities. At extramural clinic sites students are supervised by Pacific faculty in conditions that more closely resemble private practice. Students typically treat 4-6 patients per day. Rotations at these sites occur weekdays during the academic year, weekends, and vacation periods. Students typically find these experiences highly educational, and learn how to provide patient care in a more condensed time-frame.

Behavioral science aspects of human and practice management, critical thinking, ethics, and dental jurisprudence are woven throughout the curriculum. Epidemiology and demography of the older population, basic

processes of aging and dental management of hospitalized patients, geriatric patients and those with the most common disabling conditions are studied in the third year.

Students are counseled individually with regard to establishing a practice and applying for postgraduate education. A weekend conference devoted to new developments in dentistry serves to acquaint students with opportunities for postgraduate education and with alumni views of the realities of dental practice.

Admission Requirements

Basic requirements for admission to the course of study that leads to the degree of Doctor of Dental Surgery: completion of required pre-dental education, minimum 40 hours of dental shadowing experience, completion of the Dental Admission Test (DAT), submission of complete application materials through the American Dental Education Association's Application Service (AADSAS), and appearance at the school for a personal interview.

The Dugoni School utilizes a holistic application review process where it considers not only an applicant's academic performance, GPA and DAT scores, but also personal characteristics, leadership/life experiences, extra-curricular activities, and potential for academic, clinical, and professional success as determined by the admissions interview and information provided in the AADSAS application.

Pre-dental education must be completed at a college or university from which subject matter is accepted for credit toward advanced standing at University of the Pacific or universities with equal standing. At least three years of collegiate work, including 135 quarter or 90 semester units, is recommended. Courses from a community college are acceptable if they are transferable as equivalent to pre-dental courses at a four-year college.

Students are encouraged to develop their course of study with the assistance of a pre-dental advisor. Pre-dental advisors can identify courses that meet School of Dentistry requirements and help prepare individuals for the rigors of professional education and practice. They are also aware of courses that would best prepare a student for competitive scores on the Dental Admission Test (DAT).

Number of Required Pre-dental Courses

Biological Sciences with Laboratory*	4
General Physics with Laboratory	2
Inorganic Chemistry with Laboratory	2
Organic Chemistry*	2
English Composition, Communication or Speech **	2

* Predental students are advised to complete one course in anatomy or physiology as part of the biological sciences requirement. The admissions committee requires applicants to complete two semesters of organic chemistry or, upon direction of the predental advisor, one semester each of organic chemistry and biochemistry.

** One course in composition or technical writing is required. Other courses should develop written or verbal communication skills. Courses in English as a Second Language (ESL) do not meet this requirement.

Pass/Fail evaluations in required subjects are unacceptable unless accompanied by a narrative transcript provided by the awarding school.

Although it is recommended that applicants have a baccalaureate degree, no specific major is required or preferred. Upper-division courses that extend knowledge of required subjects and/or those in areas such

as economics, computer science, business administration and the humanities are recommended.

The Dental Admission Test

The DAT is available year round at testing centers around the country. To be considered for admissions, the exam must have been taken within 24 months of the date of the application. Information and applications are available from the Dental Admission Test Program, Division of Education, American Dental Association at 800-621-8099 or online at www.ada.org (<http://www.ada.org>).

Dental Shadowing and Research Experience

Applicants are required to have a minimum of 40 hours of dental shadowing experience. Research is not required for admission, but strongly recommended.

Application Materials

The School of Dentistry participates in the American Association of Dental Schools Application Service (AADSAS). AADSAS is an information clearinghouse which transmits to a dental school the biographical and academic data required by admission committees, thereby relieving the applicant of the burden of completing multiple and repetitious individual applications. All AADSAS applicants must submit an online application at the ADEA web site, www.adea.org/aadsas (<http://www.adea.org/aadsas>).

You will need to read/complete the following sections of the AADSAS application:

1. Fee Assistance Program (optional),
2. Add Programs, Submit Application and Check Status tabs,
3. Personal Information,
4. Academic History,
5. Supporting Information, and
6. Program Materials.

You will need to submit the following documents:

1. Official transcripts from each college and university attended*
2. Three letters of evaluation

Payment for the ADEA AADSAS application is by credit card (VISA, MasterCard, American Express or Discover) only.

Completed application materials must be received by AADSAS no later than February 1 for an applicant to be considered for the class entering in July; however, it is recommended that students apply as early as June. A nonrefundable fee of \$75 is required by the school before the processing of an application is initiated. The University of the Pacific does not require any secondary application.

* If the applicant's undergraduate institution has a pre-health science advisory committee, a committee evaluation is recommended. Otherwise, three letters of evaluation are required, two of which should come from predental or upper division science course professors. At the applicant's discretion, up to two additional letters may be submitted if these provide supplemental information regarding the applicant's character, special abilities, and professional motivation. Evaluations from health care professionals who know the applicant well are encouraged.

Personal Interview

Applicants whose credentials appear to meet pre-dental requirements may be invited to the school for an interview with one or more members of the Admissions Committee and a current dental student. Applicants

selected for interview are notified by phone of available dates for the interview. During the interview the applicant's interest in dentistry, future plans, maturity, critical thinking, emotional intelligence and personal qualities needed for successful work with patients are assessed. In addition, applicants participate in an orientation seminar, meet informally with current students and tour the school.

Selection Factors

The Admissions Committee carefully considers each applicant's scholastic record, scores on the DAT, personal statement, letters of evaluation, evidence of manual dexterity (including the perceptual ability portion of the DAT), other personal attributes and qualities as well as demonstration of his or her understanding about a career in the dental profession. Applicants who are offered the opportunity to enroll must complete planned coursework at a specified performance level.

The Admissions Committee has a firm policy of not discriminating against any applicant because of age, creed, national or ethnic origin, marital status, race, color, gender or sexual orientation. Established review procedures ensure applicants an equal opportunity to be considered for admission.

Accelerated Programs

In cooperation with College of the Pacific, the School of Dentistry offers three accelerated programs for incoming university freshmen. The programs were initiated in 1984 and have been refined over the years.

Five-Year Program Leading to a DDS Degree (2+3)

This program provides the minimum foundation in pre-dental education through two years of study on the Stockton campus for a select group of highly qualified students. Students admitted to the program take a prescribed list of general education and science courses as undergraduates in College of the Pacific. After two years of study, students are evaluated for admission to the School of Dentistry. Freshmen who meet the following criteria will be considered for admission to this highly selective program.

1. An ACT composite score of 31 or a combined SAT Critical Reading and Math score of 1350 with a minimum Critical Reading score of 630.
2. A minimum 3.7 grade point average (on a 4.0 scale) based on a substantial number of math and science courses in a college preparatory program.
3. Acceptable scores on the Pacific fundamental skills tests in reading, writing, and quantitative analysis administered upon entering the University.

Six Year Program Leading to a BA or BS Degree and a DDS Degree (3+3)

Students may be admitted into a selective six year program of study. Those accepted into the program major in biological sciences or chemistry and obtain a Bachelor of Science or Arts in Biological Sciences or a Bachelor of Arts in Chemistry from College of the Pacific after three years on the Stockton campus and one year at the School of Dentistry. This special opportunity, combined with the 36-month accelerated program of the School of Dentistry, makes possible the completion of all requirements for both the Bachelor of Science or Arts degree and the Doctor of Dental Surgery degree in a total of six years. Students must meet the following criteria in order to be considered for the program.

1. An ACT composite score of 31 or a combined SAT Critical Reading and Math score of 1350 with a minimum Critical Reading score of 630.

2. A minimum 3.6 grade point average (on a 4.0 scale) in a solid college preparatory program.
3. Substantial coursework in English, sciences and mathematics.

Seven-Year Program Leading to a BA or BS Degree and a DDS Degree (4+3)

This program is designed to provide students with the opportunity to spend four years earning a bachelor's degree in any discipline, and then complete their dental education at the School of Dentistry. Students benefit by knowing early in their careers that they are granted an interview to the School of Dentistry provided they meet the requirements outlined in their pre-dental program acceptance letter. Students admitted to this program can major in any subject, but must complete a series of science courses as prescribed by a pre-dental advisor. Freshmen applying for the program should meet the following guidelines:

1. An ACT composite score of 27 or a combined SAT Critical Reading and Math of 1210 with a minimum Critical Reading score of 600.
2. A minimum 3.5 grade point average (on a 4.0 scale) in a solid college preparatory program.
3. Substantial coursework in English, sciences, and mathematics.

School of Dentistry Expectations for Admission

To be admitted to the School of Dentistry, accelerated students must:

1. meet all course requirements for the pre-dental programs, including Grade Point Average standards;
2. achieve scores of 18 or above in all categories on the Dental Admission Test (DAT);
3. successfully complete an interview at the School of Dentistry;
4. file a competitive and complete AADSAS application by September 1;
5. submit the \$75 application fee; and
6. obtain at least three letters of evaluation from science faculty, including one from a pre-dental faculty advisor.

Graduate Orthodontic Program

The advanced education program in orthodontics began in 1971. Classes begin each July for the 27-month program. Instruction prepares the residents to provide superior treatment based on contemporary biologic orthodontic principles and is recognized for education eligibility by the American Board of Orthodontics.

Didactic courses include principles of orthodontics, cephalometrics and 3D imaging and airway consideration, facial growth, biomechanics, craniofacial biology, cleft lip and palate, research methodology, appliance laboratory, pediatrics, statistics, anatomy, bone biology and clinical use of temporary anchorage device, TMD, orthognathic surgery, restorative-orthodontic relationships, practice management, and periodontic/orthodontic care. The faculty fosters a collegial atmosphere and mutual respect between residents and faculty.

Clinical instruction and practice are conducted in the school's orthodontic clinic in six half-day clinics per week which include treatment for children, adolescents, adults, and multidisciplinary (integrated with periodontal and restorative procedures) patients. Adult patients constitute about one fourth of a student's caseload. Each resident starts approximately 40 to 50 new patients and 50 to 70 transfer patients during the residency program. Residents are also rotated through the Children's Hospital Oakland Craniofacial Panel. Fixed appliance treatment employs the edgewise technique, although instruction permits a wide

latitude of clinical variation based on patient needs and special faculty expertise. Experience in treating the entire range of orthodontic problems is provided. Each resident also starts several micro-implant anchorage supported patients. From 1998 to 2002 the orthodontic department was the initial testing site for the new Invisalign technology, and today provides a state-of-the-art approach to treating a wide variety of patients with Invisalign. Each resident generally starts 6 to 8 patients with this appliance.

Each resident engages in a research project and completes a thesis to qualify for the Master of Science in Dentistry degree. These are submitted for publication in scientific journals.

Residents are scheduled for didactic and clinical instruction five full days per week, and full participation is required. While there is no prohibition of weekend private dental practice, students' commitments during the program seriously limit this opportunity.

International Dental Studies Program

Through the Division of International Dental Studies (IDS), the opportunity to earn the Doctor of Dental Surgery degree is available to qualified graduates of foreign dental programs. This 24-month, eight-quarter program provides practical and comprehensive training in dental technique as practiced in the United States. The program's admission process is described more fully on the school website. For additional information you may also contact the IDS program at:

University of the Pacific, Arthur A. Dugoni School of Dentistry
155 Fifth Street
San Francisco, CA 94103, U.S.A.
Phone: (415) 929-6428/929-6688
Email: IDS@pacific.edu

The IDS curriculum includes pre-clinical and clinical instruction in dental subjects presented in the traditional DDS program, as well as instruction in clinical pharmacology and pathology, differential diagnosis of oral diseases, facial pain, special needs patients, hospital dentistry, and preparation for regional and state licensure; the behavioral sciences include basic management science, introduction to geriatric dentistry, fundamentals of dental practice, and jurisprudence. IDS students begin clinical patient care in the second quarter and spend the greater portion of their second year in clinical practice.

Basic required documentation for admission consideration is as follows:

1. copy of a dental degree from a foreign dental school (any degree in a language other than English must be accompanied by a certified translation from a bona fide U.S. translator);
2. copy of successful completion of Parts I & 2 of the National Dental Board Examination (NBDE-1, NBDE-2);
3. copy of a score of 92 or above on the internet-based or 580 or above on the paper-based version of the Test of English as Foreign Language (TOEFL); and if applicable, an English proficiency examination will be administered at the School of Dentistry;
4. copy of a course-by-course transcript evaluation from Educational Credential Evaluators (ECE) with a minimum US Grade Point Average of 2.0;
5. copies of two recent letters of recommendation;
6. copy of a curriculum vitae (CV) that describes the applicant's dental experience and additional academic accomplishments since receiving the initial dental degree.

Provisional degrees are not accepted.

The IDS admissions committee considers the following factors in selecting applicants for admission: dental school achievement, scores on the National Dental Board Examination Parts-1 & 2, English language proficiency, professional experience and advanced degrees. Applicants invited to the technique exam and interview are selected from those who meet preliminary admissions requirements.

Applications must be made through ADEA Centralized Application for Advanced Placement for International Dentists (CAAPID) at <http://www.adea.org/caapidapp/>.

Advanced Education in General Dentistry Program

The AEGD program is a one-year, accredited postgraduate residency in general dentistry offered in Union City, approximately 35 miles southeast of San Francisco. The core of the program involves advanced clinical treatment of patients that require comprehensive general dental care. There is a comprehensive seminar series attended by residents at both sites that covers all dental specialties. The residents provide dental care to people with complex medical, physical, and psychological situations.

AEGD residents provide comprehensive dental care, attend supplemental seminars and rotations, and supervise dental and dental hygiene students. Hospital dentistry education and experience is part of the program curriculum. Residents are directly involved in the clinical education of dental and dental hygiene students, which gives residents a unique teaching experience.

The AEGD program offers the opportunity to gain more in-depth training in an optional accredited second-year residency training program. The optional second year allows greater flexibility to pursue individual interests, advanced clinical cases, teaching, or research projects.

The start date for the program is July 1. Residents have time off during the school's winter holiday break and 10 days discretionary leave.

There is no tuition for participation in the AEGD program. Residents receive an educational stipend. The program uses the American Dental Education Association's PASS application to receive application materials. For on-line information about Pacific's AEGD Program application process, please visit our site on the Web at <http://www.dental.pacific.edu>. Follow the links to Academic Program, and Advanced Education in General Dentistry; Application Process.

In addition to the two-year program, the AEGD Global Scholar Program is a unique, collaborative five-year program with the Gladys L. Benerd School of Education for foreign-trained dentists interested in advanced training in general dentistry and in becoming more proficient educators. Candidates must be sponsored by a qualified dental school abroad and agree to become educators at their home dental school upon completion. Successful candidates earn an AEGD certificate following each of the first two years and a masters or doctoral degree in education upon completion.

Oral and Maxillofacial Surgery Residency Program

The School of Dentistry offers a residency program in oral and maxillofacial surgery at the Alameda County Medical Center/Highland Hospital in Oakland, California. The program has been in place since 1926, and in 2001 became affiliated with the University of the Pacific. The program is fully accredited by the Commission on Dental Accreditation. Upon completion of the program residents are prepared to practice the

full scope of oral and maxillofacial surgery and are eligible to apply for certification by the American Board of Oral and Maxillofacial Surgery.

Residents are educated in the basic sciences, including anatomy, pathology, pharmacology, and physiology. Clinical practice includes dentoalveolar surgery, comprehensive management of the implant patient, comprehensive management of dentofacial and craniofacial deformities, surgical management of pathologic lesions, temporomandibular joint surgery, aesthetic surgery, reconstructive surgery and management of cleft lip and palate, and trauma management.

There are several hospitals and clinics to which residents are assigned during training, including Highland Hospital, Kaiser Hospital in Oakland, Oakland Children's Hospital, and the University of the Pacific School of Dentistry clinics. One of the program's most distinctive characteristics is the large volume and variety of clinical experience.

The residency lasts 48 months, and is made up of 30 months of oral and maxillofacial surgery, and 18 months of medical rotations including medicine, surgery, plastic surgery, oral pathology, and anesthesiology as well as electives in various surgical or medical subspecialties.

A dental degree is prerequisite to apply to the program. A candidate must submit an application package including a completed PASS application and three letters of recommendation. University of the Pacific/Highland participates in the National Matching Service.

Endodontology Residency Program

Endodontic residents participate in a comprehensive 27-month program designed to provide in-depth clinical training in endodontics, supported by a solid foundation of coursework in the biologic principles that uphold the specialty. In addition to a curriculum that nurtures the clinician-scientist, the program offers clinical experiences with an extensive patient demographic supported by the School of Dentistry and a community dental clinic that is part of an expansive health care network in the East San Francisco Bay Area. Each resident will also engage in an investigative project and complete an acceptable thesis to qualify for the Master of Science in Dentistry degree. The thesis is typically submitted for publication in scientific journals. Classes begin each July. Residents are scheduled for classroom and clinical instruction five full days (and some evenings) per week and full participation is required.

The graduate program in endodontology is fully accredited by the Commission on Dental Accreditation.

More information on the program, including admissions requirements, curriculum and schedule, graduation and certification requirements are available here (<http://dental.pacific.edu/academic-programs/residency-and-graduate-programs/advanced-education-program-in-endodontology>).

Physician Assistant Studies

Program Offered

Master of Physician Assistant Studies

The Master of Physician Assistant Studies (MPAS) Program is a full-time, 27-month program in the Department of Physician Assistant Education within the University of the Pacific's Arthur A. Dugoni, School of Dentistry. This Program is offered on the Sacramento Campus. Classes matriculate each January.

In an interprofessional setting, Pacific PA students will become proficient in the full array of skills involved in completing medical histories,

performing physical examinations, performing clinical skills and procedures, providing treatment, and counseling patients. Pacific's PA program provides opportunities for interprofessional education through involvement with Pacific's highly regarded health-science schools, the Arthur A. Dugoni School of Dentistry and the Thomas J. Long School of Pharmacy and Health Sciences, and through student clinical training experiences at community hospitals and clinics.

Accreditation Status

The ARC-PA has granted **Accreditation-Provisional** status to the **University of the Pacific Master of Physician Assistant Studies Program** sponsored by the **University of the Pacific**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Admission Requirements

Completion of the following admission requirements prior to submission of an application is required. Applicants must submit an application to the Central Application Service for Physician Assistants (CASPA). Refer to the Program Website (<http://catalog.pacific.edu/sacramento/arthuradugonischoolofdentistry/physicianassistant/www.pacific.edu/PAprogram>) for deadline and prerequisite course information.

- Bachelor's degree *
- All prerequisite coursework **
- Minimum overall GPA of 3.0 (on 4.0 scale)
- Minimum overall science GPA of 3.0 (on 4.0 scale)
- Minimum of 1,000 hours of health care experience

* Degree conferral date must appear on the transcript for a CASPA application to be complete.

** Grades for all prerequisite courses must be posted and appear on transcript (i.e. no "planned" or "in progress" notations on transcript).

Prerequisite Coursework

- All prerequisite coursework must be completed at an accredited US institution.
- A single course cannot be used to meet multiple requirements.
- No preference is given for coursework completed at 4-year institutions versus 2-year institutions.

Prerequisite Science Courses

Important! Pacific will NOT accept online or AP courses to fulfill science prerequisites.

General Chemistry: Two courses with labs. Total of 8 semester units or 12 quarter units with labs. Should be a course sequence designed for chemistry majors.

Biological Sciences: Two courses with labs. Total of 6 semester or 9 quarter units with labs. Should be a course sequence designed for biology majors.

Human Anatomy: One semester or quarter with lab is required. Total of 4 semester or 5 quarter units with lab (or combined Anatomy & Physiology).

Human Physiology: One semester or quarter with lab is required. Total of 4 semester or 5 quarter units with lab (or combined Anatomy & Physiology).

Microbiology: One semester or one quarter course. (Lab recommended, but not required).

Prerequisite Non-Science Courses

Math: One course in Statistics (3 semester or 4 quarter units).

Psychology: Minimum of one course (3 semester or 4 quarter units). Must be a course in General or Introductory Psychology, or Abnormal Psychology, or Life Span/Developmental Psychology.

English Composition: Minimum of two (3 semester or 4 quarter unit) courses. English as a Second Language courses will not fulfill this requirement.

Additional Matriculation Requirements

- Satisfactory background check
- Satisfactory toxicology screen
- Attestation of the ability to meet technical standards
- Health and Communicable disease clearance

International Applicants

- All prerequisite course work must be completed at an accredited US institution.
- Baccalaureate degrees will be accepted from foreign institutions only if accompanied by a World Education Services (WES) evaluation of foreign training. CASPA also accepts the WES evaluation of transcripts.

The entire curriculum is taught in the English language. If English is not your first language, you may be required to take the TOEFL/ IELTS and should submit your score with your CASPA application. The program will not accept applications with a TOEFL score less than 100 or IELTS score less than 7.0. TOEFL scores are valid for two years after the test date per ETS website. View the TOEFL flowchart on program website (<http://catalog.pacific.edu/sacramento/arthuradugonischoolofdentistry/physicianassistant/www.pacific.edu/PAProgram>) to see if it is required for you.

Understanding of health promotion and disease prevention, and mechanisms of disease.

Achieved by providing a comprehensive curriculum of basic and clinical sciences delivered in a systems-based format. During the initial didactic phase, the transition from acquiring medical knowledge to putting it into practice is facilitated by frequent use of simulated patients and gradual introduction to actual patients.

Proficient application of critical thinking in medical decision making.

Achieved by emphasis that medicine requires the practitioner to apply logic and reasoning to achieve healing. These principles are taught and practiced in the didactic curriculum in small group discussions, through

interactions with simulated patients, and through a commitment to the application of science in medicine.

Patient-centered approach to health care practice.

Patient-centered care is based on putting the needs of others first and helping people develop and perform to the best of their abilities.

It strives to improve outcomes by strengthening the provider-patient relationship, by providing care in consultation with patients and by replacing the provider-centered system with one from the patient's viewpoint. Students will become familiar with this type of practice in the didactic phase and will gain hands-on experience working directly with preceptors and PA program faculty who serve as mentors.

Health care delivery through a team-based model that fosters community collaboration.

Achieved by providing students the opportunity to develop a passion for community service through frequent experiences serving the health care needs of the under-served alongside physician and PA role models.

Graduate PAs are in a unique position to have a tremendous impact on the communities in which they live and work. The ability to provide compassionate care to marginalized citizens with the breadth of care multiplied through a team-based approach is paramount. During their tenure with the PA program, students will participate in such collaborative environments in a variety of clinical settings.

Commitment to life-long learning.

Achieved by modeling self-study and continuing education, by encouraging on-going enthusiasm for exploration and investigation, and by directing students to resources for furthering knowledge.

Measures and Student Learning Outcomes

Program Goals & Measures (<http://dental.pacific.edu/Documents/academicprograms/mpas/PROGRAM%20GOALS.pdf>)

Student Learning Outcomes (http://dental.pacific.edu/Documents/academicprograms/mpas/ProgramSLOs_Final_09.01.16.pdf)

Master of Physician Assistant Studies

Students must complete a minimum of 114 units with a Pacific cumulative grade point average of 2.5 in order to earn a master of physician assistant studies degree.

First Year

Spring		
MPAS 200	Clinical Medicine I - Foundations (Anatomy)	4
MPAS 201	Clinical Medicine I - Foundations (Pathophysiology)	4
MPAS 211	Pharmacology and Therapeutics I	3
MPAS 221	Behavioral Sciences I	2
MPAS 231	Professional Practice and the Health System I	1
MPAS 241	Clinical Skills I	4
Summer		
MPAS 202	Clinical Medicine II	8
MPAS 212	Pharmacology and Therapeutics II	3
MPAS 222	Behavioral Sciences II	2
MPAS 232	Professional Practice and the Health System II	1
MPAS 242	Clinical Skills II	4
Fall		
MPAS 203	Clinical Medicine III	8
MPAS 213	Pharmacology and Therapeutics III	3
MPAS 223	Behavioral Sciences III	2

MPAS 233	Professional Practice and the Health System III	1
MPAS 243	Clinical Skills III	4
Second Year		
Spring		
MPAS 205	Preparation for Clinical Practice	4
MPAS 215	Primary Care I	4
MPAS 216	Primary Care II	4
MPAS 219	Advanced Clinical Skills	4
Summer		
MPAS 217	Primary Care III	4
MPAS 225	Primary Care/Pediatrics	4
MPAS 235	Primary Care/Women's Health	4
MPAS 245	Primary Care/Behavioral and Mental Health	4
Fall		
MPAS 255	Internal Medicine	4
MPAS 265	Surgery	4
MPAS 275	Emergency Medicine	4
Elective Rotation		4
Third Year		
Spring		
MPAS 218	Periodic and Summative Evaluations/Capstone	4
2 Elective Rotations		8
Total Hours		114

Physician Assistant Courses

MPAS 200. Clinical Medicine I - Foundations (Anatomy). 4 Units.

This course involves a detailed regional analysis of the structure of the human body that includes the lower/upper extremity, head/neck and trunk, thoracic/abdominal and pelvic cavities and the central nervous system. Functional correlates to the structures will also be presented and discussed. This course has a discussion component as well as a laboratory component using physical anatomy models, cadaver prosections, and computer/textbook anatomy programs/atlas.

MPAS 201. Clinical Medicine I - Foundations (Pathophysiology). 4 Units.

This course involves the detailed analysis of the structure, function and pathology of the organ systems of the body. Functional correlates to physician assistant and physical therapy care are included.

MPAS 202. Clinical Medicine II. 8 Units.

This is first of a two-semester course that focuses on the anatomy, physiology, pathophysiology, etiology, clinical manifestation, diagnosis and management of select medical conditions, syndromes and diseases including the integration and application of knowledge obtained in the Clinical Skills, and Pharmacology and Therapeutics courses. The semester will follow an organ system approach.

MPAS 203. Clinical Medicine III. 8 Units.

This is the second of a two-semester course that focuses on the anatomy, physiology, pathophysiology, etiology, clinical manifestation, diagnosis and management of select medical conditions, syndromes and diseases, including the integration and application of knowledge obtained in the Clinical Skills, and Pharmacology and Therapeutics courses. The semester will follow an organ system and discipline approach.

MPAS 205. Preparation for Clinical Practice. 4 Units.

This is an intensive clinical preparatory course prior to the start of clinical rotations. Clinical year clearance, policy and procedure instruction. Application of clinical and procedural knowledge through various individual and team activities. Culmination evaluations of the didactic portion of the curriculum. Satisfactory completion of the culmination evaluations is required to progress to the clinical year.

MPAS 211. Pharmacology and Therapeutics I. 3 Units.

This is the first of a three-semester course that focuses on general clinical therapeutic principles, pharmacokinetics, pharmacodynamics and pharmacotherapeutic application. This semester emphasizes basic pharmacological principles, drug classifications, legal aspects of prescribing, supplements and alternative medicinal therapies, and self-care concepts.

MPAS 212. Pharmacology and Therapeutics II. 3 Units.

This is the second of a three-semester course that focuses on general clinical therapeutic principles, pharmacokinetics, pharmacodynamics and pharmacotherapeutic application. This semester presents pharmacological and therapeutic concepts addressed in an organ system approach congruent with Clinical Medicine.

MPAS 213. Pharmacology and Therapeutics III. 3 Units.

This is the third of a three-semester course that focuses on general clinical therapeutic principles, pharmacokinetics, pharmacodynamics and pharmacotherapeutic application. This semester presents pharmacological and therapeutic concepts addressed in an organ system and discipline specific approach congruent with Clinical Medicine.

MPAS 215. Primary Care I. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

MPAS 216. Primary Care II. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

MPAS 217. Primary Care III. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

MPAS 218. Periodic and Summative Evaluations/Capstone. 4 Units.

This will be a continuing course throughout the four semesters of the clinical education phase of the program. The periodic evaluations will include end-of-rotation written examinations, OSCEs, and skills assessments. Summative evaluations will consist of a written comprehensive examination and a practical examination (OSCE). All course elements must be completed satisfactorily in order to pass the course and be progressed to graduation. The Capstone Project will continue from the research portion of the Behavioral Sciences course. Under the supervision of a faculty member, students will pose and answer a clinical question on a practice topic of their choice by completing a critical review of the medical literature, and will write a paper suitable for publication on the topic.

MPAS 219. Advanced Clinical Skills. 4 Units.

This will be a continuing course throughout four semesters of the clinical education phase of the program, which builds upon the basic clinical skills coursework. Instruction and application of advanced clinical and procedural skills. Integration and application of clinical reasoning and a comprehensive patient centered approach through simulation and standardized patient encounters.

MPAS 221. Behavioral Sciences I. 2 Units.

This is the first of a three-semester course that covers human biological and psychological development, social influences on health care, health literacy, evidence based medicine, and mental health disorders. This semester emphasizes basic psychology concepts, biological and psychological development across the life span, social determinants, and health literacy.

MPAS 222. Behavioral Sciences II. 2 Units.

This is the second of a three-semester course that covers human biological and psychological development, social influences on health care, health literacy, evidence based medicine, and mental health disorders. This semester emphasizes research design and methods, evaluation and application of clinical research, and clinical decision-making driven by evidence based medicine.

MPAS 223. Behavioral Sciences III. 2 Units.

This is the third of a three-semester course that covers human biological and psychological development, social influences on health care, health literacy, evidence based medicine, and mental health disorders. This semester emphasizes evaluation and management of behavioral and mental health disorders.

MPAS 225. Primary Care/Pediatrics. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to pediatric primary care medicine. The written examination for this rotation will focus on pediatric medicine.

MPAS 231. Professional Practice and the Health System I. 1 Unit.

This is the first of a three-semester course that explores the healthcare system from a professional, legal, economic and patient care perspective. This semester includes the history and status of the PA profession and professional organizations, the physician-PA team relationship, PA scope of practice and legal regulations. An introduction to healthcare delivery systems, health policy, and related governmental agencies. Exploration of team based patient care through interprofessional education activities.

MPAS 232. Professional Practice and the Health System II. 1 Unit.

This is the second of a three-semester course that explores today's healthcare system from a professional, legal, economic and patient care perspective. This semester emphasis is on medical ethics, legal aspects of health care, patient-provider interactions, confidentiality, risk management and malpractice. Exploration of team based patient care through interprofessional education activities.

MPAS 233. Professional Practice and the Health System III. 1 Unit.

This is the third of a three-semester course that explores today's healthcare system from a professional, legal, economic and patient care perspective. This semester emphasis is the economics of health care, including billing and coding, utilization review and electronic medical records (EMR). Exploration of team based patient care through interprofessional education activities.

MPAS 235. Primary Care/Women's Health. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to women's health care. The written examinations for this rotation will focus on women's health and reproductive health.

MPAS 241. Clinical Skills I. 4 Units.

This three-semester course focuses on four main topic areas: history and physical examination, diagnostic studies, application through case based learning, and procedural skills. This semester builds a foundation of student knowledge in the four topic areas through focused study in the following areas: communication, documentation, history and review of systems, fundamentals of diagnostic studies, medical microbiology, external anatomy, and utilization of diagnostic equipment. Case based discussions emphasize clinical reasoning through knowledge application.

MPAS 242. Clinical Skills II. 4 Units.

This three-semester course focuses on four main topic areas: history and physical examination, diagnostic studies, application through case based learning, and procedural skills. This semester presents the concepts in an organ system approach congruent with Clinical Medicine. Case based discussions emphasize clinical reasoning through knowledge integration and application. Organ system specific procedures are covered.

MPAS 243. Clinical Skills III. 4 Units.

This three-semester course focuses on four main topic areas: history and physical examination, diagnostic studies, application through case based learning, and procedural skills. This semester presents the concepts in an organ system and discipline specific approach congruent with Clinical Medicine. Case based discussions emphasize clinical reasoning through knowledge integration and application. Organ system and discipline specific procedures are covered.

MPAS 245. Primary Care/Behavioral and Mental Health. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to behavioral health care. The written examination for this rotation will focus on behavioral health.

MPAS 255. Internal Medicine. 4 Units.

Students will be placed in an outpatient, inpatient and/or long term care setting to obtain exposure to primary care and chronic disease management. The written examination for this rotation will cover internal medicine and geriatrics.

MPAS 265. Surgery. 4 Units.

Students will be placed with general surgeons and/or surgical specialists to obtain exposure to surgical principles. Student will obtain intraoperative experience during this rotation. Pre- and post-operative care concepts may be addressed in this rotation or any other rotation. The written examination for this rotation will focus on general surgical principles, including pre- and post-operative management.

MPAS 275. Emergency Medicine. 4 Units.

Students will be placed in a hospital based emergency room to gain exposure to urgent and emergent care. The written examination for this rotation will focus on emergency medicine.

MPAS 285. General Elective I. 4 Units.

Students in good academic standing will have the opportunity to complete elective rotations in a desired area of specialty or Pathway Track, if available. Elective rotations may occur in any healthcare setting in any field in which PAs are allowed to practice within the state where the practice is located. The Program reserves the right to utilize elective rotations in the best interest of the student to address knowledge and/or skills deficiencies.

MPAS 286. General Elective II. 4 Units.

Students in good academic standing will have the opportunity to complete elective rotations in a desired area of specialty or Pathway Track, if available. Elective rotations may occur in any healthcare setting in any field in which PAs are allowed to practice within the state where the practice is located. The Program reserves the right to utilize elective rotations in the best interest of the student to address knowledge and/or skills deficiencies.

MPAS 287. General Elective III. 4 Units.

Students in good academic standing will have the opportunity to complete elective rotations in a desired area of specialty or Pathway Track, if available. Elective rotations may occur in any healthcare setting in any field in which PAs are allowed to practice within the state where the practice is located. The Program reserves the right to utilize elective rotations in the best interest of the student to address knowledge and/or skills deficiencies.

MPAS 293. Special Topics. 4 Units.

GLADYS L. BENERD SCHOOL OF EDUCATION

www.pacific.edu/benerdsac

Phone: (209) 946-2556

Location: Gladys L. Benerd School of Education

Vanessa Sheared, Dean

Programs Offered

Master of Arts (MA) in Education with concentrations in:

- Educational Entrepreneurship
- Organizational Learning and Effectiveness

Doctor of Education (EdD) in Education with specialization and/or cognate concentrations in:

- Educational and Organizational Leadership
- Organizational Learning and Effectiveness
- Social and Educational Entrepreneurship

Mission

The Benerd School of Education embraces a mission to prepare thoughtful, reflective, caring, and collaborative educational professionals for service to diverse populations. Further, the Benerd School of Education directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences.

Admissions Requirements

General Admissions Requirements

1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work.
2. An appropriate degree from an accredited university (bachelor's for admission to master's programs; master's for admission to educational specialist (EdS) and/or doctoral programs).
3. A completed application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation attesting to the candidate's ability to undertake post-baccalaureate studies.
4. Some programs may require the Graduate Records Examination (GRE), or may have other requirements. Please see specific degree and program requirements for information.
5. Doctoral programs require an admissions interview. Please see specific programs for information.
6. Review by the appropriate department.
7. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education.

Basic Education Policies

Master of Arts Degree

Graduate students who wish to secure a Master of Arts degree with a major in the School of Education must meet the requirements specified for all Master of Arts degrees. Students should consult with the assigned departmental advisor within the first semester of enrollment to develop a plan of study. The Gladys L. Benerd School of Education offers one

Master of Arts degree with different concentrations (please refer to the MA program information page).

Doctor of Education Degree

The EdD degree is designed to ensure that each graduate possesses a deep understanding of foundational issues; key theories related to the student's academic focus; historic and emerging research related to student's academic focus; critical issues of research, policy, and practice; moral dimensions of research, policy, and practice; leadership challenges and opportunities; and methods and limitations of research. The degree is also designed to ensure that the candidate can identify key issues and problems and engage in focused and systematic research into problems and related questions. Further, the degree is designed to ensure that graduates possess leadership competencies including verbal and written communication skills; professional maturity; personal discipline; and social and emotional intelligence competencies.

Graduate students who wish to secure a Doctor of Education (EdD) degree with a major in the School of Education must meet the requirements specified for all Doctor of Education degrees. Students should consult with the assigned departmental advisor within the first semester of enrollment to develop a plan of study. The Gladys L. Benerd School of Education has three departments that offer the EdD degree: the Department of Curriculum and Instruction, the Department of Educational Administration and Leadership, and the Department of Educational and School Psychology. Although there is only one EdD degree, students may elect a specialization concentration and one or more cognate concentrations. Candidates who seek EdD degrees must also complete a doctoral dissertation and register for a minimum of 2 and a maximum of 5 units of EDUC 399. Please refer to the EdD program information page for more information about courses.

Education Courses

EDUC 010. Dean's Seminar. 1 Unit.

A basic introduction to the career of teaching and the programs and methodologies of the School of Education including educational requirements, professional orientation, career opportunities and school and university regulations.

EDUC 011. Children's Literature. 3 Units.

Students examine various genres of quality literature for children from preschool through eighth grade. Emphasis is on how books affect the growing child and on ways to develop children's appreciation and comprehension of stories as well as to extend their subject matter knowledge.

EDUC 100. Introduction to Language. 4 Units.

This course is an introduction to the central role of language in cultures and societies. Emphasis is on social and regional language variation, language and prejudice, gender and social class differences in conversation styles, the history and evolution of languages, and societal attitudes toward language and socio-political-economic influences on language use. Students gain more precision in their academic language development as they explore English grammatical structures and develop an appreciation of the work sociolinguists do through conversational analysis. As part of the University of the Pacific's general education program (1-A), this is a library intensive course. This means that students do library research, using online and other sources to meet some of the course requirements. (GE1A)

EDUC 129. Seminar: Cultural Basis of Conflict in Education. 3 Units.

Analysis of cultural diversity in American classrooms. Not open to doctoral students. (ETHC)

EDUC 130. Technology Enhanced Learning Environments. 2 Units.

This course focuses on basic skills and software for creating multimedia projects, completing assignments in all education courses, and meeting the state's technology standards for teachers. All assignments in this course relate to building the structure and first section of a candidate's teacher education electronic portfolio. Thereafter, candidates add sections to the portfolio during other courses and activities in their programs of study, which includes evidence that they have met the state's technology standards. Upon graduation, the portfolios are archived in the BSE, and candidates can create a DVD of their entire portfolio or of parts they wish to use. This course is a prerequisite to Admission to Teacher Education.

EDUC 131. First and Second Language Acquisition/Linguistic Foundations. 4 Units.

This course is an introduction to first and second language development, using a compare and contrast framework. It covers theoretical perspectives in first and second language acquisition and explores the relationship between theories and practice in language learning and teaching. This course addresses pedagogical implications of various theories of second language acquisition and discusses socio-cultural factors that influence second language learning. In addition, there is particular attention given to language structure (phonology, morphology, semantics, and syntax) as it relates to the language development of native speakers of English as well as English language learners. This course includes a fieldwork component for which students work with young elementary students off campus once a week during the semester. Prerequisite: EDUC 100.

EDUC 140. Transformational Teaching and Learning. 4 Units.

This is an introductory course that explores the complex relationships within and among local, state, and national levels of public instruction. The course introduces historical, legal, and social issues that affect diverse educational settings. Topics include key movements and legal cases of prominence in American education; demographic information about learners and schools in California; home, family and school partnerships; and professional stages in teaching careers (e.g., subject matter preparation, teacher education, initial licensure, induction programs, and professional development). The course also includes an introduction to "reflective practice"; an overview of stages in human development; prominent learning and motivation theories; the characteristics of learners with exceptional needs; and individual differences among learners, which include English language learners. This course is taken by students interested in Multiple Subject, Single Subject and/or Educational Specialist credentials. It is a prerequisite to Admission to Teacher Education, but it is open to all students at the University. Fieldwork requires fingerprint review and clearance at local districts and TB clearance. There are fees for these services.

EDUC 141. Transformational Teaching and Learning Practicum. 2 Units.

This supervised practicum is taken concurrently with EDUC 140: Transformational Teaching and Learning. Students examine the community, school, and classroom contexts and how they influence the teaching and learning process. Translation of current learning theories into practice are analyzed and applied. Students interact with K – 12 students and teachers in public school settings.

EDUC 142. Visual Arts in Education. 3 Units.

This course assists students in developing an understanding of the visual arts and how they interface with children's development through age 18. The course acquaints students with Visual Arts curriculum in the K-12 classroom. A philosophical emphasis is placed upon the interface of visual arts with children's development. The course explores such concepts and processes as aesthetic perception, creative expression, visual arts heritage and aesthetic valuing, and media and materials, suitable for children through age 18. Prerequisite: Sophomore standing. (GE2C)

EDUC 150. Teaching and Assessment. 4 Units.

This course supports reflective teaching and learner-centered principles and practices in the K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge. This course is taken concurrently with EDUC 153, Teaching STEM, for Multiple Subject candidates. EDUC 150 is taken by Education Specialist candidates. (EDUC 153 is not taken by Special Education candidates, unless they are planning to earn a Multiple Subject Credential.) Prerequisite: EDUC 140. Fingerprint and TB test clearance is required.

EDUC 153. Teaching Science, Technology, Engineering, and Mathematics. 4 Units.

Methods and curriculum presented for teaching science, technology, engineering and mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum framework; essential mathematics, technology, engineering, life, physical, and earth science themes, concepts, and skills; instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, including mainstreamed and culturally diverse learners; needs of diverse learners, including mainstreamed and culturally diverse learners; principles and practices of evaluation of students' learning. Fieldwork is required. Prerequisite: EDUC 140.

EDUC 154. Productive Learning Environments for Diverse Secondary Classrooms. 2 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Prerequisites: Instructor approval or C & I department permission; minimum 2.5 GPA, fingerprint and TB test clearance.

EDUC 155. Teaching in the Content Areas I. 3 Units.

This is the first of a three-part course for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment are emphasized for fostering effective teaching and learning.

EDUC 156. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.

This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 157. TESOL Theory and Practice. 4 Units.

This course provides a link between theory and practice in the teaching of ESL. Aspects of language learning is discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum that is appropriate for the teaching situation.

EDUC 160. Productive Learning Environments for Diverse Classrooms. 2 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Senior standing or permission of instructor.

EDUC 161. Literacy Development (Multiple Subject). 4 Units.

This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Twenty-four hours of fieldwork is required. This course is taken prior to Directed Teaching (Professional Practice). Prerequisite: admission to Teacher Education program with fingerprint and TB test clearance.

EDUC 162. Literacy Assessment (Multiple Subject). 2 Units.

This course investigates the uses of ongoing instructional diagnostic strategies in reading and language arts that guide teaching and assessment. Topics include early intervention techniques appropriate for a classroom setting and guided practice of these techniques. Fieldwork is required and shared with EDUC 161. This course is taken prior to Directed Teaching and may be taken with EDUC 161 concurrently. Prerequisite: admission to Teacher Education with fingerprint and TB test clearance.

EDUC 163. Teaching English Learners. 4 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 100, 140, and 150, or instructor/C & I department permission; minimum GPA of 2.5; Fingerprint and TB test clearance. (ETHC)

EDUC 164. Introduction to Bilingual Education. 4 Units.

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. Prerequisites: EDUC 100 and EDUC 131. (ETHC)

EDUC 165. Teaching in the Content Areas II. 2 Units.

This is the second of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. The emphasis in this course is on content-specific practices. Candidates join their respective professional organizations and participate in those organizations' professional development experiences. In addition to whole class meetings, candidates meet in content-specific seminars with practitioners in their content areas on a regular basis.

EDUC 166. Teaching English Learners, Single Subject. 3 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-12 classrooms. Teachers develop appropriate strategies and approaches for developing language proficiency and link their practice to the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 140 or instructor/C & I department permission; minimum 2.5 GPA; Fingerprint and TB test clearance. (ETHC)

EDUC 167. Adolescent Development. 3 Units.

This course is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well being. The influence of family, peers, school, and the broader community on development are explored as well. Implications of current understandings of adolescent development on teaching, learning, and assessment are emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 168. Microcomputers in Education. 3 Units.

This course introduces the student to the major concepts and applications related to the use of microcomputers in education. Students learn basic operations, terminology and capabilities of microcomputers within an educational context. Key issues related to the use of instructional technology are discussed. Application and evaluation of software for classroom instruction and management is investigated.

EDUC 169. Microcomputers and Curriculum Design. 3 Units.

Issues related to the educational application of instructional technology and its impact on education is investigated. Students do in-depth analyses of software applications and their validity in relation to learning models and the current curriculum. Students evaluate how new technologies may effect change in curriculum. Various projects that relate to evaluation of software, teaching strategies and research in new technologies are required. Prerequisite: EDUC 168 or permission of instructor.

EDUC 170. Professional Practice. 2-10 Units.

Professional practice is a full-day of Student Teaching in public schools. Candidates for a Single Subject and Multiple Subject Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates are approved for Student Teaching. Prerequisites: EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC 172 (concurrently); SPED 125X (concurrently) with grades of "C" or higher; a minimum GPA of 2.5.; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter/waiver program) and approved; approval of a Certificate of Clearance with TB test clearance and program assessments completed prior to Directed Teaching; Directed Teaching approval process must be completed with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department's Director of Field Experiences.

EDUC 171. Professional Practice Music. 2-10 Units.

This course is a full-day of Student Teaching in public schools. Candidates for a Single Subject Music Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates may be approved for Student Teaching. Prerequisites are EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC 171 (concurrently); SPED 125X (concurrently) with grades of "C" or higher; a minimum GPA of 2.5; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter/waiver program) and approved; approval of a Certificate of Clearance with TB test clearance program assessments completed prior to Directed Teaching; completed Directed Teaching approval process with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than EDUC 172 and SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department's Director of Field Experiences.

EDUC 172. Professional Practice Seminar. 2-10 Units.

Students reflect upon and integrate the Directed Teaching experience in large and small group settings for the SB 2042 Credential. Topics include multicultural education, child abuse, school law, interpreting standardized test scores, professional associations and negotiations, discipline plans, lesson planning and conferencing skills. This course may be taken concurrently with EDUC 170/EDUC 270.

EDUC 175. Teaching in the Content Areas III. 2 Units.

This course is the culminating part of a three-part course for Single Subject credential candidates that develops professional, reflective practices and abilities for teaching in single subject classrooms schools. It is taken concurrently with the professional practice practicum (student teaching). Emphasis in the first two parts of the course is placed on acquiring and practicing general and content-specific knowledge, skills, and ethical values associated with managing contemporary, culturally diverse secondary classroom environments. The course is co-taught by University faculty and K-12 Content Area Specialists. In the third and final portion of the course, candidates integrate and synthesize prior learning and independently teach grades 7 – 12 students in their professional practice placements. University and Grades 7 – 12 Content Area Specialists supervise and support candidates and continue to lead seminar sessions. The capstone assessment that leads to the Level I teaching credential, the Performance Assessment for California Teachers (PACT) Teaching Event (TE) is completed as part of this course.

EDUC 180. Workshop Learning: Issues Group Leadership. 1 Unit.

This course is designed to support the learning and leadership model, Peer-Led Team Learning (PLTL). The course topics include practical information (understanding motivation, managing time, dealing with dominating students, learning styles, group dynamics, study skills, helping students improve critical thinking, develop logical reasoning, and prepare for tests), a foundation in learning theory, and guidance about the specific components of the workshop lessons.

EDUC 181. ECE: Social Justice/Diversity. 3 Units.

This course is conducted as an undergraduate level seminar that is designed to examine key normative issues in the area of social justice, diversity and multiculturalism with an emphasis in early childhood education. The relation of social diversity (race, ethnicity, gender, language, societal attitudes and class) to equality in education and education reform movements is viewed from multiple contexts. Topics explored are diversity, sociopolitical aspects of history and the impact on education, and specifically, early childhood education and multiculturalism. A practicum is required in this course. (DVSY, ETHC)

EDUC 182. ECE: Curriculum and Inquiry. 3 Units.

This course is an upper division course that examines the theoretical understandings of curriculum and inquiry in the early childhood development classroom. Students refine their knowledge, skills, and dispositions related to early childhood methodology and application to young children in diverse populations.

EDUC 183. ECE: Social Contexts/Cognitive Development. 3 Units.

This course is conducted as an undergraduate level seminar that is designed to clarify the cognitive, philosophical, historical, psychological, cultural, social and ethical foundations of early childhood education. The nature of theory and practice are important to teachers of young children and this course provides a broad synthesis of knowledge of child development principles to better understand how children think, act, and how to be effective with them in the classroom.

EDUC 188. Literacy in Early Childhood Education. 3 Units.

This course will intellectually engage participants in the exploration of integrating theory, research and practice in the dimensions of literacy for young children zero to five years of age. Participants will be expected to advance their own knowledge base as they develop their ability to research, analyze, evaluate and synthesize developmental, sociocultural, linguistic, cognitive and other sign systems associated with literacy events. Prerequisite: Junior standing.

EDUC 189. Practicum. 2-4 Units.**EDUC 191. Independent Study. 1-4 Units.****EDUC 192. Preliminary Fieldwork. 1-3 Units.**
Consent of department chair.**EDUC 192A. Elementary Education Fieldwork. 1-3 Units.**
Consent of department chair.**EDUC 192B. Secondary Education Fieldwork. 1-3 Units.**
Consent of department chair.**EDUC 192D. Early Childhood Education Fieldwork. 1-3 Units.**
Permission of department chair.**EDUC 192E. Reading Fieldwork. 1-3 Units.**
Permission of department chair.**EDUC 192F. Bilingual Education Fieldwork. 1-3 Units.**
Permission of department chair.**EDUC 192G. Cross-cultural Education Fieldwork. 1-3 Units.**
Permission of department chair.**EDUC 195A. Pedagogical Seminar. 3 Units.**

Investigation of the role that subject matter knowledge and its representations play in teaching. Emphasis on self-assessment of subject matter knowledge. Focus on moral and ethical dimensions of teaching and learning. Prerequisite: completion of a minimum of 8 units in a concentration for the diversified major or multiple subjects wavier program. Senior status or second semester junior status required. Permission of department chair.

EDUC 197. Research in Education. 1-4 Units.**EDUC 197D. Research in Education. 1-4 Units.****EDUC 201. Techniques of Research. 3 Units.**

Students study the various research methodologies that include qualitative, descriptive, causal-comparative, survey, correlational and experimental. Emphasis is on learning to read and comprehend research published in professional journals. The content includes understanding how basic descriptive and inferential statistics are applied to address quantitative research questions.

EDUC 202. Statistical Thinking and Communication. 3 Units.

The objectives of this course are to review basic descriptive statistics and solidify students' understanding of inferential techniques commonly employed in educational research. Students will learn how to conduct appropriate statistical analyses, interpreting output produced by SPSS statistical software. Students will gain confidence in reading results sections of journal articles and learn to communicate using statistical terminology. Analysis of results sections of journal articles will demonstrate that the student can recognize situations, for which various statistical techniques are applicable, explain the reasoning underlying the choice of those techniques, interpret results, and critically evaluate whether the authors' conclusions logically follow from the data analysis conducted and the statistical information presented. Students are expected to learn the power of statistical analysis.

EDUC 204. Pluralism in American Education. 3 Units.

This course is a multi-disciplinary examination of the effects of cultural and social pluralism on educational policy, philosophy, classroom instruction and professional ethics in American public education, both historically and as contemporary issues. (ETHC)

EDUC 205. Urban Issues in Education. 3 Units.

This course is designed to enhance educators' awareness of and applied expertise in effectively addressing the issues facing youth attending public schools in urban settings. The focus is on developing, implementing and evaluating interventions using evidence based practices framework, which impact the achievement gap. The complex and multilayered issues of educational equity across diverse cultures will be analyzed. Participants will examine the varied cultural experiences of students and their communities and how learning and behavior is influenced in the classroom.

EDUC 207. Sociology of Education. 3 Units.

Students study the sociology of education and the classroom.

EDUC 209. Curriculum Theory. 3 Units.

Students examine curriculum from various philosophical and learning theory points of view. Models and rationales of curriculum are explored. Historical perspectives and specialized areas of the curriculum are examined in terms of present and future societal needs, and methods of curriculum dissemination are delineated.

EDUC 211. Facilitation of Projects and Initiatives. 3 Units.

This course provides knowledge and skills necessary to facilitate projects and initiatives related to learning and change. Emphasis will be on tools, techniques, processes, and steps of managing projects and group facilitation.

EDUC 212. Instructional Strategies and Classroom Process. 3 Units.

Students learn a variety of instructional strategies to achieve course objectives. Course content includes a review of research on effective teaching skills related to motivation, expectations, modeling, questioning, grouping, direct instruction, cooperative learning and classroom management. Students examine contemporary lines of inquiry with regard to classroom processes.

EDUC 214. Supervision of Instruction. 3 Units.

This course offers a review of models of supervision and processes that support effective descriptions of classroom practices, analysis and feedback regarding those data and the provision of instructional support for continuing classroom improvement. A practicum component is included.

EDUC 215. Creativity and Ideation. 3 Units.

This course engages students in processes to foster creativity and develop original ideas. Students develop skills in creativity and ideation processes to develop solutions that will be launched later in the program.

EDUC 216. Nature and Conditions of Learning. 3 Units.

Students study both cognitive and traditional learning theories, their applications to instruction and the development of effective teaching strategies. In addition, information processing models are explored and their implications for instruction are addressed.

EDUC 220. Seminar: Social Class Effects in Education. 3 Units.

This seminar explores the nature of social class and its effects on learning in the classroom.

EDUC 221. Research in Second Language Acquisition. 3 Units.

This course focuses on the linguistic, psychological, social and cultural processes in learning and teaching a second language. It is designed to examine the major theoretical perspectives and research studies in second language acquisition. It involves critical analysis and critique of important literature and research studies in second language acquisition. It covers techniques for conducting classroom-based research in second language learning and teaching. Students in this course learn to develop a research proposal to investigate an area of interest in the field of second language acquisition.

EDUC 225. Psychology of Reading. 3 Units.

Students explore current theory and research findings related to the psychological processes involved in literacy acquisition and development. Emphasis is placed upon a cognitive and psycholinguistic approach to understanding the processes of reading and the implications for instruction.

EDUC 230. Leading in Diverse Contexts. 3 Units.

This course provides knowledge and skills to lead, motivate, and coordinate diverse individuals toward attaining shared goals. The course will include study of leadership in organizational and community-based contexts, with an emphasis on development of personal leadership competencies.

EDUC 235. Design Thinking for Organizational Analysis. 3 Units.

This course engages students in design thinking as a framework to collaboratively analyze and learn about an organizational challenge to facilitate the ultimate development of organizational innovation.

EDUC 236. Prototyping for Organizational Improvement. 3 Units.

Immerses students in the design thinking process to engage clients in collaboratively prototyping solutions for organizational improvement. Prerequisite: EDUC 235.

EDUC 237. Organizational Learning. 3 Units.

Utilization of principles and theory understand how organizations learn, how they change their levels of organizational knowledge, and how they foster cultures of growth and renewal. Focus on theory and practice-based processes for creating, retaining, and transferring knowledge within an organization, as well understanding organizations within a systems context.

EDUC 238. Organizational Change and Consulting. 3 Units.

This course provides knowledge and skills necessary to understand and facilitate the implementation of change in organizations. Emphasis will be on both theoretical and practical aspects of organizational change, with particular emphasis on developing hands-on consulting skills.

EDUC 239. Coaching for Organizational Contexts. 2 Units.

Development of skills and knowledge to partner with others in their professional development, with the aim of helping people reach their goals and enhance performance through exploration of ideas and dialogue. Focus on theory, research and applied techniques to facilitate an evidence-based coaching process.

EDUC 240. Introduction to Student Affairs. 3 Units.

This course is a comprehensive introduction and overview of student affairs and functions within institutions of higher education. Emphasis is on studying the history and evolution of the student affairs movement, gaining an understanding of the multiple roles of the student affairs practitioner, creating an awareness of the best practices in student personnel, and developing knowledge of current issues regarding students and student services functions in higher education.

EDUC 241. Student Identity Development Theory. 3 Units.

This course is a forum for students to critically examine and evaluate traditional theories of student development, as well as current social identity concepts and contexts. Research and implications for practice will be explored. The course content includes projects that link theory to application.

EDUC 242. College Student Environment. 3 Units.

Students examine the characteristics and attitudes of traditional and non-traditional American college students and the effect of the college environment on students. Students study the historical and contemporary characteristics of students, understand the characteristics and needs of various sub-populations, and research the effects of college and its environments on students.

EDUC 243. Legal Issues in Higher Education Student Affairs. 3 Units.

This course provides an overview of legal issues in American higher education, specifically those related to Student Affairs. This course is designed to ensure that students have the opportunity to learn basic legal principles necessary to function in an administrative or managerial capacity in post-secondary institutions. Administrative arrangements, policy issues, and case law are reviewed and discussed.

EDUC 244. Assessment in Student Affairs. 3 Units.

Study of the elements of program assessment with an emphasis on models for practice in co-curricular programs. Emphasis is on practical and collaborative applications in university settings as well as analysis and critical reflection on assessment trends and movements.

EDUC 245. Counseling Theories in College Student Affairs. 3 Units.

This course offers a critical and comprehensive study of current counseling theories and their application for student affairs practitioners.

EDUC 246. Teaching as Reflective Inquiry I. 2 Units.

Teaching as Reflective Inquiry I is the first of a three-part course in which preservice teachers are introduced to the concept of teacher research. First, participants critically analyze readings and teacher-inquiry products of experienced teacher researchers. They then conduct a mini-inquiry into their own practices that emerge as a result of their participation in the summer experience. These activities set the stage for more advanced consideration and application of teacher inquiry methods in parts II and III of the course, that lead to a culminating project during the professional practice practicum.

EDUC 250. Teaching Assessment. 3-4 Units.

This course supports reflective teaching and learner-centered principles and practices in K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge. Prerequisites: EDUC 140; Fingerprint and TB test results.

EDUC 253. Teaching Science, Technology, Engineering and Mathematics (STEM). 4 Units.

Methods and curriculum presented for teaching science, technology, engineering and mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum frameworks; essential mathematics, technology, engineering, life, physical, and earth science themes, concepts, and skills; instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, including mainstreamed and culturally diverse learners; principles and practices of evaluation of students' learning. Fieldwork is required.

EDUC 254. Productive Learning Environments for Diverse Secondary Classrooms. 3 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Pre-service teachers will survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Prerequisites: Minimum GPA 2.5, Fingerprint and TB test clearance. Permission of instructor or curriculum and instruction department.

EDUC 255. Teaching in the Content Areas I. 3 Units.

This is the first of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates will begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment will be emphasized for fostering effective teaching and learning.

EDUC 256. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.

This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 257. TESOL Theories and Practices. 4 Units.

This course is designed to provide a link between theory and practice in the teaching of ESL. Aspects of language learning are discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum which is appropriate for the teaching situation.

EDUC 259. Teaching English Learners - Single Subject. 3 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in secondary classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours specific to this class are required. A grad of C or higher is required for passing this course. Prerequisites: EDUC 140; minimum 2.5 GPA; Fingerprint and TB test clearance.

EDUC 260. Productive Learning Environments for Diverse Classrooms. 3 Units.

Core course concepts and activities taught include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. K-12 preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher wellbeing and self-care. Senior standing or permission of instructor.

EDUC 261. Literacy Development. 4 Units.

This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Twenty-four hours of fieldwork is required. This course is taken prior to Directed Teaching (Professional Practice). Prerequisite: admission to Teacher Education program with fingerprint and TB test clearance.

EDUC 262. Advanced Methods in Bilingual Education. 3 Units.

This course provides a critical interpretation of current practice in bilingual education, based on theory and research.

EDUC 263. Teaching English Learners. 4 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 100, 140, and 150, or instructor/C & I department permission; minimum GPA of 2.5; Fingerprint and TB test clearance.

EDUC 264. Introduction to Bilingual Education. 4 Units.

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. (ETHC)

EDUC 265. Teaching in the Content Areas II. 2 Units.

This is the second of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. The emphasis in this course is on content-specific practices. Candidates join their respective professional organizations and participate in those organizations' professional development experiences. In addition to whole class meetings, candidates meet in content-specific seminars with practitioners in their content areas on a regular basis.

EDUC 266. Teaching as Reflective Inquiry II. 2 Units.

Teaching as Reflective Inquiry II is the second of a three-part course in which preservice teachers continue to learn and apply the principles of teacher research. Participants examine their teaching practices and generate inquiry questions that examine their impact on student achievement in their year-long professional practice placements (student teaching). This semester's emphases include the development of research questions, research methods, design and data collection that lead to a year-long study.

EDUC 267. Understanding Adolescents in School Contexts. 3 Units.

This course is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well being. The influence of family, peers, school, and the broader community on development are explored as well. Implications of current understandings of adolescent development on teaching, learning, and assessment is emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 270. Professional Practice. 1-10 Units.

EDUC 270 offers student teaching for the SB 2042 Multiple Subject credential in public schools, for full-day placement. The placement requires additional assignments and action research for the MEd Degree. Prerequisites are completion of prerequisite coursework with grade "C" or higher, minimum GPA of 3.0, admission to Teacher Education/Credential Candidacy, CBEST passed, subject matter completed and approved, approval of a Certificate of Clearance, TB test clearance, program assessments completed, completion of Directed Teaching approval process and clearance by the Director of Field Experiences. The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework permitted other than EDUC 172 and SPED 125X and weekend and vacation workshops, except that a candidate must petition in advance to the Curriculum and Instruction Department's Director of Field Experiences for enrollment in an additional concurrent course. The course is open only to MEd Degree candidates. Corequisites are EDUC 172 and SPED 125X.

EDUC 271. Professional Practice Music. 2-10 Units.

EDUC 271 offers Student Teaching or Internship for the Music Single Subject credential. The Music Education Department Chair approves one or more semesters of Directed Teaching and assigns number of units for each semester. The total over one or more semesters must be ten (10) units. This course is open to Master of Education candidates. Prerequisites: 1) Student Teaching; 2) Internship 1) Completion of all prerequisite coursework with grade of "C" or higher; minimum GPA of 2.5; Admission to Teacher Education/Credential Candidacy; CBEST passed; subject matter completed and approved; approval of a Certificate of Clearance; TB test clearance; program assessments completed; completion of Directed Teaching approval process and clearance by the Director of Field Experiences and Music Education Department Chair. The United States Constitution requirement must be completed to apply for a teaching credential. 2) Completion of all prerequisite coursework from 1) with grade of "C" or higher; minimum GPA of 3.0 in Teacher Education courses is required, and the United States Constitution requirement must be completed prior to enrolling in an internship. A contract from the district and a Memorandum of Understanding between the district and the University of the Pacific are required. Corequisites: CURR 195x and SPED 125X. These corequisites must be taken once, if Directed Teaching is split over two or more semesters.

EDUC 272. Professional Practice Seminar. 2-10 Units.

This course is a reflection upon and integration of the Directed Teaching experience in large and small group settings for the SB 2042 Credential. Topics include multi-cultural education, child abuse, school law, interpreting standardized test scores, professional associates and negotiations, discipline plans, lesson planning and conferencing skills. Prerequisite: EDUC 170 or EDUC 270.

EDUC 274. Action Research. 3 Units.

This course focuses on methods of designing and conducting action research in education. Topics include: characteristics of action research, data collection and analysis, determining trustworthiness, and ethical issues related to action research. Students will engage in action research to learn how to develop actionable knowledge. This course is a component in the set of research courses required for master and doctoral students.

EDUC 275. Teaching in Content Areas III. 3 Units.

This is the culminating part of a multi-course series for Single Subject credential candidates following full-time professional practice (student teaching). The goal of this course is to enhance and extend the general and content-specific knowledge, skills, and dispositions acquired in the previous courses in this series and during professional practice. The use of general and content-specific educational technology is emphasized, allowing candidates to explore a variety of ways to integrate technology into instruction. During the course, candidates examine the National Educational Technology Standards (NETS). Further, issues shaping today's technology uses in education are surveyed and discussed.

EDUC 276. Teaching as Reflective Inquiry III. 3 Units.

Teaching as Reflective Inquiry III is the culminating section of a three-part course in which preservice teachers continue to apply principles of teacher research. This is also the capstone course for the M.Ed. Participants continue to conduct action research, initiated in the prior semester, on their impact on student achievement. At the semester's conclusion, participants submit research reports and make presentations of their findings to panels made up of University and K-12 faculty.

EDUC 277. Diversity and Constituency in Educational Administration. 3 Units.

Students explore the values and concerns of the many diverse communities that constitute a school community and they learn effective ways to involve various communities in the participation of school life are presented.

EDUC 278. Educational Organization and Diverse Constituencies. 3 Units.

Organizational patterns and issues that are related to the administration of educational organizations are presented. Particular emphasis is placed on effectively involving diverse stakeholders into the organizational culture of educational institutions.

EDUC 279. Innovation in Education. 3 Units.

This course explores innovation in the educational and social sectors. Provides knowledge and skills necessary to create change within these sectors.

EDUC 280. Education Law and Legal Processes. 3 Units.

Students examine laws, legal principles, interpretations and practices governing federal, state, county and local school organization and administrations. Course content includes laws relating to youth, contracts, liability and tort, effect of federal and state laws on education.

EDUC 281. Modern Trends in Early Childhood Education. 3 Units.

Students learn current trends in the education of children from birth through third grade.

EDUC 282. Advanced Curriculum and Theory in Early Childhood Education. 3 Units.

Involvement with curriculum design, analysis and evaluation.

EDUC 283. School Finance and Business Administration. 3 Units.

Public schools as economic institutions and the roles of the federal, state and local governmental agencies related to school finance are addresses. Students examine public school revenues and expenditures, budget development and administration, and the operational finance of funds and services.

EDUC 284. Directed Teaching Special Assignment. 2-10 Units.

All day Student Teaching in subject-matter classroom(s) and action research, usually in a secondary school. Open only to Master of Education candidates. Prerequisites: completion of all prerequisite coursework with grade "C" or higher; minimum GPA of 3.0; Admission to Teacher Education/Credential Candidacy; CBEST passed; subject matter completed and approved; approval of a Certificate of Clearance; TB test clearance; program assessments completed; completion of Directed Teaching approval process and clearance by the Director of Field Experiences. The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework permitted other than CURR 195X and SPED 125X and weekend and vacation workshops, except that a candidate must petition in advance to the Curriculum and Instruction Department's Director of Field Experiences for an additional concurrent course. Corequisite: CURR 195X, SPED 125X.

EDUC 285. Educational Leadership. 3 Units.

Students examine functions, responsibilities and relationships of the school principal. Emphasis is on instructional leadership, leadership styles, human relations skills, working with school-community task groups and forces, public relations, needs assessment, decision-making analysis and computers as a management tool.

EDUC 286. Administration of Human Resources. 3 Units.

This course addresses skills and techniques of employee selection, orientation, administration, supervision and evaluation. Topics include staff development activities, determining personnel need, and employee organizations.

EDUC 287. Educational and Social Entrepreneurship. 3 Units.

This course examines and defines educational and social entrepreneurship. Engages students in action-oriented research of current educational and social enterprises to consider how to create social impact.

EDUC 288. Literacy in Early Childhood Education. 3 Units.

The purpose of this graduate level course is to intellectually engage participants in the exploration of integrating theory, research and practice in the dimensions of literacy for young children zero to five years of age. Participants will be expected to advance their own knowledge base as they develop their ability to research, analyze, evaluate and synthesize developmental, sociocultural, linguistic, cognitive and other sign systems associated with literacy events. This graduate course may be taken by post-bachelor's degree and graduate degree candidates.

EDUC 289. Practicum. 2-4 Units.

Graduate students may enroll in library research with consent of the department chair.

EDUC 290. Technology in Educational Administration. 3 Units.

In this course student explore a variety of technological applications related to educational administration, teaching, and learning.

EDUC 291. Graduate Independent Study. 1-4 Units.

Graduate students may enroll in library research with consent of the department chair.

EDUC 292. Advanced Fieldwork. 1-6 Units.

Prerequisite: Consent of the department chair.

EDUC 292A. Elementary Education Fieldwork. 1-6 Units.**EDUC 292B. Secondary Education Fieldwork. 1-6 Units.****EDUC 292C. Student Affairs Field Experience. 1-3 Units.**

Student Affairs Field Experience allows students to experience a variety of professional roles under the guidance of mentorship of a qualified Student Affairs or Higher Education Administration practitioner. Field experience serves as a complement to students classroom learning and integrates classroom theories and ideas with practical applications.

EDUC 292D. Early Childhood Education Fieldwork. 1-6 Units.

EDUC 292E. Field Experience in Administration and Supervision. 1-4 Units.

This course offers experience in practical on-the-job administrative and supervisory functions at a school site. One unit over each of three semesters is required. This field experience is open only to administrative credential candidates at the University. Permission of department.

EDUC 292F. Reading Fieldwork. 1-6 Units.

EDUC 292H. Special Projects Fieldwork. 1-6 Units.

EDUC 292L. Advanced Fieldwork in Bilingual Education. 1-6 Units.

EDUC 293Z. Special Topics. 1-4 Units.

EDUC 295A. Seminar: Middle School Curriculum. 3 Units.

Students review curricular issues in middle schools in the United States, that include an analysis of curricular concepts and the social, economic and political forces, that may shape forth-coming curricular design. Specific content includes historical and philosophical foundation; curriculum trends, alternative approaches; and curriculum materials analysis.

EDUC 295B. Seminar: Secondary Curriculum. 3 Units.

Students review the curriculum issues in middle and secondary schools in the United States, that include an analysis of curriculum concepts and the social, economic and political forces that may shape forthcoming curricular design. Specific content includes historical and philosophical foundations, curriculum trends, alternative approaches, curriculum materials, analysis and issues that relate to adolescence.

EDUC 295C. Seminar: Educational Planning, Delivery, Assessment. 3 Units.

The role of the administrator as the instructional leader is the focus. Facets of the instructional program include curriculum planning, programmatic issues, delivery systems and assessment and evaluation.

EDUC 295E. Seminar: Teaching Reading and Writing. 3 Units.

Students examine current theory, research, trends, and issues in the teaching of reading and writing. Students translate theory and research in practice through observation of and participation with children in reading and writing activities. Prerequisites: previous coursework in reading, writing, or language development. Graduate standing.

EDUC 295G. Seminar: Elementary Curriculum. 3 Units.

Students review curricular issues in elementary schools in the United States, that include an analysis of curricular concepts and the social, economic, and political forces, that may shape forthcoming curricular design. Specific content includes historical and philosophical foundation, curriculum trends, alternative approaches, and curriculum materials analysis.

EDUC 295M. Seminar: Learning Design. 3 Units.

This course provides understanding and application in the design, development, and evaluation of learning experiences in various sectors, with a particular emphasis on creating innovative and immersive learning experiences.

EDUC 296. Integrative Capstone in Innovative Leadership. 2-4 Units.

This course provides the culminating experience of the program, including leadership-related fieldwork project to apply innovation skills through integration of research, theory, and practice.

EDUC 297. Graduate Research in Education. 1-3 Units.

EDUC 299. Master's Thesis. 1-4 Units.

EDUC 302. Issues in Teacher Education. 3 Units.

Students review and analyze current curricular topics related to pre-service and in-service teacher preparation.

EDUC 304. Program Evaluation. 3 Units.

Students examine selection design and the use of formal and informal devices for the purpose of making diagnosis of learner strengths and weaknesses, measuring learner progress and making summative evaluations of learner achievement, both on an individual and larger scale basis.

EDUC 306. Curriculum Materials Development. 3 Units.

Students design and develop appropriate curriculum materials for to achieve program and course objectives.

EDUC 308. Issues in Curriculum and Instruction. 3 Units.

Students explore crucial issues and trends in curriculum and instruction, their historical origins, current manifestations and implications for teaching and learning in effective schools.

EDUC 314. Contemporary Issues in Schooling and Education. 3 Units.

The intent of this course is to further inquiry into the ways in which school policies and practices have historically been initiated and implemented. In addition attention is paid to the role teachers and students play in the operationalizing of policies and research-based practices. Attention to review of pertinent readings is also emphasized.

EDUC 316. Interdisciplinary Curriculum Inquiry. 3 Units.

This course is designed to engage doctoral students in understanding the interrelationships between content areas and how teaching and learning are manifested through the use of interdisciplinary curricular strategies.

EDUC 318. Research in Classroom Context. 3 Units.

This course focuses on how to develop skills and knowledge related to conducting research in culturally and ethnically diverse classroom settings. Emphasis is placed on the collection and analysis of data, primarily through observations, interviews and curriculum documents. Students design and implement a study in a classroom context and present their work both in oral and written form.

EDUC 319. Curriculum Analysis. 3 Units.

Development of specific skills necessary for in-depth, formal analysis of any given Curriculum, focusing on origins, theoretical perspectives, implementation, enactment, and evaluation.

EDUC 320. Advanced Curriculum Studies. 3 Units.

This course is intended to be a capstone research course in curriculum studies. Emphasis is placed on critical analysis of curriculum issues and subsequent research-based and theoretical perspectives relative to areas of doctoral scholarship.

EDUC 321. Writing for Publication. 3 Units.

Focus on the relationship between formal inquiry and the development of research-based scholarship. Emphasis on manuscript development for the purpose of submitting to an academic journal for publication consideration.

EDUC 322. Qualitative Research Design and Methods. 3 Units.

This course focuses on methods of designing and conducting qualitative research in education. Topics include: characteristics of qualitative research, data collection and analysis, determining validity and reliability, and ethical issues related to qualitative research. Students will engage in qualitative research at off-campus field sites. This course is a component in the set of research courses required for all Ed.D. students. Prerequisites: EDUC 201 with a "B" or better or equivalent and EDUC 202.

EDUC 323. Advanced Qualitative Research. 3 Units.

This course builds upon the Qualitative Research Design (EDUC 322) course. Students engage in research and theory related to specific qualitative research methodologies and methods related to their areas of interest. The course readings and activities are designed to prepare students to develop and implement a high quality qualitative study. Prerequisite: EDUC 322.

EDUC 325. Quantitative Research Design and Methods. 3 Units.

This course exposes students to and develops their ability to conceptualize a broader range of research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure that quantitative design and analysis strategies might inform than those typically introduced in a first course (e.g., EDUC 201). Topics emphasized in the course relate to (a) the purpose and principles of research design; (b) the use of multivariate approaches and analysis; and (c) the construction and validation of measuring instruments. Students learn both to critically examine published research as well as to design methods for studies proposed to validly address research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure. Prerequisite: EDUC 202.

EDUC 326. Applied Multiple Regression. 3 Units.

This course acquaints the student with the use of the general linear model as a data analytic tool. Students learn how to generate the interpret output produced by SPSS statistical software in conducting (a) multiple regression analyses involving both continuous and categorical independent variables; and (b) logistic regression analyses involving categorical dependent variables. Prerequisite: EDUC 202 or equivalent course.

EDUC 327. Structural Equation Modeling. 3 Units.

This course is designed to build upon knowledge and skills in multivariate statistical analysis and introduce students to structural equation modeling. Students will develop conceptual as well as practical understandings of structural equation modeling (SEM), and will learn basic SEM techniques to analyze data. Students will also develop skills in writing results from an SEM analysis. Prerequisites: EDUC 325, EDUC 326.

EDUC 330. Advanced Human Development I. 3 Units.

This course focuses on the developmental period of early childhood development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's development.

EDUC 331. Advanced Human Development II. 4 Units.

This course focuses on the developmental period of middle childhood and adolescent development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's and adolescent's development.

EDUC 332. Advanced Human Development III. 2 Units.

This course focuses on adult development, aging and long term care. The course examines theoretical and research-based knowledge of the influences of biological, social, cognitive affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in adult development, aging and long term care.

EDUC 334. Theories of Multicultural Marriage and Family Therapy. 3 Units.

This course prepares mental health clinicians to assess functioning in and design and implement interventions for couples and families by studying major theories of couples and family therapy.

EDUC 335. Psychotherapeutic Interventions. 3 Units.

This course provides an overview of counseling and psychotherapeutic theories, principles, and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in the selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, and the development of a personal model of counseling.

EDUC 336. Group Counseling. 3 Units.

This course prepares mental health professionals to use direct methods and techniques of group counseling for children, adolescents, adults, and elder adults.

EDUC 337. Crisis Intervention. 3 Units.

This course reviews counseling theory and basic listening and responding skills and contrast them with crisis counseling practices. It also examines various programmatic approaches to the primary and secondary prevention of educational failure and the promotion of health and mental health. The focus is on the enhancement of individual and family competence following a crisis event. The course explores the underlying knowledge base, models for implementing prevention, specific examples of techniques and programs designed to intervene before, during and after a crisis event. Also covered is policy questions, and evaluation issues. Specific attention is given to concepts of stress, coping, and resiliency. Programs such as suicide prevention, crisis intervention, drug and alcohol education, sexuality education, child abuse prevention, and others are closely examined and criticized.

EDUC 338. Consultation Methods. 3 Units.

This course prepares school psychologists to provide mental health consultation to school personnel and parents. Various consultation methodologies will be studied with applications particularly appropriate to children in the public school system.

EDUC 340. Introduction to School Psychology. 1 Unit.

This course serves as an introduction to the specialization of school psychology. It is intended to give the student an overview of the field of school psychology focusing on the role and function of the school psychologist in the public schools and other settings. Topics include the history of school psychology, Pupil personnel services in schools, service delivery models, school psychology, organizations, research traditions in school psychology, international school psychology, ethical and legal issues, publications and resources in school psychology.

EDUC 341. History and Systems in Psychology. 3 Units.

This course explores major developments and ideas in the history of psychology as an academic discipline. Although our focus is on psychology, this course also introduces students to the history and foundations of the profession of school psychology, including education, special education, health care, and related fields. This course examines the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and the confluence of those ideas into the various systems we have today. This survey course includes such topics as of the history of psychology from the early Greek philosophers, through the beginnings of modern science and philosophy, through the early approaches to psychology, to psychology in its most contemporary form.

EDUC 342. Law and Professional Ethics for Mental Health Professionals. 3 Units.

This course is designed for students in credential and licensing graduate programs in human services and mental health professions. Students will study approaches to ethical decision-making in addition to learning relevant law and regulation and existing ethical codes of behavior.

EDUC 343. Psychopathology and Wellness Promotion. 3 Units.

This course will examine a variety of mental disorders from a variety of perspectives, including the biomedical model of mental disorders and diagnostic categories while emphasizing sociocultural viewpoints and developmental experiences. The predominant treatments, including educational interventions, for the major disorders will also be covered, as well as primary and secondary prevention of mental disorders and the promotion of health and mental health in public schools and the community.

EDUC 344. Data-Based Decision Making I: Behavioral Assessment and Intervention. 3 Units.

This course introduces the graduate student to the systematic processes used by school psychologists and educators to collect and analyze data and write an intervention plan. For students in the School Psychology program, this course is accompanied by one unit of EDUC 396 School Psychology Field Work. Students will learn various methods of data collection, including interviews, systematic observations, and review of records, designing interventions, implementing interventions, and analyzing interventions. Particular attention is given to collecting and analyzing behavioral data within a response to intervention (RTI) framework.

EDUC 345. Data-Based Decision Making II: Academic Assessment and Intervention. 3-4 Units.

This course introduces graduate students to the systematic processes used by school psychologists, educators, mental health professionals and other school personnel to collect and analyze academic data and design and implement academic interventions. Students learn various methods of academic assessment including academic data collection (including curriculum based assessment and other standardized and norm referenced tests), designing academic interventions, implementing academic interventions, analyzing the outcomes of academic interventions, and writing academic support plans. Particular attention is given to collecting and analyzing academic data within a response to intervention (RTI) framework.

EDUC 346. Psychological Assessment. 3 Units.

This course prepares mental health professionals to use psychological testing and assessment information in a problem solving process, and to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Students will also be exposed to process and procedures identified in referral and state laws related to special education services.

EDUC 347. Behavior and Personality Assessment. 3 Units.

This course is designed to help students gain proficiency in the administration, scoring, and interpretation of several instruments commonly used in behavioral and personality assessment. The writing of professional reports, theoretical aspects and measurement of behavior and personality, and legal and ethical issues will be addressed.

EDUC 348. Neuropsychology. 3 Units.

This course provides a general overview of: brain-based behavior; neuroanatomy and physiology; conceptualizing psychoeducational and psychological assessment data from a neuropsychological perspective; the effects and uses of psychotropic agents; and information on neuropathology.

EDUC 349. Psychopharmacology for Mental Health Professionals. 2 Units.

This course surveys the physiological and behavioral effects of the major classes of psychoactive drugs, including therapeutic agents and drugs of abuse, mechanisms of action, side effects, effects on the fetus, and collaborating with other health and mental health professionals and families. The main focus of this course is on psychoactive anxiety disorders, schizophrenia, and substance abuse.

EDUC 350. Social Psychology. 3 Units.

This course is designed to introduce students to current social psychology theory, concepts, and research. A broad range of theoretical topics will be covered, including research methodology, the self, attributions and social perception, social cognition, attitudes, social influence, attraction and interpersonal relationships, pro-social behavior, and aggression. Additionally, issues of diversity, such as prejudice, stereotypes, and group dynamics/relations, will be addressed. The relevance of these social psychology concepts as foundational for the practice of professional psychology will be highlighted.

EDUC 352. Applied Inquiry I. 3 Units.

In this course students work collaboratively in learning communities to identify and explore general and specific educational/social/political issues that affect learners/learning outcomes for key educational constituencies. Each student identifies a preliminary issue/problem/concern for his/her dissertation project and engages in early exploration of foundational issues, key theories, and seminal emerging research on these topics.

EDUC 353. Models of Epistemology and Inquiry. 3 Units.

This course addresses the epistemological frameworks that support and inform any systematic process of inquiry. The focus is not so much on how research is conducted (an issue of methodology) but more on how a researcher thinks about the world and about the process of knowing (an issue of theory and mode of inquiry) in educational administration and in other educational fields. Prerequisite: Graduate Status.

EDUC 354. Applied Inquiry II. 3 Units.

This course provides doctoral students with an overview of assumptions/limitations/strengths and claims of educational research. Further, it provides them with an overview of quantitative and qualitative methodologies (data collection and analysis strategies) and of the relevance of these for specific problems and questions. Prerequisite: EDUC 352. Prerequisite, may be taken concurrently: EDUC 202.

EDUC 356. Applied Inquiry III. 3 Units.

This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a refined problem statement and draft literature review. Prerequisites: EDUC 354.

EDUC 358. Applied Inquiry IV. 3 Units.

This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a defense ready dissertation proposal. Prerequisite: EDUC 356.

EDUC 359. Dissertation Boot Camp. 3 Units.

This course is ideal for doctoral candidates who have an approved dissertation proposal and seek support in writing their dissertation. This course also benefits doctoral students who are in the process of completing their dissertation proposal. This course facilitates intensive, focused writing time, and provides participants with strategies and structure to overcome common roadblocks in the dissertation process. Prerequisite: Approved dissertation research proposal or instructor approval.

EDUC 360. Seminar: Trends, Issues and Dynamics of Change. 3 Units.

Students examine current issues and the impact of change in administration of educational programs.

EDUC 361. Seminar: Ethics, Law and Finance. 3 Units.

Students examine the relationships between ethics, law, and finance and how they impact decision-making in educational institutions.

EDUC 362. Seminar: Administration of Instructional Programs. 3 Units.

The seminar course covers instructional leadership, staff development, educational program planning/evaluation, curriculum designs and instructional delivery strategies, monitoring and evaluating student progress, and the use of instructional time and resources.

EDUC 363. Seminar: Personnel Issues. 3 Units.

This seminar course explores personnel management, resource allocations, employee evaluation, collective bargaining, staffing, staff development, and conflict mediation.

EDUC 364. Seminar: Educational Policy Making and Politics. 3 Units.

Students examine issues and techniques relative to policy formulation and implementation. The political, social and economic forces that impact policy decisions are emphasized.

EDUC 365. Seminar: Administration of Higher Education. 3 Units.

Students study administrative, educational and personnel problems and issues in community colleges and four-year institutions.

EDUC 366. Seminar: Marketing and Public Relations in Education. 3 Units.

Techniques of effective communications in educational organizations are presented. Developing and maintaining positive public relations and public support for educational problems are emphasized.

EDUC 367. Seminar: Leadership in Diverse Organizations. 3 Units.

In this course, students explore techniques for using leadership skills to increase cultural proficiency in diverse educational and organizational contexts.

EDUC 368. Seminar: Leading Complex Organizations. 3 Units.

In this course, students explore techniques for using leadership skills to increase cultural proficiency in diverse educational and organizational contexts.

EDUC 370. Prof. Induction Planning. 2 Units.

Students learn how to develop a collaborative professional induction plan to meet the requirements for the Professional Administrative Services Credential.

EDUC 371. Professional Assessment. 2 Units.

This course provides a formal assessment of candidates for the Professional Administrative Services Credential.

EDUC 372. Program and Organization Evaluation. 3 Units.

The course provides knowledge, skills, and experience in the evaluation process for programs and organizations to facilitate organization effectiveness and development.

EDUC 374. Action Research. 3 Units.

This course focuses on methods of designing and conducting action research in education. Topics include: characteristics of action research, data collection and analysis, determining trustworthiness, and ethical issues related to action research. Students will engage in action research to learn how to develop actionable knowledge. This course is a component in the set of research courses required for master and doctoral students.

EDUC 377. Design Thinking & Lean Startup for Social Impact. 3 Units.

This course develops context for design thinking and lean startup models in starting an educational or social enterprise. Students implement ideas into actionable projects and enterprise development.

EDUC 380. Leading Innovation. 3 Units.

This course provides knowledge, practice, and experience in cross-sector innovation tools to impact organizations and institutions through leading the development of new ideas, processes, products, and/or services.

EDUC 381. Law in Higher Education. 3 Units.

This course prepares students to examine the legal dimensions of the collegiate-level decision process. Administrative arrangements, policy issues and case law are analyzed.

EDUC 382. Leadership in Higher Education. 3 Units.

This course prepares doctoral students with the attitudes and skills to analyze leadership theories, challenges and strategies in higher education.

EDUC 384. Spousal and Partner Abuse, Detection, and Intervention. 1 Unit.

This course addresses the causes, assessment, treatment, statistics and legal issues concerning intimate partner violence.

EDUC 385. Alcoholism and Chemical Substance Abuse Dependency. 1 Unit.

This course describes the most commonly abused substances as well as the signs of abuse and addiction and the most effective treatment principles and therapeutic techniques.

EDUC 386. Child Abuse Assessment and Reporting. 1 Unit.

This course provides information on identifying, assessing, and reporting child abuse and neglect, including the laws governing mandated reporting. This course also covers prevention and treatment of child abuse and neglect.

EDUC 387. Human Sexuality. 1 Unit.

This course reviews the basic anatomy, sexual function and response, and challenges and disorders of sexual function. Diagnostic formulations and treatments for the disorders that clinicians are most likely to encounter in clinical practice are also presented. Finally, challenges and complexities of sexuality within special populations are reviewed.

EDUC 388. Counseling Practicum. 1-6 Units.

Counseling Practicum entails the supervised application of psychological procedures in appropriate settings.

EDUC 389. Curriculum Practicum. 2-4 Units.**EDUC 391. Graduate Independent Study. 1-4 Units.****EDUC 391D. Graduate Independent Study. 1-4 Units.****EDUC 391E. Graduate Independent Study. 1-4 Units.****EDUC 391F. Graduate Independent Study. 1-4 Units.****EDUC 392. Internship and Advanced Field Experience in Administration. 1-4 Units.**

Permission of department chair.

EDUC 393C. Special Topics. 1-3 Units.

EDUC 393D. Special Topics. 1-4 Units.

EDUC 393E. Special Topics. 1-4 Units.

EDUC 393F. Special Topics. 1-4 Units.

EDUC 393G. Special Topics. 1-4 Units.

EDUC 393H. Special Topics. 1-4 Units.

EDUC 393I. Special Topics. 1-4 Units.

EDUC 394. Seminar: Doctoral Research in Educational Administration. 3 Units.

The goal of this semester is to have doctoral students develop an acceptable dissertation proposal. Faculty members lead discussions, provide individual assistance, and collaborate on individual student progress with the aim to assist the student in the proposal development process. The seminar is divided into group sessions and individual meetings with student selected dissertation advisors. Prerequisite: Permission of department chair.

EDUC 396. School Psychology Fieldwork. 1-4 Units.

Fieldwork in School Psychology entails the supervised application of school psychological procedures in schools and related settings.

EDUC 397. Graduate Research in Education. 1-4 Units.

EDUC 398. School Psychology Internship. 1-4 Units.

Students perform duties of a school psychologist in multicultural school settings under the direct supervision of a credentialed school psychologist. Placement must be half-or full-time. Prerequisites: Students must have an intern credential and permission of the instructor before beginning an internship.

EDUC 398B. QSA Projects. 1 Unit.

Doctoral students develop and complete each of three proposed QSA projects. Students work with a mentor and two department faculty in conducting research relevant to three proposed projects. Doctoral students must have completed the approval of the Qualifying Scholarly Activity proposal (CURR 397Ap) or may have permission to be concurrently enrolled in CURR 397B. Students may enroll more than one time in CURR 397B until all three QSA projects have been completed and defended.

EDUC 398C. Dissertation Proposal Development. 1 Unit.

This course is open to a doctoral student who has successfully completed all coursework and three Qualifying Scholarly Activities after taking CURR 397A and CURR 397B. The student prepares and defends the dissertation proposal and Institutional Review Board (IRB) proposal. The student concurrently enrolls in a minimum of one unit of CURR 399: Doctoral Dissertation.

EDUC 398D. Qualifying Scholarly Activities. 1 Unit.

EDUC 398 provides doctoral candidacy qualifying requirement to demonstrate competence in research and subject matter. Students (a) identify a research area and level, (b) complete a scholarly annotated bibliography, (c) respond to a question in the form of a scholarly paper, and (d) orally defend the response to the question.

EDUC 399. Doctoral Dissertation. 1-15 Units.

Educational Psychology Courses

EPSY 121X. Learner-Centered Concerns. 3 Units.

This course is a general overview of stages in human development from birth to young adulthood. Topics include prominent learning and motivation theories, learner-centered principles of teaching and assessment, the characteristics of learners with exceptional needs, and individual differences among learners including English language learners. Students who are interested in Multiple Subject, Single Subject and/or Educational Specialist credentials take this course. Twenty hours of fieldwork in K-12 public schools is required. Open to all students. Prerequisite: admission to Teacher Education; fingerprint review and clearance at local districts; TB test clearance (there is a fee for these services).

EPSY 191. Independent Study. 1-3 Units.

Permission of department chair is required.

EPSY 291. Independent Graduate Study. 1-4 Units.

Prerequisite: Consent of the department chair.

EPSY 318. Program Evaluation for School Psychologists. 3 Units.

This course prepares advanced degree students with the attitudes, ethics and develop skills that will allow them to evaluate a variety of educational programs in different types of settings, as well as develop requests for funding to meet grant specifications. This course is specifically designed for the unique responsibilities of professionals in school psychology.

EPSY 324. Seminar: Advanced Consultation and Supervision. 3 Units.

This course provides doctoral students with advanced training in and exposure to effective models of collaboration and supervision with an emphasis on systems-level change with diverse populations in public schools.

EPSY 391. Graduate Independent Study. 1-3 Units.

Permission of department chair.

EPSY 397D. Graduate Research. 1-4 Units.

EPSY 397E. Graduate Research. 1-4 Units.

EPSY 397F. Graduate Research. 1-4 Units.

Master of Arts

www.pacific.edu/benerdsac

Location: Gladys L. Benerd School of Education

Programs Offered

Master of Arts (MA) in Education with concentrations in:

- Educational Entrepreneurship
- Organizational Learning and Effectiveness

Admissions Requirement

1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work
2. A Bachelor's degree from an accredited university
3. A complete application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation that attests to the candidate's ability to undertake graduate studies
4. Departmental interview, if required.
5. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education

For experienced educators who desire to prepare for positions as supervisors, consultants, vice principals, principals, or district office staff, the School of Education offers programs meeting the requirements for the Preliminary Services Credentials. The credential programs may be combined with the master's degree or the doctorate in education.

The MA in Education, Teaching concentration, or Special Education concentration, offers programs for earning a Multiple Subject, Single Subject, in selected content areas, and Education Specialist, Mild-Moderate; Moderate/Severe Disabilities credentials.

Research

1. Students will be able to locate appropriate resources of and critically evaluate educational research literature.

Diversity

1. Students will be able to critically analyze how the presence of diverse populations influences policy and practice.

Teaching and Learning

1. Students will be able to develop learning outcomes (e.g. individual group, organizational, or system) by synthesizing knowledge, skills, and reflective practice of human learning processes.

Master of Arts in Education

The Master of Arts (MA) in Education requires a minimum of 32 units, of which 18 units must be in courses 200 or above and from the Benerd School of Education, with a Pacific cumulative grade point average of 3.0.

Based upon state and federal laws, additional units and requirements may be necessary for those students electing to earn a credential, certification or license along with the graduate degree (e.g., teaching credential, and administration credential). Students interested in earning a credential, certification or license should work closely with their advisor and the credential staff. The requirements of some concentration options may also be guided by external standards that direct completion of specified courses and achievement of specific learning outcomes.

I. Theoretical Core:

Select one of the following: 2-4

EDUC 140	Transformational Teaching and Learning
EDUC 154/254	Productive Learning Environments for Diverse Secondary Classrooms
EDUC 204	Pluralism in American Education
EDUC 220	Seminar: Social Class Effects in Education
EDUC 230	Leading in Diverse Contexts

Select one of the following: 2-4

EDUC 150	Teaching and Assessment
EDUC 167/267	Adolescent Development
EDUC 209	Curriculum Theory
EDUC 216	Nature and Conditions of Learning
EDUC 237	Organizational Learning

II. Field Experience and/or Research:

Select 4-6 units from the following: 4-6

Research Course Options:

EDUC 201	Techniques of Research
EDUC 202	Statistical Thinking and Communication
EDUC 221	Research in Second Language Acquisition
EDUC 246 & EDUC 266 & EDUC 276	Teaching as Reflective Inquiry I and Teaching as Reflective Inquiry II and Teaching as Reflective Inquiry III

EDUC 274	Action Research
EDUC 296	Integrative Capstone in Innovative Leadership
EDUC 304	Program Evaluation
Other approved research courses	

Field Experience Course Options:

EDUC 170/270	Professional Practice
or EDUC 171/271	Professional Practice Music
SPED 198M & SPED 298M	Directed Teaching: Mild/Moderate and Directed Teaching: Special Education (Mild/Moderate)
or SPED 198S/298S	Directed Teaching: Moderate/Severe
SPED 298IM	Internship: Mild/Moderate
SPED 298IS	Internship: Moderate/Severe

Note: 1.) Students will not receive credit for EDUC 170 /EDUC 270 and EDUC 171/EDUC 271. 2.) Students will not receive credit for SPED 198M/SPED 298M and SPED 198S/SPED 298S.

III. Capstone Experience

Students will be required to complete a capstone experience (e.g., oral exam, portfolio, thesis, action research project and/or written comprehensive exam). The capstone experience will be determined within each concentration. Some concentrations integrate the Field Experience and Capstone into a course (e.g. EDUC 296). For students who do not elect not to earn a concentration, his or her advisor will select an appropriate capstone experience.

IV. Concentration

Students may elect to concentrate in one or more specific areas. In order to earn a concentration, students must fulfill the general requirements listed above as well as specific concentration requirements listed below.

A single course may be used to fulfill requirements in two or more concentrations.

Core Area Concentrations

Educational Entrepreneurship

EDUC 215	Creativity and Ideation	3
EDUC 279	Innovation in Education	3
EDUC 287	Educational and Social Entrepreneurship	3
EDUC 377	Design Thinking & Lean Startup for Social Impact	3

Organizational Learning and Effectiveness

EDUC 235	Design Thinking for Organizational Analysis	3
EDUC 236	Prototyping for Organizational Improvement	3
EDUC 238	Organizational Change and Consulting	3
EDUC 372	Program and Organization Evaluation	3

Note: 1.) Specific courses are subject to change as per state requirements. Students must meet all state requirements in order to earn a credential. 2.) Minimum of required 12 units with specific courses determined by state credential requirements and advisers' approval required. Although the Master of Arts in Education requires a minimum of 12 units, credential programs may require additional units. 3.) *If these courses were taken in the undergraduate program, then electives will be required as substitutions.

V. Of the required 32 units a minimum of 18 units must be from the Benerd School of Education

VI. Of the required 32 units a minimum of 18 units must be taken at the 200 or 300 level

Doctorate of Education

<http://www.pacific.edu/sacedd>

Location: Gladys L. Benerd School of Education

Degree Program

Doctor of Education (EdD) in Education with specialization and/or cognate concentrations in:

- Educational and Organizational Leadership
- Organizational Learning and Effectiveness
- Social and Educational Entrepreneurship

Admissions Requirement

1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work
2. An appropriate degree from an accredited university (masters for admission to doctoral programs).
3. A completed application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation that attests to the candidate's ability to undertake doctoral studies.
4. Departmental interviews are required for the EdD program.
5. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education.
6. Some programs may have additional requirements. Please contact the Department Chair for that program for additional information.

For experienced educators who desire to prepare for positions as supervisors, consultants, vice principals, principals, or district office staff, the School of Education offers programs meeting the requirements for the Preliminary Administrative Services Credential. The credential programs may be combined with the master's degree or the doctorate in education.

Program Stages

The successful completion of EDUC 356 (Option A) or EDUC 327 (Option B) with the production of a quality problem statement and literature review advances the student to Doctoral Candidacy.

Dissertation

An acceptable dissertation must be based on an original investigation. It must present either a contribution to knowledge and/or understanding, or an application of existing knowledge to the candidate's special field of study. The dissertation must be submitted by the appropriate deadlines as stated in the current Graduate Academic Calendar. As noted above, students admitted to the EdD program in the Benerd School of Education require a minimum of 2 units and maximum of 5 units of Dissertation units (EDUC 399) that are completed after the dissertation proposal has been completed.

Period of Candidacy

The maximum time allowed for completion of an EdD program is governed by the following: All requirements for the Doctor of Education degree must be completed within nine years after the first day of the semester of enrollment in EdD coursework at Pacific as a provisionally admitted doctoral student. Failure to complete within nine years requires

the student to petition the department and the Graduate School for continuation in the doctoral program. If the petition is approved, the student will be required to register for five additional units of EDUC 399 Dissertation. Students who do not meet these deadlines are dropped from the doctoral program.

Final Oral Examination

A final oral examination, conducted by the candidate's dissertation committee, is held in accordance to the deadline established by the Graduate School. This oral exam concerns itself with the candidate's dissertation. Supplemental information is available in the Benerd School of Education department offices.

Semester Hour Requirements

A minimum of 56 doctoral units is required for the EdD degree. Some (usually no more than 6) post master degree units may be approved by petition for transfer from another university and count toward the 56 doctoral units.

Credit value of the dissertation: Not less than 2 nor more than 5 units.

Grade Point Average Requirements

Grade point average of at least 3.0 in all work taken while in graduate studies is required. Preferably this should be 3.5.

Minimum Residence

The period of residence work represents an opportunity to secure additional competency in the area of specialization as well as the development of an acceptable dissertation. Residency requirement can be met by taking 18 units of coursework within 12 calendar months.

Courses Outside the Field of Education

Related graduate courses outside the field of education may count towards the EdD upon prior approval of the advisor and the Dean of the School of Education.

Students will be able to:

- Contribute to their discipline through conducting an original research study
- Critique and synthesize existing information relevant to their area of inquiry
- Apply appropriate methodologies to their process of inquiry
- Analyze data gathered through their process of inquiry and draw appropriate conclusions from that data
- Synthesize their results with previously existing information

Doctorate of Education

The Doctorate of Education (EdD) requires a minimum of 56 units with a Pacific cumulative grade point average of 3.0. Students must complete the doctoral core courses as well as a dissertation proposal and defense.

Based upon state and federal laws, additional units and requirements may be necessary for those students electing to earn a credential, certification or license along with the graduate degree (e.g., teaching credential, administration credential, licensed educational psychologist, or licensed psychologist). Students interested in earning a credential, certification or license should work closely with advisor and credential staff. Student may choose to specialize in one or more areas. Students will be required to complete a dissertation at the conclusion of the program.

I. Core

Option A - A minimum of 21 units. Required option for all concentrations with the exception of Educational Psychology and Specialization in Counseling Psychology.

EDUC 202	Statistical Thinking and Communication	3
EDUC 322	Qualitative Research Design and Methods	3
EDUC 325	Quantitative Research Design and Methods	3
EDUC 352	Applied Inquiry I	3
EDUC 354	Applied Inquiry II	3
EDUC 356	Applied Inquiry III	3
EDUC 358	Applied Inquiry IV	3

Option B - A minimum of 21 units. Required for Educational Psychology and Specialization in Counseling Psychology concentrations.

EDUC 201	Techniques of Research	3
EDUC 202	Statistical Thinking and Communication	3
EDUC 304	Program Evaluation	3
EDUC 325	Quantitative Research Design and Methods	3
EDUC 326	Applied Multiple Regression	3
EDUC 327	Structural Equation Modeling	3
EDUC 352	Applied Inquiry I	3

II. Research and Dissertation

(Minimum 5 units)

EDUC 399	Doctoral Dissertation	2-5
Education Electives related to Dissertation at 200-300 level		0-3

III. Concentrations

Students may elect to specialize in one or more specific areas. In order to earn a concentration (specialization and/or cognate), students must fulfill the general requirements listed above as well as specific concentration (specialization and/or cognate) requirements listed below.

A single course may be used to fulfill requirements in two or more specializations and/or cognates.

Students interested in earning a credential or license along with the degree will need to fulfill specific requirements as mandated by state and national governing organizations. In order to ensure these requirements are fulfilled, the student must work closely with an academic advisor and the credential staff in the Benerd School of Education.

Specialization Concentrations

Educational and Organizational Leadership

Select 18 units from the following Specialization courses: 18

EDUC 360	Seminar: Trends, Issues and Dynamics of Change
EDUC 363	Seminar: Personnel Issues
EDUC 364	Seminar: Educational Policy Making and Politics
EDUC 365	Seminar: Administration of Higher Education
EDUC 367	Seminar: Leadership in Diverse Organizations
EDUC 368	Seminar: Leading Complex Organizations
EDUC 372	Program and Organization Evaluation
EDUC 380	Leading Innovation
EDUC 381	Law in Higher Education
EDUC 382	Leadership in Higher Education

Cognate Concentrations

Organizational Learning and Effectiveness

Select 12 units from the following: 12	
EDUC 211	Facilitation of Projects and Initiatives
EDUC 235	Design Thinking for Organizational Analysis
EDUC 236	Prototyping for Organizational Improvement
EDUC 237	Organizational Learning
EDUC 238	Organizational Change and Consulting
Social and Educational Entrepreneurship	
EDUC 215	Creativity and Ideation 3
EDUC 287	Educational and Social Entrepreneurship 3
EDUC 366	Seminar: Marketing and Public Relations in Education 3
EDUC 377	Design Thinking & Lean Startup for Social Impact 3

IV. Of the required 56 units a minimum of 18 units must be from the Benerd School of Education

V. Of the required 56 units a minimum of 18 units must be taken at the 200 or 300 level

MCGEORGE SCHOOL OF LAW

<http://mcgeorge.edu>

Phone: (916) 739-7191

Location: McGeorge School of Law

Michael Hunter Schwartz, Dean

Programs Offered

Doctor of Juridical Science (JSD) with concentrations in:

- International Water Resources
- International Legal Studies

Joint Degree

Juris Doctor (JD) with certificates of concentration in:

- Business Certificate of Concentration
- Capital Lawyering Certificate of Concentration
- Environmental Certificate of Concentration
- Health Certificate of Concentration
- Intellectual Property Certificate of Concentration
- International Certificate of Concentration
- Tax Certificate of Concentration
- Trial & Appellate Advocacy Certificate of Concentration

Master of Laws (LLM) with concentrations in:

- Transnational Business Practice
- U.S. Law & Policy
- Water Resource Law

Master of Public Administration (MPA) with concentrations in:

- Water Policy
- Health Policy
- Environmental Policy
- Capital Policy Making
- Government Operations and Leadership
- Non-Profit Operations and Leadership
- Education Policy and Leadership
- Policy Change, Institutional Reform, Sustainability

Master of Public Policy (MPP) with concentrations in:

- Water Policy
- Health Policy
- Environmental Policy
- Capital Policy Making
- Government Operations and Leadership
- Non-Profit Operations and Leadership
- Education Policy and Leadership

Master of Studies in Law (MSL) with focus areas in:

- Government & Public Policy
- Health Care
- Human Resources
- Water & the Environment

Mission Statement

(As approved by Faculty on October 27, 2016)

The mission of the McGeorge School of Law, University of the Pacific, is to:

Provide a student-centered education that prepares its graduates for productive, successful, and ethical careers in law and other professions that serve society, and for leadership in building a diverse society committed to global social justice; and

Contribute to the improvement of law and policy through engaged scholarship and other forms of public service.

About McGeorge School of Law

Established nearly 90 years ago, the University of Pacific, McGeorge School of Law is an internationally recognized leader in the field of legal education with alumni practicing in all 50 states and in 58 countries. Its location in the capital city of California, Sacramento, has shaped the school's focus on state and local government law, International law, water law, and advocacy.

McGeorge School of Law began as a one-room night school in downtown Sacramento (L & 10th) in 1924, when it was founded as the Sacramento College of Law. Verne Adrian McGeorge was the founding dean and professor of law. The first commencement in 1925 marked the graduation of five new attorneys. The first female graduate of the school was Rose Sheehan in 1927, marking the college as ahead of its time in diversity and inclusion. In 1929, the Board of Trustees renamed the school McGeorge College of Law in honor of its founder.

Succeeding McGeorge, Russell Harris was dean from 1930-1933. Gilford Rowland was dean from 1933-1937. Lawrence Dorety was dean from 1937 until the school closed during WWII. The school reopened in 1946 under Dean John Swan. Dean Swan began to pursue a permanent home for McGeorge College of Law after several moves in downtown Sacramento.

Legacy of Leadership

In 1957, the influential Gordon D. Schaber became dean of McGeorge College of Law after Dean Swan's sudden death. Soon after, the Board of Trustees voted to move the school to a vacant well-baby clinic at the corner of 33rd Street and Fifth Avenue in the Oak Park neighborhood. Today, the McGeorge School of Law campus has grown to 13 acres. The law-school only campus continues to be located in Oak Park, three miles southeast of the state Capitol building in Sacramento, California.

For 34 years, Dean Schaber guided the school through its emergence as a first-class law school. In 1964, Schaber won accreditation by the Committee of Bar Examiners for the state of California. He recruited top-notch faculty, such as Supreme Court Justice Anthony M. Kennedy, who taught constitutional law on the Sacramento campus from 1965-1988.

Emergence of McGeorge as a National Law School

McGeorge School of Law was accredited by the American Bar Association in 1968, paving the way for its rise to national prominence. In 1983, McGeorge School of Law became a member school in the Order of the Coif, the ABA's highest acknowledgment of academic excellence; less

than half of all law schools accredited by the American Bar Association are also Order of the Coif member schools.

The ABA bestowed on Schaber its highest honor for service in legal education (The Kutak Award) in 1991, the year he stepped down as dean. Dean Gerald Caplan succeeded Schaber in 1991. During Caplan's tenure, the Governmental Affairs program was established to capitalize on the school's location in Sacramento. He expanded McGeorge's presence in intercollegiate Mock Trial competitions around the nation. In 2002, Dean Elizabeth Rindskopf Parker became the eighth dean of McGeorge School of Law. Parker championed the expansion of student study and faculty exchanges in Europe, Latin America, Africa, and Asia. Parker expanded externships and started new clinical programming in specialty areas such as immigration, mediation, and appellate advocacy. She launched strong collaborations with high schools to establish mentoring programs and law-themed curricula.

McGeorge School of Law Today

Michael Hunter Schwartz, former dean and professor of law in the William H. Bowen School of Law, University of Arkansas at Little Rock, became the 10th dean of McGeorge School of Law, in 2017. Each of the past three years, Dean Schwartz has been ranked among the 15 Most Influential People in Legal Education; he was ranked ninth in 2017. The McGeorge School of Law faculty includes full-time and part-time professors who hold law degrees from top law schools in the country, including Harvard, University of Chicago, Stanford, Columbia, University of Pennsylvania, Northwestern University, McGeorge, and Georgetown. McGeorge faculty members have created three national law school textbook series, have published, collectively, more than 100 books, and have published law school textbooks that have been adopted at more than 2/3 of the law schools in the United States.

The McGeorge School of Law Legal Studies Center was opened in 2011 and houses the Gordon D. Schaber Law Library. The state-of-the-art library serves the Sacramento legal community of students, law clerks and members of the Sacramento County bench and bar.

McGeorge School of Law enjoys a number of significant national rankings, including a top-10 ranking for trial advocacy, a top-10 ranking for government law, an A+ ranking for providing practical legal training, a top-20 ranking for International Law, and a top-35 ranking for part-time programs.

McGeorge School of Law has more than 13,000 alumni who practice in all 50 states and in 58 countries. More than 350 McGeorge alumni serve as judges, including two who are judges of the U.S. Ninth Circuit Court of Appeals, the second-highest court in the nation, and two who are state Supreme Court justices in Nebraska and Nevada.

McGeorge's unique Focused Decisions arm serves practicing lawyers all over the country providing litigation and jury consulting services, including mock trials and focus groups, trial presentations and technology support, and videography and editing services.

Affiliation with University of the Pacific

McGeorge merged with University of the Pacific as their school of law in 1966 and began offering day classes the following year. The original evening program for California leaders continues today and is consistently recognized as one of the best part-time law programs in the nation.

Areas of Academic Distinction

McGeorge School of Law offers award-winning programs in moot court and mock trial, having won dozens of competitions, has one of the strongest government law programs in the country, and enjoys a global reputation for its programs in international law and water law. Its master program in Transnational Business Practice counts 500 alumni around the globe, and the law school offers the only LL.M. in water law in the nation. McGeorge also offers the only Masters in Public Policy and Masters in Public Administration degrees in the nation that is housed in a law school. The school offers annual summer programs for J.D. students in Salzburg, Austria, and Antigua, Guatemala, attracting law students from around the world.

McGeorge's location in Sacramento, California's capital city, is a benefit to students who want to study public law and governmental decision-making. The McGeorge Capital Center prepares students for careers in leadership and service through extensive externship and co-curricular opportunities.

McGeorge has a rigorous core curriculum and also offers students a cutting-edge legal writing program and outstanding legal clinics, including clinics providing legal services in the areas of immigration law, mediation, legislation and public policy, bankruptcy, elder and health law, criminal law, and small business law. Students and supervising attorneys handle hundreds of civil and immigration cases a year through all phases, including trial and appeal; author legislation actually enacted by the California legislature; mediate disputes between prisons and prison inmates, and draft legislation.

Accreditation and Memberships

McGeorge School of Law is fully accredited by the Council of the Section of Legal Education and Admission to the Bar of the American Bar Association, and by the Committee of Bar Examiners of the State Bar of California. Degrees other than the JD (LLM, MSL, JSD, MPP, and MPA) are offered with the formal acquiescence of the American Bar Association Accreditation Committee. McGeorge School of Law is a member of the Association of American Law Schools. The school is approved for participation in veterans' educational benefits programs.

The law school has been awarded a chapter of The Order of the Coif, a national law school honorary society founded for the purposes of encouraging legal scholarship and advancing the ethical standards of the legal profession.

Full-Time and Part-Time Divisions

McGeorge School of Law offers programs leading to the Juris Doctor (J.D.) degree through a Full-Time Division and a Part-Time Division. The two divisions have the same curriculum, faculty, and methods of instruction; maintain the same scholastic standards and degree requirements; and adhere to the same objectives.

The law school operates on the semester system; two semesters of 14 weeks each plus examination periods. All year-long courses begin in the Fall Semester, which starts in mid-August. The Spring Semester begins in January. Summer Sessions are also offered beginning in May.

The course of study in the Full-Time Division leading to the J.D. degree requires three academic years (six semesters) of full-time study. A Full-Time Division student must enroll and earn credit for a minimum of 12 units each semester; the usual course load is 14 to 16 units per semester. Full-time students are expected to devote substantially all their working time to the study of law and are required to limit outside paid

employment to not more than 20 hours per week during the academic year.

The Part-Time Division program offers a reduced course load which generally requires four academic years (eight semesters) plus two summers of part-time study to meet J.D. degree requirements. Course loads usually range from 8 to 10 units each semester, with a minimum of 8 units required per semester. Most Part-Time Division students enroll in Summer Session courses to reach the required 88 units, but may, schedule permitting, take those units during the academic year instead. An accelerated Evening Division program enables a student to meet degree requirements in three and one-half years (seven academic semesters and Summer Sessions).

First-year required courses and second-year part-time required courses must be taken with the division in which a student is enrolled unless an exception is approved by the Assistant Dean for Student Affairs. Electives and upper-division required courses may be taken after the first year during the day or evening hours, as individual schedules permit. Students who wish to change their programs of study from one division to another should schedule an appointment with an academic counselor regarding approval and course of study. Appointments can be made by calling 916.739.7089.

Faculty Directory

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Timothy Zindel, Adjunct Professor of Law, Assistant Federal Defender, Office of Federal Defender, B.A., University of California at Los Angeles, J.D., UC Hastings College of Law

Law Courses

LAW 100. Skills Lab- Torts. 1 Unit.

This required first-year course teaches students "best practices" for studying the law and learning legal analytical skills, including IRAC rule-based methodology as a structure for legal analysis, case-briefing, outlining, time-management, and test-taking. This course will be integrated with one of the first-year substantive courses required for students in the fall semester.

LAW 101. Contracts/Analytical Skills. 4 Units.

Contracts/Analytical Skills course offers a practical introduction to a foundational area or areas of law and to the legal method. Students will learn best practices for studying law and developing foundational legal analytical skills so that they may read and understand case law, statutes, and regulations. These analytical skills will include IRAC rule-based methodology as a structure for legal analysis, case-briefing, outlining, and test-taking. Students will also practice negotiating and drafting agreements. This highly interactive course will utilize multiple formative and summative assessments.

LAW 102. Assessment & Review - 1st Year. 0 Units.

This is a non-graded, zero unit course which students are automatically enrolled in to provide a scheduled block in their schedule for assessment and review. Faculty believe that regular assessment and feedback about academic progress is key to student success and therefore schedule assessment throughout the semester, particularly in bar-tested courses. Blocks of time have been designated for this purpose for first and second year students and are labeled on your schedule as "Assessment & Review Sessions." These sessions will be held on an as-needed basis; students should plan their schedules accordingly by reserving these blocks in their individual calendars.

LAW 104. Legal Profession. 1 Unit.

The Legal Profession will prepare students to enter into modern legal practice and assist them in developing a professional identity. Students will be introduced to the common ethical dilemmas they will confront as externs, clinical students and practicing lawyers, as well as the role of emerging technology in the provision of legal services. Students will survey the variety of legal practice areas to help them to identify a satisfying career path and learn successful job seeking strategies. Upon registration in Legal Profession, students will be charged a \$15 course material fee.

LAW 105. Civil Procedure. 2-4 Units.

Questions of jurisdiction and venue; federal subject matter jurisdiction such as diversity and federal question jurisdiction; notice and code pleading; Federal Rules of Civil Procedure governing joinder of claims and parties; discovery; summary and default judgments; the right to a jury trial in civil matters; and issues of finality of judgments; appropriate examples drawn from California law.

LAW 110. Contracts. 4 Units.

Formation at common law and under the Uniform Commercial Code; consideration and other bases for enforcing promises; when writing is required; parole evidence and interpretation; unconscionability and other defenses; rights of third parties; excuses for nonperformance; conditions, performance and breach; damages.

LAW 115. Criminal Law. 2-4 Units.

The purpose of criminal law, the procedures by which it is enforced, and its substantive content, including offenses against the person, habitation and property; imputability and responsibility; modifying circumstances negating responsibility; and limitations on criminal capacity. This course will be offered in both an experiential format and an analytical skills format.

LAW 122. Global Lawyering Skills I. 2 Units.

Introduction to basic lawyering skills including legal research, writing, and analysis with an emphasis on objective legal reasoning. Students are taught to perform on-line and traditional research in primary and secondary authorities, and are introduced to research in international sources. Writing assignments build in complexity and include memoranda, client letters, and contract drafting, and are based on simulated case files.

LAW 125. Property. 4 Units.

Historical background, possessory and non-possessory interests in land and personalty, creation and transfer of property interests, concurrent estates, landlord and tenant law, public regulation of property, eminent domain.

LAW 131. Torts. 4 Units.

The law of civil injuries. Civil liability for interference with a broad array of legally protected interests, focusing on such topics as intentional wrongdoing, negligence, defective products, abnormally dangerous activities, defamation, invasion of privacy, and misrepresentation. Alternatives to the existing tort system will be discussed. (Please note that this course also includes a one-unit Analytical Skills Lab for a total of 5 units.).

LAW 132. United States Supreme Court Seminar. 1 Unit.

The course will involve in depth study of a topic relating to decision-making in the United States Supreme Court, such as Supreme Court Jurisprudence, Current Issues before the United States Supreme Court, or the Influence of Justices' Backgrounds on their Judicial Decision-Making. (This course is required of first year students in the spring term of their first year as part of the Accelerated Honors Program.).

LAW 151. Business Associations. 4 Units.

Includes partnerships and nature and formation, capacity and authority of corporations; problems of management; liabilities of officers, directors and shareholders; issuance of shares, distribution of earnings; consolidation, merger and dissolution.

LAW 155. Community Property. 2 Units.

Initiation and existence of the marital community; nature of interests in property as separate or community; management, control and liability of property for obligations; conflict of laws; dissolution of the community, including settlement and support; changing views of community property under equal rights laws.

LAW 163. Constitutional Law. 4 Units.

This course will introduce students to the United States Constitution. Coverage may include federalism; separation of powers; the role of the courts (including justiciability); legislative powers; presidential powers; the regulation and protection of the national economy; protection of individual rights under the Constitution; equal protection; due process, including its substantive and procedural aspects; and First Amendment freedoms.

LAW 165. Criminal Procedure. 3 Units.

Constitutional regulation of the administration of criminal justice, including due process of law, unreasonable searches and seizures, compulsory self-incrimination, and the right to counsel; selected problems in criminal investigation, trial, and post-conviction remedies.

LAW 170. Wills and Trusts. 3 Units.

Coverage includes intestate succession; validity and operation of wills; probate and administration of trusts and estates; use of trusts in estate planning; duties of trustee; rights of beneficiaries and enforcement of trusts. Prerequisite: LAW 125.

LAW 174. Evidence. 4 Units.

The law of evidence in civil and criminal trials, including judicial notice, burden of proof, presumptions, functions of judge and jury, competency and privileges of witnesses; principal rules of admissibility and exclusion of testimony of witnesses and documents.

LAW 178. Evidence (ITAP). 4 Units.

This integrated course coordinates topics covered in Evidence with skills learned in Trial Advocacy. In Trial Advocacy, students learn how to analyze a trial file, construct a case theory, and practice all phases of trial. At the end of the course, students conduct a full-day jury trial. In Evidence, students learn how to analyze admissibility issues under Federal and State Rules of Evidence and work through evidentiary issues concurrently with issues raised in their skills classes, such as making and meeting objections, articulating offers of proof, and learning evidentiary foundations. The concepts taught in Evidence every week are reinforced in Trial Advocacy exercises, while skills taught in Trial Advocacy every week, are reinforced in Evidence hypotheticals. This concurrent study of evidentiary issues with their practical application in the trial setting is designed to reinforce a deep understanding of both Evidence and Trial Advocacy in context. The Integrated Course satisfies the requirement of Evidence, earning students 4-units for Evidence, and qualifies as an elective earning 3 credits for Trial Advocacy. Students who enroll in the combined course must take and complete all 7 units. (Evidence, Graded; Trial Advocacy, optional; Graded/Pass-Fail). Automatically enrolled in course 812. (Practicum).

LAW 182. Global Lawyering Skills II. 2 Units.

A continuation of the lawyering skills training provided in GLS Introduction. Students prepare trial and appellate court briefs and oral arguments using a simulated case file. Students work through a year-long problem representing one side of a simulated case. They are introduced to domestic and transnational legal issues, as well as strategic considerations concerning representations, litigation, and alternative dispute resolution. There is a GLS Appellate Brief Fee of \$7 for this course.

LAW 185. Professional Responsibility. 2 Units.

Regulation of the legal profession and the ethical responsibilities of its members; the attorney-client relationship; advertising, solicitation and group legal service plans; compensation for legal services; fiduciary duties to client; avoiding conflicts of interest; competent representation; withdrawal from representation; duties and limitations on zealous representation; obligations to other attorneys, the court and the public; judicial ethics.

LAW 190. Remedies and Principles of Law. 3 Units.

This course will cover basic principles of core substantive law and remedies, including injunctions, restitution and damages. Instruction will be on-line and in-class. Students will practice using the rules of law and remedies to answer bar-type essay, multiple choice and performance test questions effectively.

LAW 200. Accounting for Lawyers. 2-3 Units.

This course provides exposure to principles of accounting from the perspective of the practicing attorney. Students will study the fundamentals of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS), as well as an array of legal issues important to both transactional attorneys and litigators. Students who are Certified Public Accountants (CPAs) or undergraduate accounting majors may not enroll in this course. (P/F).

LAW 204. Principles of Agency. 1 Unit.

A study of the theory and application of select principles of Agency law. This course also focuses on the study, organizational, writing and expression skills necessary for law school, the bar examination, and legal practice. The course will have a specific focus on legal analysis, including rule synthesis, deductive reasoning, analogical reasoning, issue analysis, as well as other skills such as exam preparation, time management, and outlining. Students will complete various assessment exercises and will receive detailed feedback on their work. This course meets before classes begin in August and/or during the fall semester. By invitation only or with Director approval. (JD preferred.).

LAW 209. Local Agency Practice. 2 Units.

California has thousands of local agencies and special districts providing essential services. This course explores local agency decision making in a variety of substantive areas. In this active learning course, the substantive mandates and policies are integrated into practical simulations and realistic legal assignments that emphasize advocacy, negotiation, and litigation. The litigation component examines administrative and traditional writs in addition to validation and reverse validation actions - unique and specialized lawsuits brought to challenge government actions. The course will focus on the substantive areas of the Brown Act, Public Records Act, California Environmental Quality Act, and Political Reform Act. (Practicum).

LAW 210. Business Planning. 2-3 Units.

Consideration of selected problems involving the organization, financing, operation, and restructuring of business enterprises. The problems require the combined consideration and application of corporate, tax, and securities law, accounting and financial matters, and business considerations and strategies. The problems also raise pertinent questions regarding the relationship between the business client and counsel and attendant problems concerning a lawyer's professional responsibility. Students may be expected to prepare research memoranda, legal opinions, and draft necessary documents. Prerequisites: LAW 151; LAW 300.

LAW 211. Entrepreneurial Management. 2 Units.

This online course introduces students to the knowledge, skills, and processes involved in innovation and entrepreneurship. Topics include how to generate new business ideas, how to evaluate new business opportunities, how to assemble human, financial, and strategic resources for a new firm, and how to manage growth and exits. Lessons will be delivered through online lectures, cases, and exercises, but there will also be flexible opportunities to meet individually and in small groups with the professor and with Sacramento-area entrepreneurs. The course will pay particular attention to the application of innovation and entrepreneurship to legal and other professional services. Students will be required to develop and pitch their own new business idea. The course is aimed at students seeking greater knowledge of the business skills involved in innovation and entrepreneurship. Scheduling note: Although the course is online, 15% of the course (approximately 2 sessions) will be in person and will be scheduled at mutually agreeable times after the class begins and will be based on meeting times that work for the participants. These 2 sessions will be mandatory.

LAW 212. Intro. to Legal Analysis. 2 Units.

Choices of policies and design of programs are core responsibilities of any public body. How these choices are made is critical. The chosen policies and programs shape the potential to achieve desired objectives, influence whether and how a public agency interacts with other public and private sector organizations involved in the same issue, some even working toward the same goal. Very importantly, how these choices are made and the choices themselves determine the roles of citizens beyond elections and also the roles of stakeholders. This course focuses on the design elements of these choices that cross any single department, sometimes seen at the level of a whole government—a nation, state, county, city or special district. Examples include how councils, boards or commissions develop calendars of work, including enacting ordinances and regulations, adopting budgets, or managing collective bargaining. Some important designs are externally imposed on organizations, including prescriptions of constitutionally superior governments, as well as standards established by professional bodies, such as the Government Accounting Standards Board. Students in the course develop tools to strategically analyze these design choices and assess how important features of a policy process can be changed. Many of the concepts and tools are also relevant to larger non-profit organizations and some are relevant to for-profit firms.

LAW 214. Small Business Seminar. 2 Units.

Small Business Seminar LAW 214 has a Pre Req of Business Associations - Law 150 or LAW 151.

LAW 216. The Business of Lawyering. 1 Unit.

This course uses an interactive model to explore the business side of law firms, including the critical skills needed to establish and operate a law firm as a solo or small firm practitioner. In addition, it provides an understanding of how larger law firms operate. It covers a broad array of topics related to the various dimensions of law practice, including business, clients, and life management. Business plans, marketing and client development, professional development, office management, and financial and ethical issues are among the subjects to be covered. Enrollment limit. (P/F) (Practicum).

LAW 220. Banking Law. 3 Units.

Introduction to the regulation of banks, savings and loan associations and their holding companies, particularly as they compete or interact with investment banks, securities dealers, real estate brokers, credit card issuers, and related financial services institutions.

LAW 225. Bankruptcy. 2-3 Units.

This course examines the United States Bankruptcy Code and the Federal Rules of Bankruptcy Procedure. Areas of emphasis are: eligibility for and dismissal of a bankruptcy case; claims against a debtor; treatment of executory contracts and leases; exemptions; discharge of indebtedness; and reorganizations in Chapter 11. The course material will give students a solid introduction to bankruptcy law and its application to the debtor-creditor relationship.

LAW 230. Water Resources Law. 2-3 Units.

This course introduces the legal principles that control water allocation for human and environmental purposes, taught via a combination of in-person class meetings and online exercises such as lectures, readings, videos, discussion and research. Legal principles covered include: categories of surface and groundwater rights, management approaches, allocation for environmental purposes, federal-state relationships, tribal and reserved rights, reasonable use, waste, and the public trust doctrine. Students gain practical understanding of water allocation and use in contemporary society, as well as critically examine the social policies that govern water management. Classes will meet in Classroom A on Mondays and Thursdays; other instruction will be in an online format, with support from the professor, structured to provide regular interaction with the professor and other students. Students are precluded from enrolling in this course if they have completed Water Resources Law in a different format.

LAW 232. Foundations of Water, Natural Resources and Environmental Law Practice 1. 2 Units.

An introduction to the natural water cycle and human efforts to divert, extract, store, transport and govern water. Topics include: hydrology and hydrogeology; water systems modeling; environmental uses of water; governance and operation of water systems; the design, construction, operation and maintenance of water diversion, pumping, storage, delivery and treatment systems; water chemistry and water re-use. (Open to J.D. students and practitioners with the permission of the Program Director) Prerequisite: PRIOR OR CONCURRENT ENROLLMENT IN LAW 230 OR LAW 621, OR THE EQUIVALENTS.

LAW 235. Environmental Practice. 3 Units.

This case-study course helps students to develop fundamental skills necessary for administrative practice and judicial review in natural resources cases. The examples are primarily drawn from problems typically faced by water resources attorneys but with applications to a broader range of natural resources, environmental, and land-use law practices. (Open to J.D. students; Practitioners may enroll with professor permission.) Prerequisite: Prior or concurrent enrollment in any one of the following courses: LAW 230 Water Resources Law, LAW 621 International Water Resources Law, LAW 510 Natural Resources Law, LAW 507 Environmental Law or equivalents. Enrollment limit. (Practicum).

LAW 240. Insurance Law. 2-3 Units.

Personal, property and liability insurance; governmental supervision of insurance; formation of the insurance contract; insurable interest; concealment, warranties, representations; subrogation, waiver and estoppel; incontestability; the respective rights and interests of the beneficiary, insured, insurer, assignee and creditor.

LAW 255. Federal Securities Regulations. 3 Units.

Students study the Securities Act of 1933 and the securities registration process, statutory and administrative exemptions from registration, and civil liabilities; reporting requirements under the Securities Exchange Act of 1934; the role of the Securities and Exchange Commission; and the ethical obligations of securities lawyers. Prerequisite: Business Associations (Practicum).

LAW 257. Business Transactions: The Art of the Deal. 2 Units.

This experiential course focuses generally on negotiation and drafting components found in typical business transactions, including due diligence investigation, representations, warranties, indemnifications, provisions related to the allocation of risk of loss dispute resolution. With guided instruction, and through individual and team exercises, students develop effective mechanisms for managing long-term contractual relationships, analyze deal documentation, consider negotiating strategies, negotiate and draft typical components of business agreements, including leases, licensing agreements, purchase and sale agreements, employment and non-compete agreements. Enrollment limit. Prerequisite or concurrent enrollment: LAW 151 (Practicum).

LAW 260. Commercial Law. 3 Units.

This course covers Articles 3, 4, 4A, and 5 Uniform Commercial Code (UCC), as well as federal statutes and regulations pertaining to the creation and transfer of negotiable instruments and liability of parties thereto, bank deposits and collection, wholesale funds transfers, electronic funds transfers, and letters of credit. Also discussed is Article 9 UCC pertaining to the creation of security interests in personal property and fixtures and the sale of accounts and chattel paper, the validity of such interests as against third parties, requirements for perfection, priorities among competing interests, rights to proceeds of the collateral, and rights and duties upon default of the secured debt. Article 6 UCC pertaining to bulk sales, and Article 7 UCC pertaining to title is also considered.

LAW 261. Sales of Goods. 3 Units.

This course covers all stages of contracts for the sale of goods in domestic and international transactions including documentary sales and electronic transactions. Focus is upon existing Article 2 and revised Article 1 of the Uniform Commercial Codes. Selected coverage of certain aspects of article 2A and revised Article 5; of acts dealing with electronic communications; of federal consumer protection acts; and of the Convention on Contracts for the International Sale of Goods.

LAW 265. Copyright Law. 2-3 Units.

This course explores ownership rights in expressive information and contrasts these rights with ownership interests in technological information; students study what information is protected by copyright from entertainment to computer based information structures; the rights of a copyright owner including the rights to make copies, transfer copies, perform and display works and the right to make derivative works, as well as moral rights in a copyrightable work; statutory exemptions from copyright in the form of compulsory licenses; as well as common law based licenses for fair uses; duration of protection and other technical rules; and international copyright protection through the Universal Copyright Convention and the Berne Convention.

LAW 266. Patent Law. 3 Units.

This course covers introductory and intermediate materials concerning invention protection mechanisms. Patent prosecution and litigation matters are stressed; alternative trade secret protection schemes are developed. Relevant statutes, case law, Patent and Trademark Office procedures, and patent application drafting are included.

LAW 275. Survey of Intellectual Property Law. 3 Units.

An introductory survey of federal and state laws which regulate trade practices is presented, including an examination of patent, copyright, trademark, and trade secret law; deceptive advertising and product disparagement; federal and state consumer protection laws; and the right of publicity.

LAW 280. U.S. Antitrust and International Competition Law. 2 Units.

This course will introduce general principles of United States antitrust and global competition law through a series of case studies comparing U.S. and European Union actions against alleged cartels, monopolies and mergers. This course is designed to be a substitute for the traditional domestic U.S. antitrust law course and assumes no prior grounding in the topic.

LAW 285. Trademark Law. 2 Units.

This course examines the common-law and statutory laws governing the protection of business identity, including laws for the protection of trade names, trademarks, service marks, trade dress, product configuration, and domain names. Methods for selecting and protecting trade identity, including procedures for registering marks with the U.S. Patent and Trademark Office, and applicable litigation and licensing strategies are also explored.

LAW 290. Computer and Internet Law. 2-3 Units.

This course explores the various methods of protecting computer technology through application of principles of contract, patent, copyright, trademark, and trade secret law. It also examines the business and legal problems that confront those who use and rely upon computers and the Internet in the conduct of their businesses. Standard legal agreements used in computer and Internet industries, as well as uniform laws governing computer and Internet transactions, are discussed.

LAW 297. Sports Law. 2 Units.

Considers key legal issues affecting professional sports industry, including application of antitrust laws and the effect of industry-wide collective bargaining agreements. Varying practices and their ramifications are studied for baseball, football, basketball, and hockey.

LAW 299. Entertainment Law. 2 Units.

Considers key legal issues affecting the entertainment industry. Varying practices and their ramifications are studied for movies, television, live theater, music, and print publishing. Prerequisite: LAW 265.

LAW 300. Federal Income Taxation. 3 Units.

This course covers the fundamentals of federal income taxation with emphasis on the taxation of individuals. Subject areas include gross income, assignment of income, exclusions, gains and losses, deductions, nonrecognition transactions, and income tax accounting. Special consideration is given to issues of tax policy and the development of skills necessary for working with the Internal Revenue Code. (Practicum).

LAW 302. Estate and Gift Tax/Estate Planning. 3 Units.

This course is a survey of the fundamentals of Federal transfer taxation, including the estate tax, the gift tax, and the generation skipping transfer tax, and a study of the planning techniques utilizing lifetime and testamentary transfers, life insurance, and other vehicles to best achieve the intentions of the owner as to the disposition of accumulated wealth. Prerequisite or Concurrent Enrollment: LAW 170.

LAW 304. Mental Health - Policy and Law. 2 Units.

This course is designed to expose students to legal and policy current issues arising in the context of government regulation and treatment of persons with serious mental health problems. Course coverage includes such issues as involuntary civil commitment, predictions of dangerousness, assessment of competency, the rights to treatment and to refuse treatment, and the relationship between mental health diagnoses and criminal responsibility and punishment. Students will undertake a substantial research and writing project.

LAW 306. Transnational Lawyering. 2 Units.

This course offers a practical introduction to the global legal order. Through a series of lectures and exercises, students will explore how lawyers navigate the intersection between the world's legal systems, as well as the challenges presented by intercultural practice. Students will learn about the structure and sources of international law, the relationship between international law and domestic law and practice, and key distinctions among the common law, civil law, and Islamic legal systems. (Practicum).

LAW 308. Art of Plea Bargaining. 1 or 2 Unit.

This skills-based course will be comprised of lectures, demonstrations, role-plays and simulated motion practice and will focus on interpersonal communication used by criminal trial attorneys in negotiations at each stage of litigation in state and federal court. The course will include plea bargaining, charge and sentencing issues, written and oral motion practice and tactical and ethical considerations in the context of negotiating for clients. (Limited Enrollment.)

LAW 310. Taxation of Corporations and Shareholders. 3 Units.

Students study the federal income taxation of corporations and their shareholders, including formation and capital structure, dividends and other corporate distributions, redemptions, liquidations, and reorganizations. Prerequisite: LAW 300 (Practicum).

LAW 314. Taxation of Partnerships and S Corporations. 3 Units.

This course focuses on federal income tax treatment of pass-through entities, including partnerships, limited liability companies, and S corporations and their owners, dealing with classification, formation, allocations, distributions, liquidations, and reorganizations. Prerequisite: LAW 300 (Practicum).

LAW 325. Taxation of Real Estate Transactions. 3 Units.

Students study federal income tax treatment of real property dispositions, including gifts and bequests, sales of a principal residence, like kind exchanges, involuntary conversions, and deferred payment sales. Consideration is also given to the determination of gain and loss, encumbrances on real property, treatment of capital gains and losses, limitations on tax shelters, and the alternative minimum tax. Prerequisite: LAW 300 (Practicum).

LAW 375. U.S. Taxation of International Transactions. 3 Units.

The course covers the application of federal income tax laws to U.S. citizens, residents, and corporations investing or doing business without the United States and nonresident aliens and foreign corporations investing or doing business within the United States. The course emphasizes fundamental issue of cross-border activities, including jurisdiction to impose tax, source of income provisions, foreign tax credit, income tax treaties, U.S. anti-deferral regime, transfer pricing, and nonrecognition transactions with foreign entities. (Practicum).

LAW 400. Advanced Criminal Procedure. 2 Units.

Students study the criminal process from the initial court appearance through sentencing, with particular emphasis on constitutional issues such as double jeopardy, jury trial, discovery, the plea bargaining process, and procedures relating to the preliminary hearing and to sentencing. Prerequisite: LAW 165.

LAW 405. Worker's Compensation Law. 2 Units.

This course will examine case law and the statutory, regulatory framework of the California Worker's Compensation system. Students will study employment relationships, causation of injury, benefits, procedure and practice, including trial preparation and appellate review. Classroom exercises and assignments will involve real-life scenarios that require students to use critical thinking and analysis to develop advice and strategies for potential clients (injured workers, employers and insurers). Students will develop a working knowledge of this complex system which covers all California workers and their employers. (Practicum).

LAW 410. White Collar Crime. 2 Units.

This course is an examination of substantive and procedural issues that arise in the investigation and adjudication of various business crimes, including the methodology for identifying criminal intent in business activity, corporate liability for acts of employees, corporate officer liability for acts of corporate agents, strict liability of corporate officers for hazardous work place conditions, constitutional and common law privileges of business entities, the operation of the investigative grand jury, immunity, searches of business premises, and the interplay between civil and criminal proceedings.

LAW 415. Criminal Law Defenses. 2 Units.

The moral underpinnings of, and public policy controversies regarding, criminal law defenses. Among the topics likely to be covered are: the purpose of criminal law defenses; categorization of defenses, and the moral/legal controversies surrounding traditional defenses (e.g., self-defense and duress) and proposed new defenses (e.g., battered-women defense, "rotten social backgrounds," brainwashing, euthanasia). (Limited enrollment).

LAW 433. Employment Law. 3 Units.

Students study the creation and termination of employment relationships; employment discrimination; regulation of wages, hours and conditions of employment; occupational safety and health regulation; workers' compensation, and unemployment insurance. (Excludes union representation and collective bargaining- See LAW 555) (Practicum).

LAW 440. Family Law. 2-3 Units.

This course focuses on the changing definitions of "family" and "marriage:" pre-marital agreements; unmarried couples; domestic partnership; dissolution of marriage and domestic partnership; annulment; financial consequences of dissolution; parent-child relations; custody of children and visitation; child support and spousal support; domestic violence; child maltreatment; and adoption. (Practicum).

LAW 442. Alternatives to Litigation in Family Law. 2 Units.

This experiential course integrates family law theory and mediation practice with business development. Family law practice is changing to increasingly favor out-of-court dispute resolution. To succeed in the emerging field of cooperative divorce, an attorney must have technical, emotional, marketing and business skills. This course combines lecture, lab activities, and role play exercises, elevating basic mediation skills and family law knowledge to explore the unique and varied skill set required to build - and enjoy, a cooperative divorce practice. Prerequisite: LAW 440-Family Law. Enrollment limit. (Practicum).

LAW 450. Juvenile Law. 1 Unit.

This course includes an in-depth analysis of issues relating to juvenile court procedure and practice, including delinquency, child abuse and neglect, and termination of parental rights. Students learn about the role of the attorney in the juvenile court.

LAW 465. Federal Habeas Corpus. 3 Units.

Students study state and federal habeas corpus proceedings and policies, including the history of the "Great Writ;" the complex requirements for habeas corpus proceedings; the exhaustion doctrine; cognizable claims; legal representation; nature of the proceedings and relief; successive petitions; and recent changes in the law.

LAW 500. Administrative Law. 3 Units.

Students study the practices and procedures of administrative agencies; jurisdiction and judicial review applicable to administrative agencies; scope and effect of their decisions; legislation applicable to administrative agencies.

LAW 501. CA Enviro. Cases & Places. 1-2 Units.

This course will center on a three-and-a-half-day field trip that will take students to world-class teaching locations in eastern and southeastern California. The field trip will employ a truly unique, interdisciplinary approach that will help students experience the locations we will visit from two distinctly different perspectives – law and environmental science. The field trip follows a 1,000-mile loop from Sacramento, east over the Sierra Nevada to South Lake Tahoe, then down I-395 to Mono Lake and then southeast to the dustbowl of Owens Dry Lake, Death Valley, and the Mojave Desert, and then finally back to Sacramento via the farmlands of the Central Valley. The list of locations we will visit during the trip reads like a who's who of California's most interesting (and vexing) environmental problems. Upon registration in CA Environmental Cases & Places, students will be charged a \$250 fee for travel related expenses.

LAW 503. Legislation and Statutory Interpretation. 3 Units.

In this age of statutory proliferation, an understanding of how courts interpret statutes is a crucial skill every attorney should possess. The dominant purpose of this class is to train students to make effective statutory interpretation arguments on behalf of their clients. Through a combination of exercises and cases, the class explores the academic and judicial debate concerning appropriate methods of statutory interpretation. In addition to studying the legislative process, students will learn different devices that are used in the interpretation of statutes, such as canons of construction, legislative history and precedent, as well as different theories of statutory interpretation, such as textualism, dynamic statutory interpretation and purposive interpretation. (Practicum).

LAW 506. Law and Literature. 1-2 Units.

This reading course focuses on the representation of law, lawyers, and legal and ethical issues in world literature. Each seminar participant is required to prepare a presentation on one of the pre-selected literary works and to discuss (i) how the law and lawyers are presented in the work; (ii) what legal, socio-political or ethical problem(s) the work highlights; (iii) how the work resolves the problem(s), if at all; and (iv) how the work might influence a reader's understanding of the law. Participation in the seminar is limited to ten students, who are expected to choose one of the designated works prior to the beginning of the program. Grading will be based upon the student's presentation and a short summary paper.

LAW 507. Environmental Law. 3 Units.

This course is a survey of legal principles and policies relating to protection and enhancement of the physical environment. Particular attention is given to common law doctrines and public rights and remedies; federal and state control programs for the fields of air pollution, water pollution, noise, solid waste management, fish and wildlife resources; planning for federal, state and local administrative agencies.

LAW 509. Special Topics in Environmental Law. 2 or 3 Units.

This course will explore a specific field or issue in environmental law. The particular focus of the course, course requirements, and any prerequisites will be provided in the registration materials for the semester in which the course is offered. Students will be required to complete a substantial scholarly paper. Priority will be given students pursuing the Environmental Law Concentration. Prerequisite or concurrent enrollment: LAW 507.

LAW 510. Natural Resources Law. 3 Units.

Students examine the law and policy relating to the use of federally owned lands for the production or enjoyment of various natural resources. Major themes include the history of federal public land law and policy, the jurisdictional authority of the federal government and the states over public lands, and the respective roles of the federal legislative, executive and judicial branches in formulating and enforcing natural resources law and policy. Specific natural resources considered include water, minerals, timber, grazing, wildlife, recreation, and the preservation of historical and environmental values. (Practicum).

LAW 511. Climate Change Law & Policy. 2 Units.

Climate change is a serious threat to human health and the environment. This course is a survey of the legal tools employed to address global climate change through mitigation and adaptation measures at the international and domestic levels. These measures are relevant to many areas of law practice including water, land use, business, real estate, municipal, legislative, and public law as well as environmental and natural resources. The course will explore the legal regime created at the international level, U.S. responses at the state and local levels, and common law based litigation. Particular attention will be paid to mitigation of greenhouse gas emissions through the Clean Air Act, renewable energy policies, and various initiatives in the transportation, energy and building sectors.

LAW 513. California Lobbying & Politics. 2 Units.

This course explores how power and influence operate in the California Legislature. The first part of the course examines the processes and pressures a California legislator typically encounters prior to casting a vote in the Legislature, including campaigns for local and state office; fundraising; the influence of political parties and partisan leadership; grassroots supporters; and Sacramento-based interests. The second part of the course develops theories of legislative persuasion, including a blend of traditional advocacy skills and political strategy. The course includes a mock legislative hearing exercise at the State Capitol.

LAW 515. Conflict of Laws. 3 Units.

Students study the law applicable to private interstate and international transactions. Domicile, jurisdiction, recognition of foreign judgments and family law matters (divorce, annulment, alimony, custody) as well as choice of law problems in torts, contracts, and other transactions are covered.

LAW 517. Statutes and Regulations. 3 Units.

This course introduces students to strategies and techniques for interpreting and applying statutes and regulations in the modern administrative state. Topics include foundational issues important to public law, such as the legislative process, doctrines of statutory interpretation, the structure of administrative law, and the role of agencies in interpreting and enforcing statutory schemes.

LAW 518. Public Authority in Use. 2 Units.

Examines capacity for effective authoritative decisions beyond single jurisdictions or agencies, such as joint powers authorities, MOUs, contracts, statutes or court determinations (e.g., preemption) and others. Also examines devices for joint actions across sectors or which seek to direct individual behaviors.

LAW 526. Mediation. 2-3 Units.

This course provides functional knowledge of the power and practice of mediation, which is increasingly being used to resolve both litigated and non-litigated disputes. Mediation employs a natural third party, the mediator, to help disputing parties make better decisions concerning whether and how to settle a dispute. This course examines the theoretical, legal, ethical, and practical aspects of mediation through lecture, discussion, video simulations and extensive interactive exercises and role-plays. Students will learn to conduct mediations in step-by-step process. This course also covers how to represent a client effectively in mediation and explores appropriate applications of mediation. Enrollment limit. (Simulation).

LAW 528. Online Dispute Resolution. 1 Unit.

Online Dispute Resolution (ODR) is an experiential class designed to introduce professional skills related to the use of technology as part of an alternative dispute resolution (ADR) practice. Students will engage in classroom work and discussions to become familiar with the impact of information and communication technology (ICT) on ADR practice and ethics, but the bulk of the course time will be spent using ICT applications and interacting with the instructor and fellow students regarding the appropriate use of ICT. Course work will demand that students engage in collaborative efforts to assess and use ICT in work with case fact patterns. Feedback will be in the form of group de-briefings, and in direct feedback from the instructor. (Simulation).

LAW 535. First Amendment. 3 Units.

This course is an in-depth and comprehensive study of freedom of speech including political speech, defamation, obscenity, commercial speech and the press. Also included will be a review of governmental demand for information as well as freedom of religion, including the establishment and free exercise clause Prerequisite: Completion of LAW 163.

LAW 550. Immigration Law and Policy. 3 Units.

This course covers legal issues and policies pertaining to non- U.S. citizens, including the regulation of their admission into and removal from the United States, and/or their naturalization as U.S. citizens. This course critically examines how and why the rights of noncitizens who are in U.S. territory differ from the rights of citizens. These topics will be covered from various perspectives, including constitutional law, human rights, ethics and morality, and history.

LAW 555. Labor Law. 3 Units.

This course focuses on the right to organize; organization of labor unions, strikes; picketing; boycotts, collective bargaining; unfair labor practices of employers and unions; the union member and his union; the National Labor Relations Act and the Labor Management Relations Act; preemption of State regulation.

LAW 560. Land Use Planning. 2 Units.

A survey of various types of governmental controls on land use including zoning, subdivision controls, official maps, building codes and eminent domain. Prerequisite: LAW 125.

LAW 568. California Initiative Seminar. 2 Units.

This course involves a detailed review of the California initiative process and specialized research techniques appropriate for understanding initiative measures. Each student prepares an objective analysis of one or more initiatives that are likely to appear on an upcoming California statewide ballot. The analysis includes a clear description of what the initiative does, whether there are serious ambiguities in the text of the initiative, and whether the initiative is likely to be held constitutional if challenged. The analysis does not include a recommendation of how people should vote or comments about the wisdom of the initiative. (Practicum).

LAW 570. Health Law. 3 Units.

This course is an introduction to the U.S. health care system and public policies and laws that impact both health care providers and consumers of health care. Topics covered include federal and state regulation of hospitals, physicians and managed care organizations; standards of care and medical malpractice; privacy and -confidentiality; informed consent; access to care and federal/state reform proposals; public and private financing of health care; forms of health care enterprises, and end of life issues.

LAW 572. Public Health Law. 3 Units.

Students study legal powers and duties of government to assure the conditions necessary for the public to be healthy (e.g., to identify, prevent, and ameliorate health risks to the population), and the limitations on government's power to constrain the autonomous, privacy, proprietary, and other legally protected interests of individuals for the protection and promotion of public health. Topics covered include the foundation and scope of public health state policy powers; health promotion, persuasion, and free expression control of infectious diseases; bioterrorism; public health regulation of property and the professions; tort law's role in public health; and obesity and the scope of public health.

LAW 576. Intro to Capital Lawyering. 2 Units.

This course introduces students to the lawyer's role in developing, modifying, implementing, advocating, and influencing public policy, including: legislation, regulations, executive orders, court orders, and other policy edicts at the national, state, and local levels. Students learn how to do policy analysis; learn the essential organization and procedures of the various policymaking venues; are able to consider and weigh strategic implications associated with the various venues and processes; conduct research using a variety of sources unique to policymaking in California and other settings; learn and develop skills for advocacy, negotiation and compromise in a policymaking setting; and practice applying course knowledge and skills to important public policy matters of the day. Students complete a project on an actual and current public policy problem.

LAW 579. Affordable Care Act Seminar. 2 Units.

This seminar will examine the Patient Protection & Affordable Care Act, exploring the objectives of the Act as well as the impact that implementation and legal challenges have had on the likelihood that the Act's objectives will be achieved. Topics will include an overview of healthcare delivery in the U.S., the Affordable Care Act's structure, legal challenges and interpretative issues such as Medicaid expansion, the individual mandate, challenges to availability of subsidies, the essential health benefits and related requirements (i.e., contraceptive mandate, preventive screenings, etc.), and current and future developments in healthcare reform. The students undertake a substantial research and writing project. Enrollment limit.

LAW 600. Public International Law. 3 Units.

Students study the nature, sources and evolution of international law; relation of international law to municipal law; subjects of international law; peaceful settlement of disputes; international agreements; state responsibility and treatment of aliens; the use of force; the role of international organizations.

LAW 608. International and Foreign Legal Research. 1-2 Units.

The course examines methods, strategies, and sources for international and foreign legal research. The emphasis is on developing research skills in the area of international law, although the course will also include instruction related to foreign legal systems. General topics to be covered include treaties, customary international law, international courts and arbitration. (P/F).

LAW 614. International Protection of Human Rights. 3 Units.

This course explores the law governing the international protection of human rights and the institutional mechanisms through which such protection may be achieved; Universal Declaration of Human Rights and the role of the United Nations; the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights; genocide, and human rights issues relating to armed conflict, refugees, and reconciliation; treaties and non-treaty arrangements, including international criminal prosecutions; European Convention on Human Rights and other regional systems of protection; activities of non-governmental organizations; enforcement of human rights standards within the United States.

LAW 616. Marijuana Law Seminar. 2 Units.

Over half of Americans live in states where they may obtain marijuana for medical or recreational use without fear of prosecution by the state. Despite that, they are violating federal law when they possess even a small amount of marijuana. At the same time, the sheer number of states adopting these laws is propelling the US towards a national solution. The overlay of state, local and federal laws creates a complex pattern of legal requirements – such conflicts create a demand for lawyers. This seminar focuses on an array of legal issues: for example, what is federal law and policy regarding marijuana? What are the states doing and how can they do so despite federal laws making marijuana possession and sale illegal? What the policy issues surrounding marijuana, including questions involving health issues, criminal justice issues, business and banking issues and more. Students in this seminar have an opportunity to explore these kinds of questions in depth in a substantial paper that each student writes and presents to the class.

LAW 619. International Criminal Law. 2-3 Units.

Students study International Criminal Law with an emphasis on international crimes generally associated with armed conflicts. The primary crimes studied are violations of the laws and customs of war, crimes against humanity, and genocide. The course includes historical background on the Nuremberg and Tokyo tribunals of post-World War II and a study of the current tribunals for adjudicating these crimes, with a particular focus on the jurisprudence of the ad hoc tribunals created by the United Nations for crimes committed in the former Yugoslavia and in Rwanda. The topics covered include the jurisdiction of the international tribunals; substantive crimes; theories of responsibility; defenses; the blending of civil law and common law legal systems; the impact of an international setting on criminal procedure issues; and the multiple forums in which international crimes are adjudicated. There will be a writing requirement for the course in the form of either a paper and/or a take-home exam.

LAW 620. International Environmental Law. 3 Units.

This course examines national, regional, and international efforts to protect the global environment, prevent transfrontier pollution, and provide for the safe transfer of hazardous substances and technologies. Particular attention is devoted to legal problems raised by attempts not only to prevent, but also to mitigate and repair (or compensate for), harm to specific resources or the environment.

LAW 621. International Water Resources Law Seminar. 3 Units.

This seminar focuses on the theoretical bases and practical application of the law governing international fresh water resources. Students study the principal cases and controversies in the field and analyze the most significant global and regional instruments. Enrollment limit.

LAW 624. Legal Spanish for U.S. Lawyers. 2 Units.

This course prepares bilingual students and students who are proficient in Spanish, to represent Spanish speaking clients in the U.S. legal system, or to work in Spanish on matters involving U.S.-Latin American relations. The course introduces students to important vocabulary and emphasize skills in areas of law most likely to require lawyering in Spanish. The course also includes discussion of topics important to cross-cultural lawyering, including the use of interpreters by U.S. lawyers and the courts. (P/F or Graded) (Simulation).

LAW 625. International Business Transactions. 3 Units.

This course focuses on problems faced by the international capital market and multinational corporation, including difficulties faced in dealing with several, sometimes conflicting, national and international regulatory bodies designed to control or encourage economic development, protect investors and consumers, and allocate foreign exchange; and corporate legal techniques of foreign operation and financing. (Practicum).

LAW 630. International Banking. 2 Units.

This course is an introduction to the structure and regulation of the international banking system. Topics include: the role and authority of pertinent U.S., non-U.S., and international regulators; methods of entry into U.S. and non-U.S. banking markets; types and regulation of international banking activities; risk analysis; less-developed-country lending; conflicts of public policy; foreign bank secrecy.

LAW 631. International Negotiations. 2 Units.

In this course, students will explore how international agreements are made. In tandem with a review of the law of treaties, historical case studies, and cutting-edge negotiation theory, students will participate in simulations of transnational negotiations. Enrollment limit. (Practicum).

LAW 635. Transnational Litigation. 3 Units.

Students study procedural aspects of private transnational litigation in the U.S. and Europe, including jurisdiction, service of process, taking of evidence, interim measures of protection and enforcement of judgments. Also covered are: choice of law, sovereign immunity and a survey of the rules governing international arbitration and enforcement of arbitration awards.

LAW 647. International Economic Law. 2 Units.

This course serves as a broad introduction to the legal aspects of international economic relations and global economic governance, with a focus on trade and investment. The course will look at sources of international economic law, and also international actors and international financial institutions in this regime. It will additionally consider the law relating to the International circulation of goods, services and factors of production, to the protection of international investment, as well as the role of supranational institutions (WTO/ICSID) in the area of trade and investment dispute resolution.

LAW 650. European Union Law. 1-3 Units.

This course is an introductory study and analysis of substantive EC law within the framework of an understanding of the complex socio-economic and political environment within which the Treaty of Rome is implemented, starting with the reasons for the formation of the EC and the institutions of the EC, including: free movement of goods, internal taxation, quantitative restrictions, competition law, free movement of capital, services and people. The course also covers EC external relations with several countries or groups of countries.

LAW 654. European Union Law for International Business. 1 Unit.

This course provides a general introduction to EU law, in the context of how businesses typically enter the EU market. The course concentrates on key matters that international business partners will face entering the EU market and the discussion will focus on selling goods to an EU buyer, e-commerce activities aiming at the EU market, sales via an EU representative, entering the EU market via franchising arrangements, establishing a permanent presence in the EU, and related matters. This is a problem based course and students will work collaboratively to resolve challenging case studies.

LAW 680. International Intellectual Property. 1-3 Units.

Trademarks, copyrights, patents and trade secrets will be reviewed by a survey of certain aspects of select international treaties. The course has a strong international comparative law component with a Pacific Rim or European Union focus.

LAW 688. Internship. 12 Units.

This course is used for candidates who are placed in a law firm for an internship. Students will earn 12 units of credit. Interns are expected to be fully integrated into the daily work of the host firm. Among the tasks normally assigned to interns are research, preparation and review of documents, client interviews, negotiations, and observing court appearances. This course is designed for LLM students only.

LAW 689. International Investor - State Arbitration. 3 Units.

This course introduces students to international investment treaty law and arbitration. Topics covered include jurisdictional issues of qualifying investment and nationality, the distinction between treaty and contract claims, the relationship between parallel proceedings in domestic and international fora, the appointment of arbitrators, interim measures of protection, transparency of arbitral proceedings, the application of substantive protection such as standards of nondiscriminatory treatment, fair and equitable treatment, observance of undertakings, and protection against unlawful expropriation, host state defenses such as necessity and countermeasures, issues of corruption and illegality, theories of the calculation of damages, and enforceability of awards against states. (Practicum).

LAW 690. Special Topics- International. 1-3 Units.

LAW 690A. European Law In Practice. 1 Unit.

Students will learn about law practice in Europe through observation and instruction. This seminar consists of a two-day boot camp, placement in an internship in a European law firm, company, or legal institution for five weeks prior to the Salzburg Summer Program, and weekly online or telephonic conferences during the course of the internship. Students will be required to keep a reflective journal and write periodic reflective essays. The Associate Dean for Experiential Learning and the Director of Graduate and International Programs will help students find an appropriate placement, and must approve each student's registration.

LAW 690B. Hot Topics in European and International Company Law. 1 Unit.

After providing a general introduction to comparative company law and its challenges, the course will deal with conceptual differences between common law and civil law rules on companies regarding source, form, style and substance. The special part of the lecture will focus on: - Brexit and its consequences for EU/International company law - Corporate social responsibility (liability, reporting) - M&A (creditor protection, cross-border conversion) - Shareholders liability (e. g. liability for a delayed insolvency request) - Directors' duties (codification of the business judgment rule, compliance in the field of data protection, employee protection for managers, D&O insurance) - Equity-replacing shareholder loans The course will highlight possible consequences for US enterprises doing business with European partners. (Practicum).

LAW 692. Freedom of Expression in Europe and the United States. 1 Unit.

This course considers issues of free expression arising in Europe and the United States, particularly with regard to government regulation of speech and of the press. Most of the attention will be directed to the European Court of Human Rights that explain and apply Article 10 of the European Convention. There will be a focus on the doctrines as to which of the two systems have taken divergent paths, such as in dealing with "hate speech" and defamation.

LAW 694. International Dispute Resolution. 1 Unit.

This course surveys the wide variety of process choices in international dispute resolution. It will include a comparison between civil and common law judicial procedure and of alternative dispute resolution methods such as international arbitration and mediation. The course will examine the legal, policy, ethical, and jurisprudential issues associated with these processes. It will also address the negotiation and drafting of choice of law and choice of forum clauses, as well as of arbitration agreements. The course will be taught through case law, descriptive readings, simulation exercises, and discussion.

LAW 699. Special Topics. 1-4 Units.

Special Topic Courses in LAW.

LAW 699A. California Craft Beer Law. 2 Units.

In this course, you will learn the constitutional, statutory, and regulatory framework that controls and impacts California craft breweries on a daily basis. Topics we will cover include the historical bases for alcohol regulation, the three-tier system, licensing and regulation, ABC enforcement procedures, and various compliance requirements. We will also lightly touch on various legal disciplines that impact craft-breweries, including entity formation and intellectual property (trademarks). This course will introduce you to the roles lawyers play in counseling and representing California craft breweries. This course will also familiarize you with the surprisingly wide spectrum of legal issues that attorneys representing California craft breweries must be familiar with to competently perform their work.

LAW 699C. Leading in the Law. 1 Unit.

Recent research shows that being a great lawyer is more than rote knowledge, technical skills, and intelligence in an IQ sense. The purpose of this course is to introduce students to Emotional Intelligence (EI) theories and concepts to increase knowledge of the topic and to provide applicable tools for skill building in the realms of peak performance, stress management, intrapersonal and interpersonal awareness, resilience / adaptability. EI is defined as an ability to recognize and effectively manage emotions in ourselves and with others. The course begins with taking the ESCI-U, a scientifically validated and widely used EI assessment. The information obtained will be grouped into a class-wide data set (no individual information will be shared) to inform the goals and areas of emphasis for the class. The course mixes didactic and experiential components providing an overview of various models of EI, performance enhancement skills, recent research findings in mindfulness, performance, and the brain, and insights on practical application of EI skills to lawyering success. Enrolled students will be assessed a \$55 fee for the Emotional and Social Intelligence Competency Inventory (ESCI-U) that will be used as part of this course to provide feedback on your emotional intelligence.

LAW 699E. Civ Rights Hist for Mod Lawyer. 2 Units.

Students learn about historic civil rights issues, laws and court decisions that have shaped the modern landscape of civil rights law, and they apply the laws and decisions to contemporary issues, which may include the operation of the criminal justice system, employment, voting, housing, and education.

LAW 699F. Cybersecurity Law & Policy. 1 Unit.

This course will provide students exposure to the current key legal and policy issues related to cybersecurity, including the legal authorities and obligations of both the government and the private sector with respect to protecting computer systems and networks, as well as the national security aspects of the cyber domain including authorities related to offensive activities in cyberspace. This course will include a survey of federal laws, executive orders, regulations and cases related to surveillance, cyber intrusions by both private and nation-state actors, data breaches, and privacy and civil liberties matters, among other topics. The course will also explore the legislative and technology landscape in this dynamic area, and will provide students with opportunities to discuss cutting-edge issues at the intersection of law, technology and policy.

LAW 699G. Information Privacy Law. 3 Units.

This course covers the broad territory of the historical roots of privacy law in the United States, to its current place in the legal frameworks of Constitutional, contract, tort, administrative, and statutory (federal and state) law, and further to sector specific inquiries into the protections afforded health, financial, or national security related information. Specific topics include recent controversies involving domestic surveillance, social networking sites, video surveillance, DNA databases, biometric data, and online advertising. While focusing on U.S. law, the course will examine the effects of the European Union's General Data Protection Regulation (GDPR) on U.S. businesses that reach EU citizens and must comply with the regulation. There will be a case study involving a hypothetical small U.S. business seeking advice on U.S. privacy law as well as the GDPR.

LAW 699H. Race, Mass Incarceration & Criminal Justice Reform. 2 Units.

This course explores the rise of mass incarceration between the 1970's and the 2000's, its consequences for communities of color, and the emerging strategies to move the US justice system away from its heavy reliance on incarceration. The course is broken into two parts. In the first half of the semester, we will examine the causes and dynamics of mass incarceration in America. In the second half of the course, we will look at how criminal justice can be reformed to address the current crisis of mass incarceration.

LAW 699I. Leadership and Organizations. 2 Units.

Many law students will someday lead law practices, chair bar organizations, serve on the boards of non-profit organizations, and run businesses. This course helps prepare students for responsible leadership and service in the many roles that lawyers perform both in and out of legal practice. Students are introduced to basic principles and methods of leadership and apply what they are learning to their current leadership role with a student organization at McGeorge School of Law. Students will assess their own leadership strengths and weaknesses and develop the skills and self-awareness necessary to lead ethically and effectively. Registration in this course requires concurrent service as a board member of one of McGeorge's Registered Student Organizations or the SBA. (Practicum).

LAW 699J. Gaming Law and Regulation. 1 Unit.

This course will provide a basic working knowledge and understanding of the North American and International Gaming Industry. Our focus will be primarily on the domestic gaming industry which will include an examination of what legally constitutes an act of gambling; how tribal gaming and commercial gaming are regulated by federal and state governments; the administrative process for obtaining a privileged gaming license; technology licensing; the structuring of a business entity with consideration of gaming license requirements and investigative inquiries; the laws and regulatory agency oversight of gaming activities; public policy issues and problem gaming considerations.

LAW 699K. Law Teaching. 2 Units.

The course focuses on all aspects of designing law school courses and teaching law students, including course sequencing, classroom teaching, and designing and grading exams. The course also addresses how to develop as law teacher. Students will be taught the best practices through lectures, discussions, interactive exercises, and role-plays.

LAW 699L. Writing for Publication. 2 Units.

This course explores best practices with respect to research and writing for publication in the fields of international and comparative law. It is designed for JSD and LLM students who plan to write theses or dissertations, as well as other students interested in doing serious scholarly or policy writing.

LAW 699M. Legal English. 1 Unit.

This course prepares international students to work with English-speaking clients. The course introduces students to important grammar, legal vocabulary, and idioms often encountered when lawyering in English. Students will practice writing under timed conditions and oral presentation skills. The course also includes discussion of topics important to cross-cultural lawyering. This course is mandatory for all LL.M. non-native English speakers but can be waived for students who score high on the initial assessment. (P/F).

LAW 699N. Disability Law. 1-2 Units.

In this course, we will cover the statutes, regulations and cases that support the rights of individuals with disabilities, their families and caregivers. Since everyone with a disability is a person first, their rights impact every category of legal study and practice. Among the important legislation that we will study are the following: Individuals with Disabilities Education Act (IDEA); Americans with Disabilities Act of 1990 (ADA); and Federal Civil Rights Act.

LAW 702. Street Law International. 3 Units.

Law students participate in a boot camp during the first three weeks of the semester and then teach practical legal trial skills to local high school students during the last 11 weeks of the course. Legal subjects include Constitutional Law, Civil Rights Law, Criminal Law, and Trial Advocacy. With guidance from the supervising high school teacher, law students teach two weekly sessions of about one hour each at a local high school, and provide mentoring and role modeling for the high school students. Law students also coach high school students for a mock trial competition to be held at the end of the semester. Students will provide feedback via e-mail to the adjunct professor. (P/F) Enrollment limit.

LAW 703. PASS I. 2 Units.

Students in PASS I complete substantive review and extensive writing practice based on CA Bar Exam essay questions, receiving substantial individual written and oral feedback concerning critical reading skills and issue identification, answer outlining and time management, use of IRAC, and crafting effective rule statements, factual analyses, and conclusions. Students review selected areas of law commonly tested on the CA Bar and create substantive outlines to guide them through the writing exercises. CA Bar Exam procedures, standards, and techniques are explained and practiced. Required for students in Directed Study, but open to all students in their final year. Adaptibar MBE preparation software is required as course materials in PASS I and is offered at a discounted rate of \$215. Students must enroll and purchase Adaptibar prior to the first day of class using the special link and instructions that will be available on the PASS I TWEN course page.

LAW 705. Introduction to Space Law. 1 Unit.

This course examines the international and domestic laws that govern the exploration and use of outer space. It will address property rights in outer space, the rescue and return of astronauts, liability for damage caused by space objects, the allotment of orbital slots, and other aspects of the legal regime governing governmental and private activities in space.

LAW 706. Persuasive Public Speaking. 2 Units.

This course introduces students to the many aspects of persuasive public speaking including content, word choice, and delivery. Students study the theory of persuasion through reference to historical and social science sources. Students develop public speaking confidence by practicing their skills and receiving constructive feedback. Enrollment limit. (Simulation).

LAW 711. Practical Analysis, Strategies, & Skills (PASS) I. 3 Units.

PASS I is a three-credit course graded on a pass/fail basis in which students complete extensive writing practice based on CA Bar Exam essay questions and performance test questions, receiving instructions in and following CA Bar Exam procedures, standards, and strategies. Students also receive individualized written and oral feedback concerning critical reading skills and issue identification, answer outlining and time management, use of IRAC, answer structure and tone, and crafting effective rule statements, factual analyses and arguments, and conclusions. Students review selected areas of substantive law commonly tested on the CA Bar Exam and complete weekly MBE (multiple choice) exercises using Adaptibar review software. Required for students in Directed Study, but open to all students in their final year of law school. Adaptibar MBE preparation software is required as course materials in PASS I and is offered at a discounted rate of roughly \$215. Students must purchase Adaptibar using the special link and instructions that will be available on the PASS I course TWEN page.

LAW 712. Practical Analysis, Strategies, & Skills (PASS) II. 3 Units.

PASS II is a three-credit, graded course that allows students to get a head start in reviewing three challenging bar-tested subjects: Civil Procedure, Property, and Contracts. PASS II is a "flipped" class, meaning that students review substantive law and lectures outside of class, spending class time primarily engaging in essay and MBE simulations. Themis Bar Review provides an online platform for course content and assessments, but students wishing to take PASS II may be enrolled in any commercial review course. There is a \$150 course materials fee that will be charged upon enrollment in PASS II.

LAW 713. Persuasive Analysis, Strategies and Skills II. 1 Unit.

The PASS II course allows students to learn and practice the specific skills necessary to write performance tests successfully on the CA Bar Exam. Substantial individual written and oral feedback is provided to students concerning critical reading skills, answer outlining and time management, answer structure and tone, and effective analytical and persuasive use of provided facts and law. CA Bar Exam procedures, standards, and techniques are explained and practiced. Prerequisite: Completion of LAW 703 PASS I.

LAW 723. PASS III. 3 Units.

PASS III is a three-credit, graded course that provides a head start on becoming reacquainted with three bar-tested subjects: Property, Civil Procedure, and Contracts, and will further hone bar essay writing and multiple choice skills. This course partners with Themis Bar Review to provide an online platform for course content and assessments. There is a \$150 course materials fee that will be charged upon enrollment in PASS III.

LAW 745. Elder Law and Social Policy. 3 Units.

This course introduces students to the broad range of legal and policy issues and options affecting older persons. Topics covered include the demographics of aging; special ethical issues when representing the elderly; Social Security, SSI, Veteran's benefits and private retirement income plans; financing health care through Medicare, Medi-Cal and the VA; housing options and long term care; the definition of legal incapacity and planning for incapacity; end of life decision making; and elder abuse. Students join UCD Medical students for joint, interdisciplinary classes. (Practicum).

LAW 747. Elder & Health Law Clinic. 1-3 Units.

This course is offered in conjunction with Elder Law and Social Policy and is designed to help students integrate legal theory, practice skills, and professionalism in the growing field of law, aging, and the representation of vulnerable populations. In addition, students will be working to remedy the legal needs of persons experiencing homelessness as part of a Medical Legal Partnership with local primary and behavioral health clinics. Students undertake representation of the elderly ad homeless in the greater Sacramento area, including elder abuse, housing, consumer matters, Medicare and health access issues, public benefits, advanced health care directives, powers of attorney, simple wills and estate planning, and alternatives to conservatorships, criminal record expungement, child support modification. Students interview and counsel clients, conduct factual investigation and legal research, develop case theories and strategies, manage case files, draft documents negotiate and present or defend client's cases in court. 150 hours per semester of clinical work is required, of which 30 hours are allocated to the instructional portion. Students may participate for more than one semester. These returning students have the option of enrolling for 3 credits (150 hours), 2 credits (100 hours) or 1 credit (50 hours). Admission into the Elder & Health Law Clinic is by an application process. Graded. Enrollment limit. Prerequisite: Completion of, or concurrent enrollment in, Elder Law and Social Policy.

LAW 780. Sexual Orientation and Gender ID. 2 Units.

This course examines the law's treatment of gay, lesbian, bisexual, and transgender (LGBT) persons. Topics covered include the recognition and/or regulation of LGBT sexuality, relationships, and employment. The students undertake a substantial research and writing project. (Limited Enrollment.)

LAW 802. Negotiation and Settlements Seminar. 2 or 3 Units.

This course examines the theoretical, ethical, and practical skills essential to being an effective advocate in negotiations involving legal disputes. Students learn negotiation skills through lecture, discussion, video simulations, and extensive interactive exercises and role-plays. Students are introduced to negotiation tools and techniques that enhance negotiation success. This course helps students identify strengths and weaknesses in personal negotiating style. Enrollment limit. (Simulation).

LAW 803. Advanced Legal Research - Blended. 2 Units.

This course is an in-depth examination of the principles, techniques, and sources of legal research taught via a combination of in-person class meetings and distance education. Students gain an understanding of research strategies through in-person and online lectures, readings, videos, discussions, and research exercises. Students complete multiple fact-based assignments as well as a final examination. There is ample interaction with the professor and other students both inside and outside the formal structure of the course throughout its duration, and ample assessment of student effort and learning throughout the course. Students are precluded from this course if they have taken Advanced Legal Research in a different format. (P/F) Enrollment Limit. (Practicum).

LAW 804. Criminal Pretrial Litigation. 2-3 Units.

This course includes lectures, demonstrations, and extensive student participation in all phases of criminal pretrial litigation: investigation, client and witness interviewing and preparation, case evaluation, charging decisions, discovery, pretrial hearings including grand jury and preliminary hearings, pretrial motions, plea negotiations, sentencing considerations, and ethical considerations in all phases. Students draft documents pertaining to all aspects of criminal pretrial practice. (Simulation).

LAW 807. Advanced Appellate Advocacy Seminar. 2 Units.

This course is required for students competing on Moot Court teams. It focuses on advanced theory and practice of appellate advocacy, including the appellate process, preparation of appellate briefs and presentation of oral arguments; Enrollment must be approved by course instructor and is limited. All students will prepare two appellate briefs while participating in interschool competitions. Prerequisite: Global Lawyering Skills II, unless waived by the professor.

LAW 809. Civil Pretrial Litigation. 2 Units.

This course includes lectures, demonstrations, and extensive student participation in simulations concerning all aspects of civil litigation before trial with particular emphasis on strategies for efficiently securing favorable outcomes. Areas of coverage include: early informal investigation, identifying a "theory of the case," how case theory affects formation of a discovery plan, selecting among informal and formal discovery choices, choosing deponents, tactics of taking and defending depositions, preparing interrogatories and interrogatory responses, tactics of propounding and responding to other discovery requests, options for resolution of discovery disputes, evaluation of potential pretrial motions for full or partial summary adjudication, and pretrial submissions. Students draft documents pertaining to all aspects of civil pretrial practice. (Simulation).

LAW 812. Trial Advocacy & Evidence Skills. 3 Units.

Trial Advocacy and Evidence Skills takes a student through the entire range of in-court trial skills: examination of witnesses, opening and closing addresses to the jury, communications techniques, handling of exhibits, jury selection, and trial strategy while simultaneously teaching them how to utilize the Federal Rules of Evidence in the courtroom setting. To supplement the basic required course in Evidence Law, this course includes analysis of evidence issues in the weekly exercises and the final trial, including online webinars by the professors to highlight rules of evidence as they arise in the trial context. The course concludes with an all-day jury trial in front of a guest judge and volunteer jurors from the community.

LAW 812L. Trial Advocacy & Evidence Skills.-Lecture. 0 Units.

Trial Advocacy and Evidence Skills takes a student through the entire range of in-court trial skills: examination of witnesses, opening and closing addresses to the jury, communications techniques, handling of exhibits, jury selection, and trial strategy while simultaneously teaching them how to utilize the Federal Rules of Evidence in the courtroom setting. To supplement the basic required course in Evidence Law, this course includes analysis of evidence issues in the weekly exercises and the final trial, including online webinars by the professors to highlight rules of evidence as they arise in the trial context. The course concludes with an all-day jury trial in front of a guest judge and volunteer jurors from the community.

LAW 815. Advanced Trial Advocacy. 3 Units.

This course consists of lecture (including frequent demonstrations), combined with weekly practice sessions, covering at an advanced level: case theory development (including discussion of integration of case theory with jury instructions), persuasive opening statements, organization and technique of direct examination, advanced techniques of cross examination, direct and cross examination of expert witnesses, closing argument using analogy and storytelling techniques, jury selection, complex topics in evidence, special exercises in communications, vocal arts, and movement. Prerequisite: LAW 812. (Simulation).

LAW 821. Taking and Defending Depositions. 2 Units.

This course provides students with the practical, hands-on experience of preparing for, taking and defending depositions. Using a realistic case file, each student learns to: understand the various roles of a deposition – use as a discovery tool, evidentiary support for motions and impeachment at trial; prepare for the deposition including preparing the deponent; create an outline of a deposition; take a deposition, defend a deposition and play the role of a client or witness being deposed; and draft a file memo summarizing the deposition. Each student receives in-depth feedback from the professor. Enrollment limit. (Simulation).

LAW 822. Lawmaking in California. 2 Units.

This course covers the fundamental components of the legislative process, policy and ethics including legislative procedure, bill drafting and analysis, history and intent, advocacy, relationships with the executive branch, and powers and limits of the legislative branch. Students learn about statutory and regulatory lawmaking and observe the lawmaking process in action. Students draft legislation (bills and amendments) and analyses. The making of statutory law has an increasingly critical role in our legal system. This course prepares students who want to continue their studies in the legislative arena and participate in the Legislation & Public Policy Clinic.

LAW 824. Written Discovery. 2 Units.

This course introduces students to the conceptual, legal, strategic, and practical issues relating to written discovery in civil litigation. The course also teaches students how to draft and respond to special and form interrogatories, requests for admission, and demands for production in a simulated case. Enrollment limit. (Simulation).

LAW 826. Negotiating Disputes Into Deals. 2 Units.

This course focuses on creative problem-solving techniques integral to a negotiator's toolbox, examining how to create value when negotiating common disputes. The course uses a live negotiation simulation where students can develop strategies, employ bargaining tactics, and structure agreements, tools that are applicable to a wide range of negotiation contexts. Through simulation, combined with lecture and small group exercises, students negotiate a resolution to a conflict and draft a settlement agreement. Enrollment limit. (Simulation).

LAW 853. Legislative & Public Policy Clinic. 3 Units.

Students gain practical experience in researching, drafting, and pursuing adoption of California State legislative, policy, and regulatory proposals. The course examines techniques of legislative persuasion, including a blend of traditional advocacy skills and political strategy. Students will learn practical skills such as drafting support and opposition letters and bill analyses, negotiation and compromise, and persuasive speaking. Working in teams, students are responsible for identifying a client in need of a state law change, analyzing the deficiencies in current law or policy, and practice, drafting proposed statutes or regulations, refining the proposals to reflect public affairs and political realities, crafting a strategy for effectuating the change, and pursuing adoption of their final proposals in the California Legislature or an administrative agency. Activities include preparing briefing materials, presenting proposals to the appropriate governmental offices, assembling a grassroots and support coalition, seeking favorable media coverage, lobbying for change, meeting with opposing parties to discuss their concerns and negotiate changes, and participating in public hearings. The Clinic includes a weekly, two-hour seminar, where students are taught practical skills in legislative advocacy, as well as present and receive feedback on the results of their team collaborations with other students. By the end of the course, students are expected to have demonstrated competence in devising and executing a realistic strategy for passing legislation or petitioning a state government department to adopt a rule change. Admission into the year-long clinic is by an application process, and admission preference will be given to students pursuing a Capital Lawyering Concentration. Enrollment limit. Year-long (6 Graded Credits, 3 per semester).

LAW 859. Small Business Law Clinic. 3 Units.

Students will gain practical experience in client interviewing, researching, case management, document preparation and other skills necessary to represent the legal needs of small business entrepreneurs. Working with a business law firm that agrees to represent clients in a pro or low bono capacity, students will participate in a weekly seminar to discuss best practices, legal and procedural issues that arise when meeting the legal needs of small business clients. By the end of the course, students will be expected to have demonstrated competence of the basic business and transactional legal skills necessary to represent the legal needs of a small business, either in the start-up process or on-going needs. Completion of Business Associations is a pre-requisite unless waived with the approval of the professor. The clinic includes a weekly, one-hour seminar. (Limited enrollment.) Graded.

LAW 865. Immigration Clinic. 1-3 Units.

Students will provide legal assistance to low-income clients on immigration matters and direct representation in adjustment of status & naturalization matters, such as family petitions, U Visas and VAWA. Students learn about client counseling, case analysis, problem-solving and cross cultural competency. 150 hours per semester of clinical work is required, of which 30 hours are allocated to the instructional portion. Students may participate for more than one semester. These returning students have the option of enrolling for 3 credits (150 hours), 2 credits (100 hours) or 1 credit (50 hours). Admission into Immigration Law Clinic is by an application process. Graded. Enrollment limit. Prerequisite: Completion of, or concurrent enrollment, in Immigration & Naturalization Law.

LAW 874. Federal Defender Clinic. 3 Units.

Students represent indigent defendants charged with misdemeanors before Federal Magistrate Judges in the first semester, under the joint supervision of a Federal Defender and McGeorge faculty. Students hone their skills in client counseling, plea negotiation, case analysis, oral and written advocacy and trial techniques. Students conduct evidentiary hearings and many conduct full jury trials. Admission into the year-long Federal Defender Clinic is by an application process. Prerequisite: Concurrent enrollment in LAW 895. Enrollment limit.

LAW 875. Bankruptcy Clinic. 1-3 Units.

The Bankruptcy Clinic provides a practical skills experience in insolvency issues and proceedings. Students interview and counsel clients, and assist clients in all aspects of case assessment, negotiation and settlement, including representation of debtors and creditors in bankruptcy proceedings in the United States Bankruptcy Court for the Eastern District of California. The Bankruptcy Clinic also represents both debtors and creditors in adversary proceedings including objections to discharge and other related proceedings. The instructional portion of the clinic will focus on the substantive and procedural law of bankruptcy. 150 hours per semester of clinical work is required, of which 30 hours are allocated to the instructional portion. Students may participate for more than one semester. These returning students have the option of enrolling for 3 credits (150 hours), 2 credits (100 hours) or 1 credit (50 hours). Admission into the Bankruptcy Clinic is by an application process. Graded. Enrollment limit. Prerequisite: Completion of, or concurrent enrollment in, Bankruptcy or Survey of Bankruptcy.

LAW 882. California Parole Hearings and Litigation. 2 Units.

California's parole system impacts nearly every aspect of the criminal justice system. Prosecutors, defense attorneys, legislators, Board of Parole Hearings staff, and the judiciary all encounter the parole system at some point. This practicum introduces students to California's parole system to build a fundamental understanding that will inform students' future legal professions. It addresses topics including the history of sentencing and parole in California; the statutes, regulations, and case law that govern parole consideration and release; changes to California's parole scheme that have followed California Supreme Court cases, federal court orders, and California legislation and ballot propositions; the use of habeas corpus to challenge parole denials; parole supervision; and recidivism. Guest speakers will provide practical insight into their roles in the parole process. Students will complete several short assignments to gain experiential knowledge of these topics by evaluating the legal and practical soundness of parole decisions, drafting closing arguments for parole hearings, and playing a role in a mock parole hearing.

LAW 895. Federal Pretrial/Trial Litigation Seminar. 2 Units.

This course provides the podium component of a full year Federal Defender Clinic experience. Students participate in in-depth legal and case analysis, problem-solving, advocacy training, client counseling, simulated hearings and trials based on actual case files, and the preparation of motions, briefs and case analysis memoranda. Class discussions include ethical issues encountered in criminal defense work. The focus is on criminal defense in the Federal system, including how the structure and prosecution/defense roles reflect social and political values. Students are required to stay current on criminal law procedure and sentencing issues and engage in critical thinking about both legal/case strategy and broader issues raised by the representation of indigent clients. (Enrollment limited to those enrolled in LAW 874.).

LAW 909. Prisoner Civil Rights Mediation Clinic. 3 Units.

Students co-mediate Section 1983 prisoner civil rights cases with a Federal Magistrate Judge during this year-long clinic. Under Section 1983, prisoners in state prisons have the right to file a civil rights complaint seeking relief for alleged violation of rights protected by the Constitution or created by federal statute. Students learn both the theory and practice of mediation and develop the skills necessary to serve as mediators, including conducting pre-mediation meetings with both sides. Students learn Section 1983 prisoner case law and work closely with Federal District Court personnel. Admission into the year-long Prisoner Civil Rights Mediation Clinic is by an application process, and is limited to third and fourth-year students. Prerequisite: LAW 526, LAW 802 or a non-credit basic 40-hour mediation workshop with the consent of the professor. Enrollment limit.

LAW 920. Pacific Law Review - Editors. 1-3 Units.

Editorial board members are elected by the outgoing board. Editors supervise the staff and make policy decisions concerning McGeorge Law Review publications. The Editor-in-Chief and the Chief Managing Editor receive three credits. All other Editors receive two credits. (P/F).

LAW 921. Pacific Law Review - Staff. 1-3 Units.

Staff members are competitively selected from advanced students. Two credits are awarded on completion of a draft comment or casenote of publishable quality. One additional credit is awarded on completion of all editorial and production processes necessary for publication of a comment or casenote. The additional credit is awarded in the academic year in which the requirements for the additional credit are completed, which can be in the same year in which the initial two credits are awarded or in the following year. (P/F).

LAW 922. Pacific Legislative Law Review. 2 Units.

Students review and analyze selected California legislation. Work is performed during summer and fall. Academic credit varies. (P/F).

LAW 923. Law Review Seminar. 1 Unit.

This seminar is required for and limited to students selected to write a comment for the McGeorge Law Review or the Global Business and Development Journal. The seminar focuses on development and production of a law review comment including: topic selection, legal research techniques, methodological approaches, thesis development, voice and audience. Students receive instruction in editing techniques and become familiar with giving and receiving feedback on legal scholarship.

LAW 954. Externship. 3-4 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in government agencies or non-profit entities which specialize in the practice of civil law. This is an umbrella course which includes placement sites that do not easily fit into the other externship categories. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. Current placement sites include the Yolo and San Joaquin County Counsel's Offices, the Sacramento, Roseville and Stockton City Attorney's Offices, California Office of Homeland Security, California Department of Education, the Pacific Justice Institute and the Pacific Legal Foundation. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 956. Externship - Judicial. 2-14 Units.

Students will perform on-site legal work with court research attorneys or Judges at various local California Superior Courts, or such other court(s) as the Field Placement Director may approve. Placement sites (which may include Superior Court divisions with specialized jurisdictions such as probate, juvenile or family law courts) and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 957. Externship - Seminar. 0 Units.

Externship participants will also be required to concurrently enroll in a seminar, in which students will attend five (5) seminar meetings throughout the semester and consult with their seminar leader. Seminar leaders may require students to keep a reflective journal or write periodic reflective essays. Additionally, seminar leaders may require a final written work product or an appropriate writing sample that is reflective of their placement. The Externship Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 958. Field Placement - Special Externship. 1-14 Units.

Students will pursue unique opportunities to gain practical experience under professional supervision in placements not otherwise available through regular field placement offerings, including distant and off-shore placements. Placements may include government agencies, nonprofit entities, and limited private placements. Private placements are limited to those areas in which students are unable to gain practical experience without receiving academic credit. Private placements have included IP, Entertainment, General Counsel, Water, and Lobbying-related placements. Requires advance approval of the Field Placement Director and the Associate Dean for Academic Affairs. (P/F).

LAW 961. Externship - Semester in Practice. 2-14 Units.

Students will perform on-site legal work as half-time externs (minimum of 280 hours) or full-time (minimum of 560 hours) externs during a semester under the supervision of a field placement supervisor in a court, government agency or nonprofit organization, or in a private placement. Private placements are limited to those areas in which students are unable to gain practical experience without receiving academic credit and are not otherwise available through regular field-placement offerings. Private placements have included IP, Entertainment, General Counsel, Water, and Lobbying-related placements. Students must complete pre-placement interviews with the Director of the Field Placement Program and the Assistant Dean for Student Affairs before applying to placement sites. A student's enrollment in a half time or a full time externship must be approved by the Field Placement Director, the Assistant Dean for Student Affairs, and by the Associate Dean for Academic Affairs. Half time and full time externships may have class rank requirements, and generally, are recommended only for students in the top half of their class. (Up to 7 P/F units for half-time; up to 14 P/F, or 12 P/F units and 2 graded units, for full-time).

LAW 969. Mock Trial Evidence. 1 Unit.

Enrollment limited to the members of the current Mock Trial Team. Trial Evidence will hone the skills of the Mock Trial Team in making and responding to evidentiary objections in the cauldron of the trial arena. The Fall competition cases will be used to isolate and analyze the likely issues that will arise. For those who have already taken Evidence this will be an intensive review. For those now taking Evidence, it will be an opportunity to learn Evidence law in context.

LAW 970. Mock Trial Team. 1-3 Units.

Students selected for Mock Trial teams prepare simulated civil and criminal jury trials, then compete regionally and nationally against other law school teams. Expert litigator-coaches train students during practices held several times a week. The course enhances the student's persuasion and advocacy skills and reinforces the integration of the rules of evidence into actual trial practice. (Simulation) (P/F).

LAW 980. LLM Legal Research, Writing and Analysis I. 2 Units.

This course covers the legal skills necessary for students whose first law degree is not from the U.S. to be successful in U.S. law school and in legal practice. Coverage includes U.S. legal systems, legal reasoning, and legal writing skills relevant to law school success, bar examinations, and legal practice, as well as legal research using print and electronic sources. Students will receive detailed feedback on their completed exercises to improve their analytical thinking and written expression. (LL.M. Students Only) (May be waived with permission of the Director of Graduate and International Programs.).

LAW 981. LLM Legal Research, Writing and Analysis II. 2 Units.

This course expands the coverage of the legal skills necessary for students whose first law degree is not from the U.S. to be successful in U.S. law school and in legal practice. Coverage includes U.S. legal systems, legal reasoning, and legal writing skills relevant to law school success, bar examinations, and legal practice, as well as legal research using print and electronic sources. Students will receive detailed feedback on their completed exercises to improve their analytical thinking and written expression. (LL.M. Students Only) (May be waived with permission of the Director of Graduate and International Programs). Prerequisite: LAW 980.

LAW 986. Dissertation. 12 Units.

This course is for JSD students who are completing an approved Dissertation. (12 units, graded).

LAW 989. Master's Thesis. 6 Units.

This course is for LLM students who are completing an approved Master's Thesis project. (3 units, graded).

LAW 990. Directed Research. 1-2 Units.

Students complete comprehensive individual research projects under the supervision of a faculty member resulting in a scholarly paper. Topic and unit credit must be approved in advance. (P/F).

LAW 991. Directed Research, Graduate Level. 1-2 Units.

Graduate Level Directed Research provides the opportunity for LL.M. students to engage in a comprehensive individual research project under the supervision of a full-time faculty member. The work product may take the form of a scholarly paper, empirical study, analysis of topical readings, or other creative format that demonstrates in-depth legal research and original analysis. Advanced approval of the research topic and unit credit is required. A student must submit a detailed written proposal of the research topic and obtain approval from a full-time faculty member willing to supervise the student's research. The proposal and a complete "Graduate Level Directed Research Approval Form" must then be submitted for approval to the Director of Graduate & International Programs prior to end of the registration period for the term in which the student intends to enroll in Directed Research. Directed Research must be supervised throughout the semester by a full-time faculty member. Specifics regarding supervision of the course are left to the supervising faculty member, however, the general expectation is that the student will take responsibility for ensuring that an outline, drafts, and the final project are completed by the established deadlines. A student may enroll for either one or two credit units for Directed Research. A student is expected to put in at least 50 hours of work for each credit hour. If the resulting work product is a paper, as a general rule, the student should produce a paper of approximately 15 pages in length including footnotes for one unit of credit or 25 pages in length including footnotes for two units of credit. A student is not permitted to receive credit for Directed Research for a project produced for the student's employer or for any other law school course or activity.

LAW 995. Visiting Program/Off Campus. 17 Units.

This course is used to track enrollment for students taking coursework at another institution as a visiting student.

Public Policy Courses

PUB 210. Law and Policy Foundations. 3 Units.

Sets public policy making and implementation in the US system of law and democratic governance with limited comparison to legal and governance systems of other nations. Includes emphasis on roles and responsibilities of public professionals and the importance of analyses from differing perspectives. Attention to institutions and policies that effectively address value conflict, complexity and uncertainty.

PUB 211. Conflicted, Complex, Uncertain. 3 Units.

Sets public policy making and implementation in contexts of value conflicts, complexity and uncertainty especially as addressed in US democratic system of governance but also comparatively globally. Starts with structural design of the US constitution (separation of powers, federal system, and limited government). Includes analysis of major changes in structures, powers and activities with emphasis on roles and responsibilities of public professionals. Establishes importance of analyses from differing perspectives: individual/household, communities (of place or interest), firms/organizations, public agencies and public interest, including intergenerational. Introduction to tools premised on rational public policy making and implementation. Major attention to tools of analysis and instruments of action that explicitly incorporate value conflict, complexity and uncertainty.

PUB 212. Choices in Policy Design. 3 Units.

Choices of policies and design of programs are core responsibilities of any public body. How these choices are made is critical. The chosen policies and programs shape the potential to achieve desired objectives, influence whether and how a public agency interacts with other public and private sector organizations involved in the same issue, some even working toward the same goal. Very importantly, how these choices are made and the choices themselves determine the roles of citizens beyond elections and also the roles of stakeholders. This course focuses on the design elements of these choices that cross any single department, sometimes seen at the level of a whole government—a nation, state, county, city or special district. Examples include how councils, boards or commissions develop calendars of work, including enacting ordinances and regulations, adopting budgets, or managing collective bargaining. Some important designs are externally imposed on organizations, including prescriptions of constitutionally superior governments, as well as standards established by professional bodies, such as the Government Accounting Standards Board. Students in the course develop tools to strategically analyze these design choices and assess how important features of policy process can be changed. Many of the concepts and tools are also relevant to larger non-profit organizations and some are relevant to for-profit firms.

PUB 213. Enhancing Societal Capacity. 3 Units.

Enhanced societal capacity is an overarching goal of public policy. Today's quality of life, economic competitiveness and opportunity, or use of natural resources, reflect past choices. Societal capacity to choose and to act will determine our futures and should be viewed globally. Progress here is not synonymous with "larger" or more "active" government as very important public purposes are achieved by actions which protect the liberty of or empower individuals, households, firms and communities. However, important societal purposes are achieved by public action that requires capacity derived from legal authority, technical competencies, fiscal resources, political support and networked relationships. Examination of a broad, global range of policy making and implementation tools, ranging from individual or family choice (e.g., in schools), through expertise (e.g., scientists) and a variety of techniques to learn from assessment of policy and program implementation, all analyzed from different perspectives established in PUB 211.

PUB 214. Budgets, Financial Management. 3 Units.

Develops understanding of the role budgets play in state, local, and federal governance. Examines the politics of budgeting and the process of developing capital and operating budgets. Gives students hands on experience working with core budget and other financial documents, including budget change proposals, performance measures, comprehensive annual financial reports, and public agency actuarial valuation reports. Also explores the effect economic cycles and past government and voter decisions have on modern budget options.

PUB 215. A Complex Public Policy Case. 2 Units.

Examines capacity for effective action beyond single jurisdictions or agencies. Also examines devices for joint actions across sectors, including inter-sectoral and inter-governmental, such as specific area plans, joint powers, financing districts or purposeful networks. Explicit attention is given to allocation of risks as a public policy tool, often seen in financing of large projects and programs.

PUB 219. Directed Research. 1-3 Units.

Students complete comprehensive individual research projects under the supervision of a faculty member resulting in a public policy relevant analysis. Topic, unit credit and graded or pass/fail must be approved in advance. (P/F or graded) (may be repeated).

PUB 221. Economic Concepts and Tools. 3 Units.

Develops competence in economic concepts and tools. Draws from microeconomics. Key concepts include efficiency, equity, tax incidence, opportunity cost, cost-benefit analysis and the role of incentives, marginal analysis, competition, public goods and market failure. Provides opportunity for students to discuss the effectiveness of various government programs and regulation or de-regulation strategies from an economic point of view.

PUB 222. Finance for Public Policies. 3 Units.

Develops competence to use concepts and tools of public finance common to professionals in public policy arena. Examines substantive and procedural requirements related to various forms of public agency revenue sources in California, including taxes, assessments, fees and charges. Other topics include revenue estimation, capital facility financing, internal controls, fund accounting and public investments. Attention also paid to institutions critical to public finance.

PUB 232. Public Policy Research Tools. 3 Units.

Emphasizes importance of accurate and relevant information to sustain and advance effective public policy in support of constitutional democracy. Develops skills for use of qualitative and quantitative research methods, including construction and analyses of purposive samples, interviews and surveys. Includes techniques useful in providing information from the different perspectives introduced in PUB 211. Develops competencies in program or policy evaluation. Attention is given to unobtrusive measures found in common public policy processes and to effective presentation of results to different audiences.

PUB 233. Public Manager Analytics. 3 Units.

Introduces students to use of analytics in managing organizations and implementation of programs or policies. Provides students with a solid foundation in descriptive and inferential statistics. Topics covered include: measures of central tendency and dispersion, probability and probability distributions, hypothesis testing and confidence intervals, correlation, simple regression, and an introduction to multivariate regression. Develops competencies in identifying relevant analytics, collection of data including survey design, and making information usable for decision makers seeking to improve performance in achieving policy goals.

PUB 234. Advanced Policy Analytics. 3 Units.

Policy analysts seek to understand why public policy problems exist and what, if anything, could be done to address them. Program evaluators want to know whether and how well extant public policies/programs—designed in response to policy problems—are working. This course extends the statistical toolbox, introduced in PUB 233: Public Manager Analytics, used in policy analysis and program evaluation. By the end of the course, students should be able to estimate and interpret a variety of econometric models. Topics include: Hypothesis testing with multivariate regression, dummy variables, interaction effects, fixed effects, instrumental variables, time series, discontinuity models, and logistic regression.

PUB 241. Leaders, Organization Behavior. 3 Units.

Analysis and development of knowledge and skills relevant to strategic leadership of public organizations, including responsibilities for organization structures and their internal and external relationships; human, financial, and property resources; systems, including digital revolution dynamics; and political and symbolic roles. Explicit attention to professionally expert leadership for success in contexts characterized by conflict, complexity, and uncertainty.

PUB 242. Systemic Change. 3 Units.

Analysis and developing skills relevant to purposeful, enduring change of public policies and public institutions. Roles and strategies of policy entrepreneurs are analyzed. Actions which strengthen policies are contrasted with those which weaken them. Explicit attention not only to public executives, but also to strategies of elected officials, stakeholders, and advocacy groups. Identifying and understanding the articulation of a variety of tools, such as strategic communications or facilitated processes, as well as more specific policy tools, such as changed laws, new decision arenas, or changed financial incentives.

PUB 251. Values, Roles and Skills. 3 Units.

Importance and interrelationships in Public Administration of (1) values that are fundamental to public action and often contested as political actors interpret core values differently, (2) roles which are defined by cultures and institutions (e.g., department head, staff analyst, city manager) and (3) professional knowledge and skills which support ethical behaviors which are also effective in achieving desired public purposes. Emphasis is on constitutionally grounded search for liberty, human dignity and reasonableness under a rule of law.

PUB 252. Strategic Public Management. 4 Units.

Integration of learning from courses taken through (1) self-assessment and (2) class analyses of relevant cases of both successful and unsuccessful public professionals. A goal is targeted development of knowledge and competencies for sustained, long-term effectiveness. This is a capstone class designed for MPA and MPP students.

PUB 261. Water Policy Choices. 3 Units.

Identifies and analyses possible changes in water policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

PUB 262. Health Policy Choices. 3 Units.

Identifies and analyses possible changes in health policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

PUB 263. Sustainability Policy Choices. 3 Units.

Identifies and analyses possible changes in sustainability policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices. Includes attention to energy, water and land uses, but also to sustainability agendas of businesses and other actors.

PUB 264. Public Reform Policy Choices. 3 Units.

Identifies and analyses possible changes in public institutions and practices in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

PUB 265. Emergency Services Policy. 3 Units.

Encompasses emergency preparedness planning, response and recovery, including natural disasters, terrorism, intelligence/information available and analyses, and counterterrorism. Attention to linkages among national, state, local and nongovernmental arenas of decision and capabilities.

PUB 266. Advanced Quantitative Tools. 3 Units.

Multivariate regression and modeling tools, including application to cases in water and health care. (prerequisites: PUB 231 and PUB 232).

PUB 267. Economics of Place, Industry. 3 Units.

Develop competence in economic concepts, theories and tools relevant to analyses of sub-national places, such as a region or watershed, including valuation of ecosystem services, and to industries, such as health care or agriculture. (prerequisites: PUB 221 and PUB 222).

PUB 268. Judicial Administration. 3 Units.

Identifies and analyses possible changes in judicial institutions and practices in the next 2-10 years. Develops capacity to analyze relevant values, past history, competitive forces, and adaptive human behaviors to identify promising strategies. Emphasizes skills and tools of leadership and implementation required for success in this complex context.

PUB 271. Public Policy Special Topics. 3 Units.

Topic selected by faculty member to fit curricular needs, current issues and student interest. Illustrative topics include "U.S. Social Movements and Public Policy," "Spatial and Data Analysis," or "The Economics of Race in the United States."

PUB 281. Public Finance Policy Choices. 3 Units.

Identifies and analyses current practices and possible changes in instruments and practices of public finance in the next 2-5 years and beyond. Develops competencies in use of selected instruments. The primary focus is supporting executive roles: capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public finance practices.

PUB 282. Public Data Policy Choices. 3 Units.

Identifies and analyses current practices and possible changes in public policies and practices concerning collection, use and access to public data in the next 2-5 years and beyond. Includes analytics of public data. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices regarding collection and uses of public data.

PUB 283. Public Policy Decision Tools. 3 Units.

Identifies and analyses uses of decision tools in making and implementing public policies. Develops competencies in use of selected tools. Additionally considers possible changes in use of such decision tools in the next 2-5 years and beyond. The tools considered include those which emphasize formal calculation, structured uses of science and other expertise, and procedural rules under which decisions are made. The primary focus is supporting executive roles: capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of use of various decision tools.

PUB 284. State Government. 3 Units.

Focuses on the distinctive attributes and roles of state governments. Emphasizes understanding of the institutions and operations of state government with particular attention to effectiveness and to the roles of public professionals, including civil service careerists, public-interest advocates, political leaders and contracted service providers. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices.

PUB 285. Local Government. 3 Units.

Focused on the distinctive attributes and roles of local governments, including counties, cities, special districts and the variety of local public authorities. Emphasizes understanding of the institutions and operations of local governments with particular attention to effectiveness and to the roles of public professionals. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices.

PUB 286. Intersectoral Leadership. 3 Units.

Effective action on many important public issues requires joint or complementary action by all sectors of society and also support or acceptance by citizens. This course builds further on concepts and skills developed in core courses to deepen competencies to analyze and to act effectively in leadership roles in the most complex, uncertain and conflicted contexts. Central to success is mastering various aspects of governance, including the use of formal authority and competencies of governments, roles of nonprofits and businesses, and important public policies and cultural factors which shape possible actions. Attention to effective framing of issues, reaching public judgments and mobilizing resources.

PUB 290. Foundations of Social Policy. 3 Units.

This course explores the normative and historical development of the state's role in providing for the social welfare of its citizens. In doing so, it examines current and past federal and state policies relating to aging, education, health, housing, and welfare, among others. In addition, some social welfare policies in other countries are investigated. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

PUB 291. Externship. 3 Units.

Students will perform on-site public policy work as externs under the supervision of field placement supervisors in government agencies, non-profit entities or for-profit firms engaged in public policy processes. Placements in for-profit firms can include consulting firms focused on public policy processes and firms directly providing services with largely public funding, such as in health care. The Field Placement Director and/or the Associate Director of the Public Policy Program will help students find an appropriate placement, and must approve each student's registration. Placements in for-profit firms must also receive approval of the Director of the Public Policy Program. (P/F).

PUB 292. Demography. 3 Units.

Demography is the science of population characteristics, including population size, distribution, processes, and structure. This course examines the causes and consequences of population change—e.g., changes in fertility, mortality, migration, technology, lifestyle, and culture. These changes have implications for a number of social issues: hunger, the spread of illness and disease, household formation, the labor force, marriage and divorce, care for the elderly, poverty, and urbanization, among many others. The course also examines the concepts, measures, and methods used to document and project population changes over time. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

PUB 293. Housing Policy. 3 Units.

This course is an exploration of housing (and by extension, community) policy in the United States. We begin by setting the context for U.S. housing by examining the social and spatial segregation of housing in the United States. We next move on to an examination of federal, state, and local housing policies affecting the production, pricing (i.e., affordability), and consumption of housing. Topics include the structure of housing and related financial markets; the economic and social bases for government intervention in these markets; and the different tools available to policymakers, including subsidies (both direct and through the tax system), regulation of financial institutions (e.g., the Community Reinvestment Act), government sponsored enterprises, zoning, and the regulation of lands and rents. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

PUB 294. Poverty and Welfare Policy. 3 Units.

In this course, students will examine the nature and extent of poverty in the United States as well as become familiar with the policies and programs used to combat it. We will examine the controversies and politics surrounding theories of why people are poor, the measurement of poverty, its effects on individuals' and families' welfare, and the different programs used (and proposed) to provide relief. The course will primarily focus on income-assistance programs (e.g., Temporary Assistance for Needy Families and the Earned Income Tax Credit), but attention will also be given to anti-poverty programs more commonly associated with education, health, housing, and nutrition. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

Doctor of Juridical Science (J.S.D.)

A J.S.D., or Doctor of Juridical Science is, in effect, legal education's counterpart to the Ph.D. Those who have already earned an advanced law degree, and wish to do intensive, in-depth work in a specific topic in International Legal Studies or International Water Resources Law, normally over a period of several years, should apply to one of the J.S.D. programs.

J.S.D. - International Water Resources Law

To qualify for the J.S.D. degree in International Water Resources Law, the student must:

- Earn a minimum of twelve (12) semester hours of credit over a course of a two-semester residency.
- Earn a cumulative grade point average of not less than 3.0 (on a 4.3 point scale).

- Successfully defend their dissertation (continued enrollment of 2 units per semester during the candidacy period is required).

The courses completed during the residency will be determined by the Dissertation Supervisor in consultation with the student. A J.S.D. student is expected to work closely with his or her Dissertation Supervisor during the residency and candidacy periods.

J.S.D. - International Legal Studies

To be considered for McGeorge's J.S.D. program, applicants must present evidence of:

- Graduation from a school of law approved by the American Bar Association; or
- Admission to the Bar of a state in the United States; or
- Graduation from a faculty of law in a foreign country whose educational authority has authorized that faculty to issue degrees in law.

Applicants must submit the following documents. (Note: Application materials in languages other than English must be accompanied by certified English translations.):

- Online Application
- Curriculum vitae (résumé);
- Application statement indicating why you are interested in the J.S.D. degree including intended fields of inquiry and research objectives in specific terms;
- Legal writing sample such as a published article, monograph, or academic paper;
- Original official transcripts from colleges, universities, and graduate or professional schools attended, including a current law school transcript, if currently enrolled;
- Two letters of reference, preferably from law school professors or legal employers;

For non-native English speakers, proof of English proficiency:

- Receipt of an undergraduate or graduate degree from an English language institution;
- Multi-year employment in a position in which English is the primary language of communication; or
- A minimum test score of 88 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or 6.5 on the International English Language Testing System (IELTS).

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7353 or 916.739.7019

J.S.D. - International Water Resources Law

Program Degree Requirements

- Earn a minimum of twelve (12) semester hours of credit over a course of a two-semester residency.
- A cumulative grade point average of not less than 3.0 (on a 4.3 point scale)
- The courses completed during the residency will be determined by the Dissertation Supervisor in consultation with the student.

- A J.S.D. student is expected to work closely with his or her Dissertation Supervisor during the residency period.

Typical J.S.D. Curriculum

LAW 621	International Water Resources Law Seminar	3
Elective Course(s)		5+

Advancement to Candidacy

At the conclusion of the two-semester residency, the J.S.D. student must present to the student's Dissertation Supervisor a detailed outline and draft chapter of the dissertation and pass a qualifying oral examination. Students who successfully complete these tasks and achieve the requisite level of performance in coursework, as determined by the Program Director and a subcommittee of the Graduate Studies Committee appointed for this purpose, will be advanced to candidacy.

The candidate is expected to work closely with the Supervisor during the preparation of the thesis. The candidate must complete a final dissertation in publishable form no later than four years after completing his or her coursework, and must successfully defend the dissertation before the candidate's dissertation committee. Deviations from the foregoing rules in individual cases may be permitted by the International Studies committee on the recommendation of the Program Director.

J.S.D. - International Legal Studies

Program Degree Requirements

Typical J.S.D. Curriculum

First-year Residency (12 units required)

Required Course(s): 5 units

Subject in Int'l Legal Studies (determined by Faculty Supervisor)	3
Writing for Publication	2

Elective Course(s): 7 units

Law Teaching	2
Subject in Int'l Legal Studies	5

Note: Public International Law is mandatory for students who have not taken it previously.

Upon successful presentation of a dissertation proposal and a cumulative GPA of 3.0 or higher, the student is then admitted into candidacy.

Second & subsequent years: Candidacy (2 units/ semester until successful dissertation defense.)

Length of Program

A typical program of study constitutes one year of residency and three years of candidacy.

Learning Outcomes

1. Demonstrate the ability to identify and understand key concepts in substantive law, legal theory, and procedure in international law context;
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving of a particular matter;
3. Demonstrate the ability to conduct international legal research;
4. Demonstrate written communication skills.

Joint Degree Programs

McGeorge has two joint degree programs, in which – with advance approval – graduate credit earned in one program is accepted toward the

degree from the other program. The two programs include J.D./M.B.A and J.D./M.P.P.

J.D./M.B.A.

We offer the joint J.D./M.B.A. program with the University of the Pacific, Eberhardt School of Business. McGeorge will accept up to 12 units of graduate credit earned at University of the Pacific, Eberhardt School of Business; University of the Pacific accepts up to 12 units of McGeorge School of Law credit toward the MBA.

J.D./M.P.P.

J.D./M.P.P. students may pursue both a JD and a Master of Public Policy Degree (M.P.P.) in the full-time day division. This option reduces by a year the total time taken to complete both degrees separately. Students apply to each program separately and in the first year, only Law courses are taken. Speak with counselors of both programs to learn more.

Admission

Students must be admitted separately to the McGeorge School of Law JD Program and to the school that will confer the Master's degree. Admittance to McGeorge's J.D. Program does not guarantee admission into other degree programs, even those housed within the McGeorge School of Law.

Approval

Students who want to pursue a joint degree should consult with the Assistant Dean of Student Affairs regarding their planned course of study. You can schedule an appointment by contacting the Office of Student Affairs at sacstudentaffairs@pacific.edu (sacstudentaffairs@pacific.edu) or 916.739.7089.

Transfer of Credit

To be accepted by McGeorge as elective credit toward the JD unit requirements, the credit (1) must be for graduate-level courses, and (2) must have been earned concurrently between initial matriculation and graduation from McGeorge.

Reservation of Right to Modify

The contents of this publication are for informational purposes only and are subject to change.

JD Required Courses (LAW unless specified)

LAW		
LAW 100	Skills Lab- Torts	1
LAW 104	Legal Profession	1
LAW 105	Civil Procedure	4
LAW 110	Contracts	4
LAW 115	Criminal Law	2-4
LAW 122	Global Lawyering Skills I	2
LAW 125	Property	4
LAW 131	Torts	4
LAW 163	Constitutional Law	4
LAW 174	Evidence	4
LAW 182	Global Lawyering Skills II	2
LAW 185	Professional Responsibility	2
LAW 517	Statutes and Regulations	3
Courses required to complete "Experiential Curriculum" (see JD catalog)		11
Required Units (core)		54

Other Directed Study Program courses, electives, concentration courses	25
Course credit accepted for PUB courses	9
Total Units	88

MPP Required Courses (PUB unless specified)

LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations (Only required course shared)	3
LAW 518	Public Authority in Use	2
PUB 211	Conflicted, Complex, Uncertain	3
PUB 213	Enhancing Societal Capacity	3
PUB 214	Budgets, Financial Management	3
PUB 215	A Complex Public Policy Case	2
PUB 221	Economic Concepts and Tools	3
PUB 222	Finance for Public Policies	3
PUB 233	Public Manager Analytics	3
PUB 234	Advanced Policy Analytics	3
PUB 241	Leaders, Organization Behavior	3
PUB 242	Systemic Change	3
PUB 291	Externship	3
Required units (core)		39
Electives toward area of concentration		9
Total Units		48

Juris Doctor (J.D.) DAY DIVISION

The focus of the first year is on building a solid foundation in the theory of law and mastering legal research and writing. All first-year students have a small-group classroom experience in Global Lawyering Skills I (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?122), which provides the opportunity to work intensively with a professor on analytical and advocacy skills. First-year students also take a spring Legal Profession (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?104) class where they begin to shape their professional identity and bring their professional goals into focus. In the fall semester, a skills lab covers topics such as case briefing, note taking, outlining, and writing law school exams. This analytical skills course is fully integrated with a substantive course, such as Torts (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?131) or Contracts (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?110).

Upper-division students choose among a broad array of elective courses where they get to focus on a more specialized path of study. Students may choose to add a Certificate of Concentration (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations.htm), as well as competition teams (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Competition_Teams.htm), law journals (<http://www.mcgeorge.edu/Publications.htm>), externships (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Externships.htm) or legal clinics (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Legal_Clinics.htm). The usual course load during upper-level years is 14-16 units (Full-Time) or 9-10 units (Part-Time). Students must complete a total of 88 units, including a minimum of 70 graded units

First Year Required Courses

LAW 100	Skills Lab- Torts	1
LAW 104	Legal Profession	1
LAW 105	Civil Procedure	4
LAW 110	Contracts	4
LAW 115	Criminal Law	2-4
LAW 122	Global Lawyering Skills I	2
LAW 125	Property	4
LAW 131	Torts	4
LAW 517	Statutes and Regulations	3

Second Year

LAW 163	Constitutional Law	4
LAW 174	Evidence	4
LAW 182	Global Lawyering Skills II	2

Second or Third Year

LAW 185	Professional Responsibility	2
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Select 3 units of Experiential Curriculum from the following:

LAW 747	Elder & Health Law Clinic
LAW 853	Legislative & Public Policy Clinic
LAW 859	Small Business Law Clinic
LAW 865	Immigration Clinic
LAW 874	Federal Defender Clinic
LAW 875	Bankruptcy Clinic
LAW 909	Prisoner Civil Rights Mediation Clinic
LAW 954	Externship
LAW 956	Externship - Judicial
LAW 957	Externship - Seminar
LAW 961	Externship - Semester in Practice

Select 8 units of Simulation and Practicum courses:

LAW 209	Local Agency Practice
LAW 210	Business Planning
LAW 211	Entrepreneurial Management
LAW 216	The Business of Lawyering
LAW 235	Environmental Practice
LAW 257	Business Transactions: The Art of the Deal
LAW 300	Federal Income Taxation
LAW 308	Art of Plea Bargaining
LAW 310	Taxation of Corporations and Shareholders
LAW 314	Taxation of Partnerships and S Corporations
LAW 433	Employment Law
LAW 440	Family Law
LAW 501	CA Enviro. Cases & Places
LAW 503	Legislation and Statutory Interpretation
LAW 513	California Lobbying & Politics
LAW 526	Mediation
LAW 568	California Initiative Seminar
LAW 608	International and Foreign Legal Research
LAW 624	Legal Spanish for U.S. Lawyers
LAW 706	Persuasive Public Speaking
LAW 745	Elder Law and Social Policy
LAW 802	Negotiation and Settlements Seminar
LAW 803	Advanced Legal Research - Blended
LAW 804	Criminal Pretrial Litigation
LAW 807	Advanced Appellate Advocacy Seminar

LAW 809	Civil Pretrial Litigation
LAW 812	Trial Advocacy & Evidence Skills
LAW 812L	Trial Advocacy & Evidence Skills.-Lecture
LAW 815	Advanced Trial Advocacy
LAW 821	Taking and Defending Depositions
LAW 826	Negotiating Disputes Into Deals
LAW 882	California Parole Hearings and Litigation
LAW 970	Mock Trial Team

EVENING DIVISION

The focus of the first and second years of the Part-Time Evening division is on building a solid foundation in the theory of law and mastering legal research and writing. All first-year students have a small-group classroom experience in Global Lawyering Skills I (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?122), which provides the opportunity to work intensively with a professor on analytical and advocacy skills. First-year students also take a spring Legal Profession (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?104) class where they begin to shape their professional identity and bring their professional goals into focus. In the fall semester, a skills lab covers topics such as case briefing, note taking, outlining, and writing law school exams. This Analytical Skills Course is fully integrated with a substantive course, such as Torts (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?131) or Contracts (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?110).

Upper-division students choose among a broad array of elective courses where they get to focus on a more specialized path of study. Students may choose to add a Certificate of Concentration (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations.htm), as well as competition teams (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Competition_Teams.htm), law journals (<http://www.mcgeorge.edu/Publications.htm>), externships (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Externships.htm) or legal clinics (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Legal_Clinics.htm). The usual course load during upper-level years is 14-16 units (Full-Time) or 9-10 units (Part-Time). Students must complete a total of 88 units, including a minimum of 70 graded units. *To stay on track for graduation, part-time students generally must take 2-5 units each summer.*

First Year

LAW 100	Skills Lab- Torts	1
LAW 104	Legal Profession	1
LAW 105	Civil Procedure	4
LAW 115	Criminal Law	2-4
LAW 122	Global Lawyering Skills I	2
LAW 131	Torts	4

Second Year

LAW 110	Contracts	4
LAW 125	Property	4
LAW 163	Constitutional Law	4
LAW 182	Global Lawyering Skills II	2
LAW 517	Statutes and Regulations	3

Third Year

LAW 174	Evidence	4
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Third or Fourth Year, or Any Summer*

LAW 185	Professional Responsibility	2
Select 3 units of Experiential Curriculum from the following:		
LAW 747	Elder & Health Law Clinic	
LAW 853	Legislative & Public Policy Clinic	
LAW 859	Small Business Law Clinic	
LAW 865	Immigration Clinic	
LAW 874	Federal Defender Clinic	
LAW 875	Bankruptcy Clinic	
LAW 909	Prisoner Civil Rights Mediation Clinic	
LAW 954	Externship	
LAW 956	Externship - Judicial	
LAW 957	Externship - Seminar	
LAW 961	Externship - Semester in Practice	
Select 8 units of Simulation and Practicum courses:		
LAW 209	Local Agency Practice	
LAW 210	Business Planning	
LAW 211	Entrepreneurial Management	
LAW 216	The Business of Lawyering	
LAW 235	Environmental Practice	
LAW 257	Business Transactions: The Art of the Deal	
LAW 300	Federal Income Taxation	
LAW 308	Art of Plea Bargaining	
LAW 310	Taxation of Corporations and Shareholders	
LAW 314	Taxation of Partnerships and S Corporations	
LAW 433	Employment Law	
LAW 440	Family Law	
LAW 501	CA Enviro. Cases & Places	
LAW 503	Legislation and Statutory Interpretation	
LAW 513	California Lobbying & Politics	
LAW 526	Mediation	
LAW 568	California Initiative Seminar	
LAW 608	International and Foreign Legal Research	
LAW 624	Legal Spanish for U.S. Lawyers	
LAW 706	Persuasive Public Speaking	
LAW 745	Elder Law and Social Policy	
LAW 802	Negotiation and Settlements Seminar	
LAW 803	Advanced Legal Research - Blended	
LAW 804	Criminal Pretrial Litigation	
LAW 807	Advanced Appellate Advocacy Seminar	
LAW 809	Civil Pretrial Litigation	
LAW 812	Trial Advocacy & Evidence Skills	
LAW 812L	Trial Advocacy & Evidence Skills.-Lecture	
LAW 815	Advanced Trial Advocacy	
LAW 821	Taking and Defending Depositions	
LAW 826	Negotiating Disputes Into Deals	
LAW 882	California Parole Hearings and Litigation	
LAW 970	Mock Trial Team	

*To stay on track for graduation, part-time students generally must take 2-5 units each summer.

Juris Doctor Concentration Programs

McGeorge's diverse electives and co-curricular offerings allow you to explore a variety of legal career opportunities. If you have a particular

career path in mind, our concentrations will enhance your J.D. experience and allow you to master a specific practice area.

For general questions about the Concentration Programs, contact:

Office of Student Affairs

Email (sacstudentaffairs@pacific.edu) | 916.739.7089

- Business (p. 147)
- Capital Lawyering (p. 148)
- Environmental (p. 148)
- Health (p. 149)
- Intellectual Property (p. 149)
- International (p. 150)
- Tax (p. 151)
- Trial & Appellate Advocacy (p. 151)

Business Concentration

The demands and complexities of a global economy require a strong basis in business law. To fulfill the Business Concentration, students complete a series of courses designed to equip new lawyers with the skills and knowledge necessary to succeed in a legal career with a business emphasis. This concentration is for students interested in pursuing a general business practice or a specialized business practice such as bankruptcy, employment, real estate, international business, or other types of business law.

How to Apply

Apply by submitting the online application (http://mcgeorge.edu/Business_Concentration_Form.htm), which requires that you attach your resume. This application should be submitted at your earliest stages of planning but, in no event, after the Add/Drop Deadline of your final law-school term. Students may schedule an appointment with the Faculty Director to plan their required curriculum.

Requirements & Curriculum

Students must complete the required and elective courses designated below. With the approval of the Director of the Business Concentration, a tax or business course of at least two (2) units, not included on the list of electives, may be substituted.

A minimum of 12 units must be completed to qualify for the concentration.

Required Core Courses

LAW 151	Business Associations	4
Core Courses (complete one course)		
LAW 210	Business Planning	2-3
LAW 225	Bankruptcy	2-3
LAW 255	Federal Securities Regulations	3
LAW 275	Survey of Intellectual Property Law	3
LAW 300	Federal Income Taxation	3
LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 625	International Business Transactions	3

Note: If more than one course is completed, the additional course(s) will apply towards the elective requirement.

ELECTIVE COURSES (complete three courses)

LAW 220	Banking Law	3
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LAW 257	Business Transactions: The Art of the Deal	2
LAW 260	Commercial Law	3
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 302	Estate and Gift Tax/Estate Planning	3
LAW 310	Taxation of Corporations and Shareholders	3
LAW 314	Taxation of Partnerships and S Corporations	3
LAW 325	Taxation of Real Estate Transactions	3
LAW 375	U.S. Taxation of International Transactions	3
LAW 405	Worker's Compensation Law	2
LAW 410	White Collar Crime	2
LAW 503	Legislation and Statutory Interpretation	3
LAW 555	Labor Law	3
LAW 560	Land Use Planning	2
LAW 630	International Banking	2
LAW 647	International Economic Law	2
Externship with a business law focus (advanced written approval required)		3

12 units minimum

Questions?

Contact Christine Manolakas, Director of the Business Concentration
cmanolakas@pacific.edu | 916.739.7110

Capital Lawyering Concentration

Capital Lawyering Concentration students complete a series of required and elective courses specially designed to train them to work in and around California's legislature and Governor's Office; in local, state and federal agencies; in private firms that specialize in political law or lobbying; in nonprofit agencies that engage in issue advocacy; and in law firms with regulatory practices in areas such as communications, energy, the environment, health, and employment. The curriculum ensures that students graduate with real-life experience and on-the-job contacts within the government and capital lawyering community. Students also participate in Capital Center student groups, attend Capital Center events, and network with Capital Center alumni in California, Washington, D.C., and elsewhere who work in capital lawyering careers.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Capital_Concentration_Application_Form.htm). As a Capital Lawyering Concentration student, you will meet regularly with the Concentration Director to plan your curriculum and activities.

Requirements & Curriculum

Capital Lawyering students complete a minimum of 14 units from the courses listed below.

Required Core Courses

LAW 517	Statutes and Regulations	3
LAW 576	Intro to Capital Lawyering	2

One Experiential Course, choose from:

LAW 853	Legislative & Public Policy Clinic ¹	2
LAW 961	Externship - Semester in Practice	2-14

Note: Evening students with day jobs that meet the requirements of the externship may receive a waiver of this requirement.

Students must take Introduction to Capital Lawyering, Lawmaking in California, and California Lobbying & Politics prior to the Clinic, or concurrently, with the permission of the Supervising Attorney.¹

General Electives

LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2

or
3

State Law Electives

LAW 513	California Lobbying & Politics	2
LAW 568	California Initiative Seminar ²	2
LAW 822	Lawmaking in California	2
LAW 922	Pacific Legislative Law Review	2

Local Law Electives

LAW 209	Local Agency Practice	2
LAW 235	Environmental Practice	3
LAW 560	Land Use Planning	2

14 units minimum

Offered only when there is a California election with initiatives on the ballot.²

Questions?

Professor Dan Croxall, Director, Capital Lawyering Concentration
dcroxall@pacific.edu | 916.739.7169

Environmental Concentration

Environmental law lies at the intersection of environmental responsibility and society's use of and impact on the natural world. Local, national and international laws govern myriad aspects of environmental law and vary from an extremely specific to a very broad focus. The Environmental Concentration provides McGeorge students with an opportunity to deeply explore the body of knowledge necessary to pursue a career working in environmental issues or in environmental law.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Environmental_Concentration_Form.htm), which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline for your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Requirements and Curriculum

Students must complete the requirements listed below.

With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause. The Concentration requires a minimum of 13 units.

Requirement One

- Complete both core courses, Administrative Law (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?500) and Environmental Law (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?507), preferably during their second year if enrolled in the full-time day program, or their third year if enrolled in the part-time evening program.
- Complete at least five (5) units of elective course offerings. Students are encouraged to participate in an Environmental Law Externship.

A maximum of three (3) units may be earned toward the elective courses requirement in an Environmental Law Externship.

- Complete the capstone seminar during their third year if enrolled in the full-time day program, or their fourth year if enrolled in the part-time evening program. The capstone seminar will be offered during the Spring semester and will require a substantial scholarly paper.

Required Core Course (complete both courses)

LAW 500	Administrative Law	3
LAW 507	Environmental Law	3

Capstone Courses

LAW 509	Special Topics in Environmental Law	2 or 3
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ELECTIVE COURSES (complete 5 units)

Strongly Recommended		
Externship with an environmental or water law focus (Advance written approval required; a maximum of three Externship units may be earned towards the elective courses requirement)		3

Additional Electives

LAW 230	Water Resources Law	2-3
LAW 235	Environmental Practice	3
LAW 501	CA Enviro. Cases & Places	2
LAW 510	Natural Resources Law	3
LAW 560	Land Use Planning	2
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3

13 units minimum

Questions?

Contact Rachael Salcido (http://www.mcgeorge.edu/Rachael_Salcido.htm), Director of the Environmental Law Concentration rsalcido@pacific.edu | 916.739.7354

Health Concentration

Substantial changes in our dynamic healthcare system create job opportunities for health lawyers in a variety of settings. Students in this concentration gain a strong foundation in health law and policy. They acquire the professional skills to represent individual and institutional clients or to work for a state or federal regulatory agency. Because health law is interdisciplinary, students will have the opportunity to take courses with medical students as well as students in other disciplines. These opportunities provide students with insight into the professional and ethical challenges faced by those providing health care to their patients as well as understanding the importance of legal and regulatory compliance. Students will gain supervised, practical experience in a healthcare field placement or legal clinic.

How to Apply

Apply by submitting the online application (http://mcgeorge.edu/Health_Concentration_Form.htm), which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Students must complete the required and elective courses designated below. Membership and participation in the McGeorge Health Law

Association is encouraged. With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause.

The Concentration requires a minimum of 13 units.

Required Core Courses (complete all) UNITS

LAW 500	Administrative Law	3
LAW 570	Health Law	3

Experiential Courses (complete one course)

Legal Clinic or Externship with a health law focus (advance written approval required)

ELECTIVE COURSES (complete one course)

LAW 304	Mental Health - Policy and Law	2
LAW 572	Public Health Law	3
LAW 579	Affordable Care Act Seminar	2
LAW 745	Elder Law and Social Policy	3

13 units minimum

Questions?

Contact Professors Emily Whelan Parento (http://www.mcgeorge.edu/Emily_Whelan_Parento.htm) & Melissa Brown (http://www.mcgeorge.edu/Melissa_Brown.htm), Directors of the Health Concentration
Email (mbrown1h@pacific.edu) | 916.739.7378

Intellectual Property Concentration

Intellectual property law is one of the most dynamic fields in the legal profession – for lawyers with and without undergraduate degrees in science. In order to meet the growing demand for lawyers in this area of practice, McGeorge offers courses in intellectual property law and a specialized curriculum leading to a J.D. degree with an Intellectual Property Concentration. Careers in Intellectual Property Law include:

- Patent Lawyer
- Copyright Lawyer
- Entertainment Lawyer
- Trademark Lawyer
- Intellectual Property Litigator
- Media Lawyer
- Trademark Examiner
- Patent Examiner
- In-house Counsel for movie studios and biotech, publishing, software, and Internet companies
- Artist's Representative

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Intellectual_Property_Concentration_Form.htm), which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

CORE COURSES (complete three courses) UNITS

LAW 265	Copyright Law	2-3
LAW 266	Patent Law	3

LAW 275	Survey of Intellectual Property Law	3
LAW 285	Trademark Law	2
ELECTIVE COURSES (complete two courses)		
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 290	Computer and Internet Law	2-3
LAW 297	Sports Law	2
LAW 680	International Intellectual Property	1-3

14 units minimum

Questions?

Contact Michael Mireles (http://www.mcgeorge.edu/Michael_S_Mireles.htm), Director of the Intellectual Property Concentration

Email (mmireles@pacific.edu) | 916.739.7154

International Concentration

Globalization is transforming the practice of law, obliging an increasing proportion of legal professionals to learn how to respond to the challenges presented by transnational and intercultural practice.

McGeorge's International Concentration offers a strong foundation for a broad array of careers, whether your interests draw you toward public service or the private sector, to work abroad or in California, to litigation, transactions or a legislative/regulatory practice. Students who complete the concentration requirements will graduate with a solid grounding in public and private international law, in-depth exposure to at least one specialized doctrinal area, and advanced skills training that can help to provide a bridge to practice.

Explore an International Concentration

- Requirements & Curriculum (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/International_Concentration/International_Concentration_Requirements_and_Curriculum.htm)
- International Concentration Faculty (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/International_Concentration/International_Concentration_Faculty.htm) – Students are encouraged to consult with the Faculty Director of the Concentration Program, and with professors teaching any of the listed courses, to learn more about how the specific courses may further their academic interests and career goals. The Faculty Director, in consultation with the International Studies Committee, is authorized to approve appropriate substitutions of courses or units when necessary to accommodate the specific career goals and interests of individual students, as well as to provide academic counseling. Omar Dajani (http://www.mcgeorge.edu/Omar_M_Dajani.htm) and Jarrod Wong (http://www.mcgeorge.edu/Jarrod_Wong.htm) are the Faculty Advisors for the International Concentration. If you are interested in the Concentration Program, you should contact Professors Dajani and Wong.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/International_Concentration_Form.htm), which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Related Activities

At McGeorge, you may interact with J.D. and LL.M. students from many other countries on campus. Students with an international interest participate in a number of co-curricular and extracurricular activities, including:

- International Moot Court Competition Teams (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Competition_Teams.htm) – Each year, McGeorge fields moot court competition teams in competitions whose subject matter involves international law issues. For the Jessup International Moot Court Competition, held each spring, students prepare a written brief and compete at oral argument on a dispute involving public international law.
- McGeorge International Law Society – McGeorge's International Law Society is a student organization (http://www.mcgeorge.edu/Students/Student_Life/Student_Organizations.htm) that brings together those interested in international law. Members meet informally to discuss current international legal trends and the society sponsors speakers on current international topics. For example, the Society brought speakers from throughout North America to campus to discuss implications of NAFTA when it was near adoption.

Students must complete at least 15 units in the course categories designated below. With prior written approval, the Concentration Directors may vary the requirements of this program in individual cases for good cause.

CORE COURSES (9 units)		UNITS
LAW 600	Public International Law	3
At least two of the following courses		
LAW 625	International Business Transactions	3
LAW 635	Transnational Litigation	3
LAW 647	International Economic Law	2
SPECIALIZED DOCTRINAL COURSES (minimum 3 units)		
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 375	U.S. Taxation of International Transactions	3
LAW 515	Conflict of Laws	3
LAW 550	Immigration Law and Policy	3
LAW 614	International Protection of Human Rights	3
LAW 619	International Criminal Law	2-3
LAW 620	International Environmental Law	3
LAW 630	International Banking	2
LAW 654	European Union Law for International Business ²	1
LAW 694	International Dispute Resolution ²	1
LAW 705	Introduction to Space Law	1
EXPERIENTIAL AND CAPSTONE COURSES (minimum 3 units)		
LAW 608	International and Foreign Legal Research	1-2
LAW 621	International Water Resources Law Seminar	3
LAW 631	International Negotiations	2
LAW 689	International Investor - State Arbitration	3
LAW 865	Immigration Clinic	3

Typically offered during Inter-American Summer Program in Guatemala.¹

Typically offered during McGeorge Summer Program in Salzburg.²

15 units minimum

Questions?

Contact Professors Omar Dajani & Jarrod Wong, Directors of the International Concentration
Email: odajani@pacific.edu or jwong@pacific.edu
Phone: 916.739.7018 or 916-739-7231

Tax Concentration

Description

Benjamin Franklin once remarked that nothing was certain except death and taxes. A basic understanding of tax law is a valuable asset upon entering the legal profession. Graduates with the Tax Concentration find employment opportunities as tax, business, or estate planning specialists in private firms, accounting firms, corporations, real estate entities, charitable organizations, and state and federal government.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Tax_Concentration_Form.htm), which requires that you attach your resume. This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students may schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Curriculum

Students must complete the required and elective courses designated below. With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause.

CORE COURSES (complete all)

LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Shareholders	3
LAW 314	Taxation of Partnerships and S Corporations	3

ELECTIVE COURSES (complete one course)

LAW 302	Estate and Gift Tax/Estate Planning	3
LAW 325	Taxation of Real Estate Transactions	3
LAW 375	U.S. Taxation of International Transactions	3
Externship with a tax law focus (advanced written approval required)		3

12 units minimum

Questions?

Contact Professor Christine Manolakas (http://www.mcgeorge.edu/Christine_Manolakas.htm), Faculty Director, Tax Concentration
Email (cmanolakas@pacific.edu) | 916.739.7110

Trial & Appellate Advocacy Concentration

Students who wish to become litigators receive specialized practical training to prepare for careers in litigation, civil and/or criminal trial and appellate work, or dispute resolution. A wide range of courses enables students to learn and demonstrate competencies in writing, appellate and trial advocacy, evidence, trial preparation and conduct, alternative dispute resolution, negotiation, and counseling and representation of clients.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Trial_and_Appellate_Advocacy_Concentration_Form.htm), which requires that you attach your resume. This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. The Faculty Director will schedule a meeting with the applicant if required.

Explore a Criminal Justice Concentration

- Requirements & Curriculum (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/Trial_and_Appellate_Advocacy_Concentration/Trial_and_Appellate_Advocacy_Concentration_Requirements_and_Curriculum.htm)
- Trial & Appellate Advocacy Concentration Faculty (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/Trial_and_Appellate_Advocacy_Concentration/Trial_and_Appellate_Advocacy_Faculty.htm)

Related Activities

Externships (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Externships.htm) – Students perform on-site legal work as externs under the supervision of externship supervisors in government agencies that specialize in criminal law and civil litigation, including local, state and federal agencies such as the California Attorney General's Office, the Sacramento County District Attorney's Office and the U.S. Attorney's Office.

Legal Clinics (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Legal_Clinics.htm) – McGeorge features legal clinics that allow students to represent clients in actual criminal or civil law proceedings under the supervision of a professor expert in a specific field. Our Federal Defender Clinic is one of only two in the country where students defend misdemeanor charges in U.S. District Court. The Prisoner Civil Rights Mediation Clinic and the Criminal Appellate Advocacy Clinic also allow students to work with real-world clients.

Students must complete the required and elective courses designated below. With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause. A minimum of 18 units are required for the Trial & Appellate Advocacy Concentration.

CORE COURSES

		UNITS
LAW 182	Global Lawyering Skills II	2
LAW 812	Trial Advocacy & Evidence Skills (required)	3

Pretrial Advocacy (complete one)

LAW 804	Criminal Pretrial Litigation	2
LAW 809	Civil Pretrial Litigation	2
LAW 821	Taking and Defending Depositions	2
LAW 895	Federal Pretrial/Trial Litigation Seminar	2

Alternative Dispute Resolution (ADR) (complete one)

LAW 308	Art of Plea Bargaining	1 or 2
LAW 526	Mediation	2-3
LAW 631	International Negotiations	2
LAW 689	International Investor - State Arbitration	3
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 826	Negotiating Disputes Into Deals	2

Capstone (complete one)

LAW 807	Advanced Appellate Advocacy Seminar	2
LAW 815	Advanced Trial Advocacy	3
LAW 970	Mock Trial Team	1-3

Experiential (complete one course)

Legal Clinic Externship with a litigation or ADR focus (advance written approval required) ¹		3
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ELECTIVE COURSES (complete one)		
LAW 209	Local Agency Practice	2
LAW 400	Advanced Criminal Procedure	2
LAW 410	White Collar Crime	2
LAW 442	Alternatives to Litigation in Family Law	2
LAW 465	Federal Habeas Corpus	3
LAW 619	International Criminal Law	2-3
LAW 706	Persuasive Public Speaking	2
LAW 882	California Parole Hearings and Litigation	2

18 units minimum

1 Students who have been granted a waiver from the graduation experiential requirement are not relieved of this Concentration experiential requirement. However, they may apply for such waiver, submitting proof of substantial other practicum/experiential courses beyond those already included in the Concentration requirements. Application must be made to the Faculty Director in writing via email.

Questions?

Contact Professor Jay Leach (http://www.mcgeorge.edu/Thomas_J_Leach.htm), Director, Trial & Appellate Advocacy Concentration
Email (jleach@pacific.edu) | 916.739.7002

Directed Study

McGeorge is committed to the success of each student. We designed the Directed Study Program to bolster a student's command of and confidence in core legal skills, with the goal of increasing success in law school and paving the way to passing the bar exam.

Any student whose cumulative GPA, at the end of the first academic year, falls below 3.0 shall be placed in the Directed Study Program. Once placed in the Directed Study Program, a student will remain subject to its requirements.

The requirements of the Directed Study Program are as follows:

All students take Criminal Law, students in Directed Study will complete this course in the format that provides an analytical skills focus.

Students in Directed Study will be required to take Remedies during the fall or spring of their second year. Students in Directed Study with a GPA 2.5 or lower must also take Principles of Agency during the fall semester of their second year.

Full-Time Division

First Year		
LAW 115	Criminal Law	2-4
Second Year		
LAW 204	Principles of Agency	1
Second or Third Year		
LAW 190	Remedies and Principles of Law	3
LAW 151	Business Associations	4
At least one of the following bar courses:		
LAW 155	Community Property	
LAW 165	Criminal Procedure	
LAW 170	Wills and Trusts	
Third Year		
LAW 711	Practical Analysis, Strategies, & Skills (PASS) I	3

Part-Time Division

First Year		
LAW 115	Criminal Law	2-4
Second Year		
LAW 204	Principles of Agency	1
Third Year		
LAW 190	Remedies and Principles of Law	3
Third or Fourth Year, or any Summer		
LAW 151	Business Associations	4
At least one of the following bar courses:		
LAW 155	Community Property	
LAW 165	Criminal Procedure	
LAW 170	Wills and Trusts	
Fourth Year		
LAW 711	Practical Analysis, Strategies, & Skills (PASS) I	3

Experiential Curriculum – Hands-on Legal Experience

McGeorge School of Law promotes real-world practical experience for our students by assisting them to think outside the box; encouraging a broad visioning of options, potential and goals. Approved General Externship and Judicial Externship opportunities allow students to earn academic credit, develop skills and legal knowledge, experience daily legal practice, and build resume and networking opportunities. Visit our Director of Externships for approved Externship Sites at: local, state, and federal courts, government agencies, nonprofit entities, and limited for-profit firms.

There is no substitute for the real-world knowledge gained through experiential learning. As part of our commitment to teaching practical lawyering skills, all McGeorge students complete a Legal Clinic (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Legal_Clinics.htm) or Externship, and simulation and practicum courses where the focus is on learning by doing. Students learn to apply legal theory to practice, develop professional lawyering skills, and become reflective practitioners and lifelong learners.

Two transformational capstone experiences: (1) a McGeorge Legal Clinic or Externship (3 units minimum) and (2) a second McGeorge Legal Clinic, Externship, Mock Trial, or Moot Court (3 units minimum) and additional units of other experiential courses, including Simulation courses, equaling 11 total units.

Learning Outcomes

1. Demonstrate the ability to identify and understand key concepts in U.S. substantive law, legal theory, and procedure.
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving.
3. Demonstrate the ability to strategize, develop, and conduct efficient legal research in U.S. law.
4. Demonstrate the ability to identify and understand foundational concepts in international law and to perform international legal research.
5. Demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications.

6. Demonstrate professional judgment, ethics, and professionalism through conduct consistent with the legal profession's values, standards, and discipline.
7. Demonstrate the ability to understand, collaborate, and engage with people of diverse backgrounds and experiences in a variety of legal settings and contexts.
8. Demonstrate understanding of the legal profession's commitment to access to justice.
9. Demonstrate understanding of career options and steps toward defining and achieving career goals in light of personal values.

Master of Laws (LL.M.)

McGeorge offers graduate programs for both domestically trained attorneys and foreign trained attorneys. Whether you seek an advanced legal program focusing on U.S. Law, Public Policy (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_US_Law_and_Policy.htm), Transnational Business (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_Transnational_Business_Practice.htm) or Water Resources (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_Water_Resources_Law.htm), McGeorge is the right place for you.

U.S. News & World Report has ranked McGeorge's International Law program among the top programs in the country for the fifth year in a row, this year as No. 24 in the 2018 *Best Graduate Schools* guide. McGeorge was included on the Honor Roll for Best LL.M. programs in the 2016 (http://mcgeorge.edu/News/McGeorge_LLM_Programs_on_International_Jurist_Honor_Roll_for_Top_Valu), *Jurist* magazine, as the only California school among the top 12 for Top Value, and as one of 14 schools recognized for the Law School Experience.

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7019

LL.M. in Transnational Business Practice

The LL.M. in Transnational Business Practice trains lawyers to practice in the field of international business law. Whether trained in civil or common law, an LL.M. in Transnational Business Practice from McGeorge further prepares lawyers for a career in the global economy.

Our LL.M. program has only two requirements, (1) a substantive course: Transnational Litigation or International Business Transactions; and (2) LL.M. Legal Writing, Research, and Analysis for those trained in law outside of the United States, which is tailored to introduce students to common law courts, sources, legal reasoning, techniques of legal research and writing. The remaining course units can be customized to meet your individual career goals.

Program Highlights

- Get real practical experience
- Enjoy classes with J.D. students
- Benefit from faculty expertise in the International Law field
- Work with the Director of Graduate & International Programs to tailor your course selection to meet your career goals
- Have access to McGeorge's broad base of alumni who work in international law firms in more than 40 countries

- Join a community of law students studying on the McGeorge campus, and receive special assistance in adjusting to student life in the United States

Students have the choice between two tracks:

- LL.M. Transnational Business Practice - Two semesters (full-time) or three/four semesters (part-time) of study on the McGeorge Campus. A student must complete 24 semester units on the Sacramento campus and must begin the program in August.
- LL.M. Transnational Business Practice *with* Internship - One semester of study on the McGeorge Campus and the opportunity to participate in a 12-week internship with an international law firm. Students must complete 24 semester units. Students begin their program in August, starting in the fall semester followed by the internship in the spring semester.

Program Requirements

Admitted students will undertake an individually tailored sequence of courses to fulfill the 24-unit program requirement.

- 24 units of study
- A cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 980	LLM Legal Research, Writing and Analysis I	2
LAW 981	LLM Legal Research, Writing and Analysis II	2
Choose one of the following courses:		
LAW 625	International Business Transactions	3
LAW 635	Transnational Litigation	3

Electives ¹

LAW 110	Contracts	4
LAW 151	Business Associations	4
LAW 257	Business Transactions: The Art of the Deal	2
LAW 260	Commercial Law	3
LAW 255	Federal Securities Regulations	3
LAW 261	Sales of Goods	3
LAW 265	Copyright Law	2-3
LAW 266	Patent Law	3
LAW 275	Survey of Intellectual Property Law	3
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 285	Trademark Law	2
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Shareholders	3
LAW 314	Taxation of Partnerships and S Corporations	3
LAW 375	U.S. Taxation of International Transactions	3
LAW 433	Employment Law	3
LAW 515	Conflict of Laws	3
LAW 526	Mediation	2-3
LAW 550	Immigration Law and Policy	3
LAW 600	Public International Law	3
LAW 608	International and Foreign Legal Research	1-2
LAW 625	International Business Transactions	3
LAW 630	International Banking	2
LAW 631	International Negotiations	2
LAW 647	International Economic Law	2
LAW 689	International Investor - State Arbitration	3

LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-2

Candidates may also be permitted to enroll in other elective courses relevant to transnational business practice not listed above. See the full schedule. Note: Not all electives listed above are offered in every academic year.¹

LL.M. Transnational Business Practice with Internship

Whether you are a recent law school graduate who is seeking to augment your J.D. study with an additional program of graduate work focused on international business law, or an experienced attorney who would like to transition the focus of your practice to international business law, or want to expand your knowledge and add depth to your practice with a comprehensive program of graduate study, our LL.M. in Transnational Business Practice with Internship is the program for you.

The internship program closes with a three- to five-day post-internship Intercultural Legal Competence Workshop on the Sacramento campus of McGeorge in which students compare and evaluate legal cultures and systems in their host and home countries. Students will address questions about the differences in legal practice, ethics, and approaches to transactions, negotiations, litigation and other dispute resolution.

The Transnational Business Practice LL.M. with Internship includes one semester of study on the McGeorge campus and the opportunity to participate in a 12-week internship with an international law firm anywhere around the world.

Program Requirements

- 24 units of study
- Fourteen (14) units to be completed in residence during the fall semester on the McGeorge Sacramento campus, except that with prior approval up to two of such units may be completed off campus as Directed Research during the spring semester.
- Ten (10) units upon successful completion of an internship of at least 12 weeks during the spring semester followed by completion of the three to five-day post-internship intercultural legal competence workshop.
- Cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 980	LLM Legal Research, Writing and Analysis I	2
LAW 981	LLM Legal Research, Writing and Analysis II	2
LAW 625	International Business Transactions	3
LAW 635	Transnational Litigation	3

You may tailor the rest of your academic studies by choosing from a variety of elective courses in substantive areas of U.S. Domestic Business Law and International Law.

Elective Courses¹

Course	Units	
International Law Courses		
LAW 375	U.S. Taxation of International Transactions	3
LAW 600	Public International Law	3
LAW 608	International and Foreign Legal Research	1-2

LAW 620	International Environmental Law	3
LAW 625	International Business Transactions	3
LAW 630	International Banking	2
LAW 647	International Economic Law	2
LAW 689	International Investor - State Arbitration	3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level ²	1-2

U.S. Domestic Business Law Courses

LAW 110	Contracts ³	4
LAW 151	Business Associations	4
LAW 200	Accounting for Lawyers	2-3
LAW 220	Banking Law	3
LAW 225	Bankruptcy	2-3
LAW 255	Federal Securities Regulations	3
LAW 257	Business Transactions: The Art of the Deal	2
LAW 260	Commercial Law	3
LAW 261	Sales of Goods	3
LAW 275	Survey of Intellectual Property Law	3
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Shareholders	3
LAW 314	Taxation of Partnerships and S Corporations	3
LAW 433	Employment Law	3
LAW 515	Conflict of Laws	3
LAW 526	Mediation	2-3
LAW 550	Immigration Law and Policy	3
LAW 802	Negotiation and Settlements Seminar	2 or 3

¹ With prior approval, candidates may also be permitted to enroll in other elective courses relevant to transnational business practice not listed above for the purposes of completing the 14 units in the fall semester. Note: Not all electives listed above are offered in every academic year.

² With prior approval, may be taken in the Spring.

³ Limited to LL.M. candidates from civil law jurisdictions for Fall enrollment only.

The Internship

Candidates are placed in a law firm for a minimum of 12 weeks in one of many countries located around the world. Interns are expected to be fully integrated into the daily work of the host firm. Among the tasks normally assigned to interns are research, preparation and review of documents, client interviews, negotiations, and observing court appearances.

The internship must be completed in a country other than the candidate's own country of law study. While geographic preferences are always considered, a specific location cannot be guaranteed. Placements in some countries require proficiency in the local language.

McGeorge relies on its strong international network of alumni and professional colleagues for internship placements. In recent years, LL.M. candidates have interned in Austria, mainland China, Denmark, France, Germany, Hong Kong, Italy, Luxembourg, The Netherlands, Spain, Taiwan, Thailand, Turkey, the United States, and Vietnam.

We work diligently with the student to find an appropriate placement and have an excellent record of finding placements for students, but securing a placement always depends upon an appropriate match

between individual qualifications and the needs/offerings of host firms. The more flexibility a student has in terms of location and the stronger a student's qualifications, the greater the chances are of obtaining a rewarding placement.

During the course of the internship, students are required to keep a journal and to communicate periodically reflecting upon their experience and observations with the faculty supervising this program.

The internship program closes with a three- to five-day post-internship Intercultural Legal Competence Workshop on the Sacramento campus of McGeorge in which students compare and evaluate legal cultures and systems in their host and home countries, addressing such questions as differences in legal practice, ethics, and approaches to transactions, negotiations, litigation and other dispute resolution. In rare cases with good cause shown and prior approval, in lieu of attending the post-placement workshop, students may prepare a paper reflecting on and analyzing these topics as illuminated during their internships and prior experience.

Administrative Law and Regulation
Business and Trade Regulation
Civil and Constitutional Rights
Criminal Justice
Education Law, Regulation, and Policy
Employment and Labor Law
Environment, Natural Resources and Water Law
Health Law and Policy
Intellectual Property and Information Law
International and Comparative Law and Regulation
Political Structure and Theory
Tax Law and Policy

LL.M. in Water Resources Law

To enhance the skills and understanding of lawyers at all levels, the McGeorge School of Law offers LL.M. and J.S.D. (http://www.mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/JSD_in_International_Water_Resources.htm) degrees in water resources law. These will prepare you to serve the diverse needs of businesses and developers, farmers and ranchers, non-profit organizations, and public agencies at every level from local to international.

The Water Resources Law graduate program emphasizes interdisciplinary natural resources classes; simulations and case studies; a robust field placement experience; and advanced substantive law course work. The combination of natural resources science, technology and economics, with strong legal coursework and hands-on training, makes this program unique among other natural resources law graduate degrees.

The U.S. Law Track focuses on issues affecting the United States. It is designed for students with a prior law degree to gain expertise in this growing field of environmental and natural resources law.

Program Requirements

- 24 units of study
- A cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 230	Water Resources Law	2-3
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LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3

Electives

LAW 209	Local Agency Practice	2
LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 501	CA Enviro. Cases & Places	1-2
LAW 507	Environmental Law	3
LAW 510	Natural Resources Law	3
LAW 526	Mediation	2-3
LAW 560	Land Use Planning	2
LAW 568	California Initiative Seminar	2
LAW 621	International Water Resources Law Seminar	3
LAW 699	Special Topics (Ocean and Coastal Law)	1-4
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-2

LL. M. in Water Law Resources (International Law Track)

To enhance the skills and understanding of lawyers at all levels, the McGeorge School of Law offers LL.M. and J.S.D. (http://www.mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/JSD_in_International_Water_Resources.htm) degrees in water resources law. These will prepare you to serve the diverse needs of businesses and developers, farmers and ranchers, non-profit organizations, and public agencies at every level from local to international.

The Water Resources Law graduate program emphasizes interdisciplinary natural resources classes; simulations and case studies; a robust field placement experience; and advanced substantive law course work. The combination of natural resources science, technology and economics, with strong legal coursework and hands-on training, makes this program unique among other natural resources law graduate degrees.

The International Law Track is designed for law graduates interested in pursuing careers in government, non-governmental organizations or private law firms dealing with international water issues. This program focuses on the unique laws, policies and political dynamics as it applies to water- courses that are shared by two or more nations.

Program Requirements

- 24 units of study
- A cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 600	Public International Law	3
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3
LAW 980	LLM Legal Research, Writing and Analysis I	2

LAW 981	LLM Legal Research, Writing and Analysis II	2
Electives		
LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 501	CA Enviro. Cases & Places	1-2
LAW 507	Environmental Law	3
LAW 510	Natural Resources Law	3
LAW 526	Mediation	2-3
LAW 621	International Water Resources Law Seminar	3
LAW 699	Special Topics (Ocean and Coastal Law)	1-4
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-2

Water Law Resource Fast Track J.D./LL.M. Program

The Fast Track J.D./LL.M. in Water Resources Law affords students the opportunity to earn both degrees on an accelerated timeline. Fast Track students may apply up to 12 credits of J.D. coursework towards their LL.M. degree in Water Resources Law, meaning the LL.M. degree may be completed in just one additional semester of full-time study or a year of part-time study. Fast track students may specialize in either U.S. or international water law.

Program Requirements

- 24 units of Water Resources Law study, up to 12 units of which are completed as part of the J.D. degree
- A cumulative grade point average of 2.33 on a 4.33 scale

Courses Include

- Administrative Law
- Environmental Law
- Environmental Practice
- International Environmental Law
- International Water Resources Law Seminar
- Natural Resources Law
- Ocean and Coastal Law
- Water Resources Law
- Water or Environmental Field Placement

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7353 or 916.739.7019

Learning Outcomes

1. Demonstrate the ability to identify and understand key concepts in U.S. substantive law, legal theory, and procedure.
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving.
3. Demonstrate the ability to strategize, develop, and conduct efficient legal research in U.S. law.

4. Demonstrate the ability to identify and understand foundational concepts in international law and to perform international legal research.
5. Demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications.
6. Demonstrate professional judgment, ethics, and professionalism through conduct consistent with the legal profession's values, standards, and discipline.
7. Demonstrate the ability to understand, collaborate, and engage with people of diverse backgrounds and experiences in a variety of legal settings and contexts.
8. Demonstrate understanding of the legal profession's commitment to access to justice.
9. Demonstrate understanding of career options and steps toward defining and achieving career goals in light of personal values.

Master of Public Administration (M.P.A.)

The Master of Public Administration (MPA) degree prepares professionals to capably manage public sector processes and effectively implement public policy decisions. Graduates will be ready to advance their careers in management and leadership positions in a wide range of public- focused organizations, including government agencies, non-profit and other nongovernmental organizations, private firms and advocacy groups. As the only MPA program offered by an ABA accredited law school in the nation, special attention is given to statutes, regulations, and strategic use of legal processes.

Questions?

Contact Distinguished Professor of Public Policy John J. Kirlin (http://www.mcgeorge.edu/John_J_Kirlin.htm)
Email (publicpolicy@pacific.edu) | 916.520.7471

MPA Requirements

All core courses in four areas, including:

LAW		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC ADMINISTRATION/LEADERSHIP		
PUB 251	Values, Roles and Skills	3
PUB 241	Leaders, Organization Behavior	3
PUB 242	Systemic Change	3
PUB 252	Strategic Public Management	4
PUBLIC POLICY		
PUB 211	Conflicted, Complex, Uncertain	3
PUB 214	Budgets, Financial Management	3
PUB 212	Choices in Policy Design	3
ANALYTIC TOOLS		
PUB 221	Economic Concepts and Tools	3
PUB 233	Public Manager Analytics	3

MPA Concentrations

Water Policy

LAW 230	Water Resources Law	2-3
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Select 6 or more units of the following: 6

LAW 235	Environmental Practice	
LAW 500	Administrative Law	
LAW 501	CA Enviro. Cases & Places	
LAW 507	Environmental Law	
LAW 509	Special Topics in Environmental Law	
LAW 510	Natural Resources Law	
PUB 219	Directed Research	

Health Policy

LAW 570	Health Law	3
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Select 6 or more units of the following:

BUSI 254	Health Economics	
LAW 304	Mental Health - Policy and Law	
LAW 500	Administrative Law	
LAW 572	Public Health Law	
LAW 579	Affordable Care Act Seminar	
LAW 745	Elder Law and Social Policy	
PUB 219	Directed Research	
PUB 262	Health Policy Choices	

Environmental Policy

LAW 507	Environmental Law	3
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Select 6 or more units of the following:

LAW 500	Administrative Law	
LAW 501	CA Enviro. Cases & Places	
LAW 509	Special Topics in Environmental Law	
LAW 510	Natural Resources Law	
PUB 219	Directed Research	

Capital Policy Making - 10 units, all required courses

LAW 513	California Lobbying & Politics	2
LAW 576	Intro to Capital Lawyering	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	4

*LAW 853 requires students to register for 2 units in each Fall & Spring.

Policy Change, Institutional Reform, Sustainability - MPA ONLY

PUB 242	Systemic Change	3
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Select 6 or more units of the following:

LAW 500	Administrative Law	
LAW 822	Lawmaking in California	
PUB 213	Enhancing Societal Capacity	
PUB 219	Directed Research	
PUB 222	Finance for Public Policies	
PUB 234	Advanced Policy Analytics	

Government Operations and Leadership

LAW 500	Administrative Law	3
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Select 6 or more units of the following:

LAW 101	Contracts/Analytical Skills	
or LAW 110	Contracts	
LAW 209	Local Agency Practice	
LAW 513	California Lobbying & Politics	
LAW 560	Land Use Planning	

LAW 802	Negotiation and Settlements Seminar	
LAW 822	Lawmaking in California	
LAW 826	Negotiating Disputes Into Deals	
PUB 213	Enhancing Societal Capacity	
PUB 219	Directed Research	
PUB 284	State Government	
PUB 285	Local Government	
PUB 286	Intersectoral Leadership	

Non Profit Operations and Leadership

LAW 101	Contracts/Analytical Skills	4
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Select 5 or more units of the following:

LAW 513	California Lobbying & Politics	
LAW 802	Negotiation and Settlements Seminar	
LAW 822	Lawmaking in California	
LAW 826	Negotiating Disputes Into Deals	
PUB 213	Enhancing Societal Capacity	
PUB 219	Directed Research	
PUB 286	Intersectoral Leadership	
PUB 290	Foundations of Social Policy	
PUB 292	Demography	
PUB 293	Housing Policy	
PUB 294	Poverty and Welfare Policy	

Education Policy and Leadership

EDUC 280	Education Law and Legal Processes	3
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Select 6 or more units of the following:

EDUC 360	Seminar: Trends, Issues and Dynamics of Change	
EDUC 364	Seminar: Educational Policy Making and Politics	
LAW 500	Administrative Law	
PUB 219	Directed Research	

Total Units: You must complete 36-40 units, depending on concentration chosen

Minimum GPA: Your cumulative grade point average must be 3.00 or higher in those courses required for award of the MPA, MPA with concentration, or MPP.

Application for Graduation: Students in the final semester of their degree program must complete the Application for Graduation form no later than the Add/Drop Deadline of that semester and return completed forms to the Office of the Registrar.

Questions?

Contact Distinguished Professor of Public Policy John J. Kirlin (http://www.mcgeorge.edu/John_J_Kirlin.htm)
Email (publicpolicy@pacific.edu) | 916.520.7471

Learning Outcomes

1. Lead and manage in public governance

Habitually use feedback and own self-assessments to identify and further advance the skills needed to master various aspects of Governance—including the use of formal authority and competencies of governments, roles of non-profits and businesses, and citizen engagement—in a way that addresses the particular demographic, economic, and cultural factors that shape possible actions.

2. Participate in and contribute to the public policy process

Identify, describe, and proactively engage in activities congruent with establishing a suitable career that contributes to relevant to public policy processes, which may include working in government agencies, non-profit and other nongovernmental organizations, private sector firms, and advocacy groups that connect with public service organizations.

3. Analyze and synthesize information in support of complex decision-making

Independently select and use appropriate qualitative and quantitative analytic tools to support effective decisions in socially and managerially complex situations that require integrating competing perspectives of diverse stakeholders

4. Articulate and apply a public service perspective

Across a wide range of issues and public administration settings, articulate how institutions, policies and programs support achieving central values of democracy and the role of public service professionals in advancing those values.

5. Communicate and interact productively with diverse public stakeholders

Communicate and interact productively across public, private and nonprofit sectors, and with a wide variety of stakeholders, to solve problems.

Master of Public Policy (M.P.P.)

The Master of Public Policy (MPP) prepares students to capably make and effectively implement public policy decisions. This MPP program allows students to engage in California's world-leading public policies through course assignments structured as commonly expected professional work products and both a required externship and a required internship. The only MPP degree offered by an ABA accredited law school provides students with a greater understanding of laws and regulations as both foundations and tools of public policies.

Both the MPA and MPP may be pursued full-time or part-time. Admissions are made in the fall and in the spring.

Questions?

Contact Distinguished Professor of Public Policy John J. Kirlin (http://www.mcgeorge.edu/John_J_Kirlin.htm)

Email (publicpolicy@pacific.edu) | 916.520.7471

MPP Requirements

Required Courses: All core courses in four areas, including:

LAW		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC POLICY		
PUB 211	Conflicted, Complex, Uncertain	3
PUB 213	Enhancing Societal Capacity	3
PUB 214	Budgets, Financial Management	3
PUB 215	A Complex Public Policy Case	2
PUB 291	Externship	3
ANALYTIC TOOLS		
PUB 221	Economic Concepts and Tools	3

PUB 222	Finance for Public Policies	3
PUB 233	Public Manager Analytics	3
PUB 234	Advanced Policy Analytics	3
LEADERSHIP		
PUB 241	Leaders, Organization Behavior	3
PUB 242	Systemic Change	3

Required internship: Between the first and second year, MPP students complete an approved internship.

Required courses in a concentration (or electives): To complete a designated area of concentration, nine (9) to twelve (12) units as specified for that area of concentration. Alternatively, take sufficient elective courses to achieve a total of 48 units, receiving the MPP without a concentration.

MPP Concentrations

Water Policy

LAW 230	Water Resources Law	2-3
Select 6 or more units of the following: 6		
LAW 235	Environmental Practice	
LAW 500	Administrative Law	
LAW 501	CA Enviro. Cases & Places	
LAW 507	Environmental Law	
LAW 509	Special Topics in Environmental Law	
LAW 510	Natural Resources Law	
PUB 219	Directed Research	

Health Policy

LAW 570	Health Law	3
Select 6 or more units of the following:		
BUSI 254	Health Economics	
LAW 304	Mental Health - Policy and Law	
LAW 500	Administrative Law	
LAW 572	Public Health Law	
LAW 579	Affordable Care Act Seminar	
LAW 745	Elder Law and Social Policy	
PUB 219	Directed Research	
PUB 262	Health Policy Choices	

Environmental Policy

LAW 507	Environmental Law	3
Select 6 or more units of the following:		
LAW 500	Administrative Law	
LAW 501	CA Enviro. Cases & Places	
LAW 509	Special Topics in Environmental Law	
LAW 510	Natural Resources Law	
PUB 219	Directed Research	

Capital Policy Making - 10 units, all required courses

LAW 513	California Lobbying & Politics	2
LAW 576	Intro to Capital Lawyering	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	4

*LAW 853 requires students to register for 2 units in each Fall & Spring.

Policy Change, Institutional Reform, Sustainability - MPA ONLY

PUB 242	Systemic Change	3
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Select 6 or more units of the following:

LAW 500	Administrative Law
LAW 822	Lawmaking in California
PUB 213	Enhancing Societal Capacity
PUB 219	Directed Research
PUB 222	Finance for Public Policies
PUB 234	Advanced Policy Analytics

Government Operations and Leadership

LAW 500	Administrative Law	3
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Select 6 or more units of the following:

LAW 101	Contracts/Analytical Skills or LAW 110 Contracts
LAW 209	Local Agency Practice
LAW 513	California Lobbying & Politics
LAW 560	Land Use Planning
LAW 802	Negotiation and Settlements Seminar
LAW 822	Lawmaking in California
LAW 826	Negotiating Disputes Into Deals
PUB 213	Enhancing Societal Capacity
PUB 219	Directed Research
PUB 284	State Government
PUB 285	Local Government
PUB 286	Intersectoral Leadership

Non Profit Operations and Leadership

LAW 101	Contracts/Analytical Skills	4
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Select 5 or more units of the following:

LAW 513	California Lobbying & Politics
LAW 802	Negotiation and Settlements Seminar
LAW 822	Lawmaking in California
LAW 826	Negotiating Disputes Into Deals
PUB 213	Enhancing Societal Capacity
PUB 219	Directed Research
PUB 286	Intersectoral Leadership
PUB 290	Foundations of Social Policy
PUB 292	Demography
PUB 293	Housing Policy
PUB 294	Poverty and Welfare Policy

Education Policy and Leadership

EDUC 280	Education Law and Legal Processes	3
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Select 6 or more units of the following:

EDUC 360	Seminar: Trends, Issues and Dynamics of Change
EDUC 364	Seminar: Educational Policy Making and Politics
LAW 500	Administrative Law
PUB 219	Directed Research

Required of MPP

Minimum GPA: Your cumulative grade point average must be 3.00 or higher in those courses required for award of the MPA, MPA with concentration, or MPP.

Application for Graduation: Students in the final semester of their degree program must complete the Application for Graduation form no later than the Add/Drop Deadline of that semester and return completed forms to the Office of the Registrar.

Questions?

Contact Distinguished Professor of Public Policy John J. Kirlin (http://www.mcgeorge.edu/John_J_Kirlin.htm)
Email (publicpolicy@pacific.edu) | 916.520.7471

Learning Outcomes

1. Identify Policy Issue and Analytic Tools

Accurately identify the type of public policy issue confronted and useful tools for guiding analysis and action (e.g., degrees of complexity and uncertainty, extent and depth of conflicts, capacities to make decisions and to implement choices).

2. Analyze Policy and Recommend Action

Analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess probable longer term effects of public policy choices.

3. Strategically Lead.

Demonstrate capacity to pursue a policy goal by effective engagement at key decision points and mobilization and leverage of critical resources.

4. Diversely Communicate Useful Information to Stakeholders

Convey information effectively in several formats-written, verbal, and web-emphasizing those useful to decision makers, professionals in a field, and citizens.

5. Analytically Produce Public Policy Information

Effectively identify, collect, organize and analyze information, including demographic, economic, fiscal and agency activity data.

Master of Science in Law (M.S.L.)

McGeorge offers the Master of Science in Law (MSL) to professionals who seek the benefits of advanced training in legal reasoning and analysis but who do not require the JD degree for their career plans. In today's economy with so many highly regulated industries, state and federal agencies, and other professional fields impacted by law, professionals deal with law-related issues every day. Our MSL program is designed to help professionals gain and apply the legal skills they need.

Optional areas of focus include:

- Health Care (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Health.htm)
- Human Resources (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Human_Resources.htm)
- Government & Public Policy (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Government_and_Public_Policy.htm)
- Water & the Environment (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Water_and_the_Environment.htm)

McGeorge faculty will work with each student to develop a customized curriculum (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Curriculum.htm) with a rigorous legal grounding that is infused with real-world examples, skills-based learning, and experiential opportunities. Students will also experience intense interaction and collaboration with a cohort of like-minded professionals who are seeking to increase their own skills. Finally, opportunities will be created for each student to put their new skills to work in California's capital city (http://mcgeorge.edu/Future_Students/Life_at_McGeorge/Sacramento_The_Capital_City.htm).

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7019

Master of Science in Law Curriculum

Students accepted into the program can anticipate receiving guidance from our nationally and internationally renowned faculty on individual curricular plans. Students can go full or part-time; 26 units are required to earn the M.S.L. degree, which includes two required courses, a set of elective choices, and for those who are interested, a supervised capstone paper or project.

Required Courses

LAW 101	Contracts/Analytical Skills	4
LAW 212	Intro. to Legal Analysis	2

Optional Additional Foundational Courses

LAW 115	Criminal Law	2-4
LAW 125	Property	4
LAW 131	Torts	4

Elective Courses - Organized by Concentration

Students may elect to choose from a variety of courses, and to customize their course selections to meet their interests and career goals. The lists below, organized by concentration, are just an example of courses students may wish to enroll in. Please note that some electives are not offered every year. Please be sure check the academic schedule for a current list of offerings.

Criminal Justice

LAW 115	Criminal Law	2-4
LAW 165	Criminal Procedure	3
LAW 174	Evidence	4
LAW 308	Art of Plea Bargaining	1
		or
		2
LAW 440	Family Law	2-3
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 550	Immigration Law and Policy	3
LAW 576	Intro to Capital Lawyering	2
LAW 619	International Criminal Law	2-3
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 882	California Parole Hearings and Litigation	2

Health Concentration

LAW 110	Contracts	4
LAW 304	Mental Health - Policy and Law	2
LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 570	Health Law	3
LAW 572	Public Health Law	3
LAW 576	Intro to Capital Lawyering	2
LAW 579	Affordable Care Act Seminar	2
LAW 706	Persuasive Public Speaking	2
LAW 745	Elder Law and Social Policy	3
LAW 802	Negotiation and Settlements Seminar	2
		or
		3

Human Resources Concentration

LAW 110	Contracts	4
LAW 405	Worker's Compensation Law	2
LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 526	Mediation	2-3
LAW 576	Intro to Capital Lawyering	2
LAW 706	Persuasive Public Speaking	2
LAW 780	Sexual Orientation and Gender ID	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 826	Negotiating Disputes Into Deals	2

Government and Public Policy Concentration

LAW 163	Constitutional Law	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 513	California Lobbying & Politics	2
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 568	California Initiative Seminar	2
LAW 576	Intro to Capital Lawyering	2
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 822	Lawmaking in California	2

Water and the Environment Concentration

LAW 230	Water Resources Law	2-3
LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 235	Environmental Practice	3

LAW 500	Administrative Law	3
LAW 501	CA Enviro. Cases & Places	1-2
LAW 503	Legislation and Statutory Interpretation	3
LAW 507	Environmental Law	3
LAW 510	Natural Resources Law	3
LAW 511	Climate Change Law & Policy	2
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 576	Intro to Capital Lawyering	2
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3

Questions?

Contact the Graduate & International Programs Office
 Email (graduatelaw@pacific.edu) | 916.739.7019

Learning Outcomes

1. Identify legal issues that arise in student's professional context; Recognize and make use of legal language and field knowledge; Find and evaluate legal resources in library and online.
2. Identify and distinguish legal sources; interpret legal texts, such as statutes and cases; apply legal methodology to differentiate and prioritize legal issues, to deduce likely outcomes, and to evaluate competing positions.
3. Select, apply, and adapt interpersonal communication and conflict resolution skills in professional context; employ legal methodology in professional writing tasks.
4. Collaborate with lawyers and others to evaluate and resolve legal issues.
5. Identify legal ethical issues that arise in one's profession and develop strategies to address them consistent with legal precepts.

SCHOOL OF ENGINEERING & COMPUTER SCIENCE

<http://www.pacific.edu/eng>

Phone: (209) 946-2151

Location: Stockton Campus John T. Chambers Technology Center
Steven Howell, Dean

Programs Offered

Master of Science in Data Science

Mission

The mission of the School of Engineering and Computer Science is to provide a superior, student-centered learning environment that emphasizes close faculty-student interaction, experiential education, and distinctive research opportunities. Graduates will be prepared to excel as professionals, pursue advanced degrees, and possess the technical knowledge, critical thinking skills, creativity, and ethical values needed to lead the development and application of technology for bettering society and sustaining the world environment.

Graduate Program Admission Criteria

The graduate admission criteria varies for the three graduate programs in the School of Engineering and are specified for each program. All graduate applicants must submit the following materials to the Research and Graduate Studies Office at the University of the Pacific. A completed application includes:

1. The Graduate School application form
2. Letters of recommendation
3. Transcripts from the institution where the BS in engineering, computer science, or relevant degree was granted
4. A personal statement on professional goals and objectives
5. A 3.0/4.0 GPA on the last 60 units of undergraduate study
6. For students whose first language is not English, Test of English as a Foreign Language (TOEFL) is required. The minimum score for admission is 550 (paper) or 213 (computer) and the minimum score for a teaching assistantship award is 575 (paper) or 231 (computer)

General Academic Policies

Engineering and Computer Science Prerequisite Requirement

All course prerequisites in the master programs must be passed with a grade of C or higher.

Courses Taken Pass/No Credit

All courses that count toward the MS in Engineering Science must be taken for a letter grade (except for thesis units).

Graduate Independent Studies

Students who have an interest in a subject not offered as a regular course and who, by their overall performance at Pacific, have proven their ability to do independent work, may consider enrolling in a graduate independent study. The qualified student should initiate discussions with his/her advisor and with a professor who is knowledgeable in the subject. If both parties are in agreement, the student must complete the Individualized Study Form and submit it to the instructor and Office of the Registrar prior to the last day to add (see University Academic Calendar). Students on academic probation are not permitted to enroll

in independent study courses in any department of the University. The following School of Engineering and Computer Science policies apply:

1. The course(s) may not be substituted for a regularly scheduled course unless approved by the department.
2. If the course is to be used as an elective, approval by the student's advisor and the department chairperson is required.
3. All courses must be taken for a letter grade; the pass/no credit option is not allowed for independent study courses.
4. Each course may be taken for one (1), two (2), three (3), or four (4) units. The unit value for the course is established between the student and the professor responsible for the course. The student's advisor should be informed of this decision.

Course Substitutions

A maximum of six units of approved advanced undergraduate courses (100 level) can count toward the MS in Engineering Science and Cybersecurity.

Data Science

Phone: (209) 946-2992

Location: San Francisco and Sacramento

Website: Data Science (<http://www.pacific.edu/analytics>)

Degrees Offered

Master of Science in Data Science

Data Science Program Overview

The MS in Data Science prepares graduates for careers in data analytics and related fields. This is a science (as opposed to business) based program that is focused on developing students' math foundation in statistics and linear algebra, and computer programming to prepare them for coursework in topics like machine learning, fraud detection, sentiment analysis, and data visualization.

This 32-unit, 4-semester degree culminates in the Capstone Project, in which students work on an analytics problem with a sponsoring company.

Prerequisite entry requirements include:

- A Bachelors degree
- Educational qualifications and/or work experience in:
 - Statistics
 - Linear Algebra
 - Computer programming (any language, although Python and R are the preferred languages)
 - Basic calculus (derivatives)
- In addition, international students must also have:
 - The US equivalent of a GPA of 2.65 or above
 - TOEFL (or equivalent) English language proficiency. A minimum score of 90 or a score of at least 550 (213 on the computer-based test) is required.

Data Science Program Educational Objectives

The MS in Data Science prepares graduates for careers in data analytics and related fields. This is done by developing students' math foundation in statistics and linear algebra, and learning skills in the areas of data preparation, data modeling, predictive modeling, and a variety of data science / analytic solution areas such as customer analytics, fraud detection and healthcare analytics.

The education that students receive will allow them after graduation to:

- Extract value from data to assist organizations in understanding past performance, predicting future events, and optimizing processes;
- Apply the methods of data wrangling, analytic programming, data mining, quantitative methods, modeling, to prepare very large data sets for analysis;
- Design and develop practical data oriented solutions using modern analytic techniques such as machine learning, time series analysis, and clustering;
- Apply the scientific method to develop and test hypotheses using mathematical and statistical principles;
- Conduct compelling communications through informative visualizations and effective presentation skills.

1. Data Analysis

Analyze various forms of data (e.g. numerical, categorical, textual, objects, etc.) using appropriate mathematical and/or machine learning techniques.

2. Data Engineering

Apply modern programming and data engineering skills, extract data from files, databases, or online resources, and transform it for appropriate analysis.

3. Professional Presentation

Effectively communicate results in a format that is appropriate to the audience, via written, oral, and graphical media.

Master of Science in Data Science

Students must complete a minimum of 32 units with a Pacific cumulative grade point average of 3.0 to earn the master of science in data science degree.

Semester 1

ANLT 201	Linear Algebra for Data Science	2
ANLT 202	Frequentist Statistics	1
ANLT 208	Research Methods for Data Science	1
ANLT 212	Analytics Computing for Data Science	2
ANLT 242	Relational Databases	1
ANLT 283	Weekly Hot Topics	1

Semester 2

ANLT 203	Bayesian Statistics	1
ANLT 210	Software Methods for Data Science	1
ANLT 222	Machine Learning for Data Science	2
ANLT 224	Data Wrangling	1
ANLT 232	Introduction to Data Visualization	1
ANLT 272	Healthcare Case Studies	1
ANLT 283	Weekly Hot Topics	1

Semester 3

ANLT 214	Data Engineering for Data Science	2
ANLT 234	Analytics Storytelling for Data Science	1
ANLT 243	NoSQL Databases	1
ANLT 276	Emphasis Case Studies	1
ANLT 283	Weekly Hot Topics	1
Select three of the following:		3
ANLT 205	Consumer Analytics	
ANLT 206	Sentiment Analysis and Opinion Mining	
ANLT 207	Time Series Analysis	
ANLT 273	Fraud Detection	
ANLT 274	Customer Analytics	
ANLT 275	Text Mining	

Semester 4

ANLT 233	Dynamic Visualization	1
ANLT 282	Capstone Project	6

Analytics Courses

ANLT 201. Linear Algebra for Data Science. 2 Units.

Linear algebra is the generalized study of solutions to systems of linear equations. In this course, students will begin by focusing on developing a conceptual understanding of computational tools from linear algebra, which are frequently employed in the analysis of data. These tools include: formulating linear systems as matrix-vector equations, solving systems of simultaneous equations using technology, performing basic computations involving matrix algebra, solving eigenvalue-eigenvector problems using technology, diagonalization, and orthogonal projections. Students will then be exposed to more advanced topics, such as singular value decomposition, principle component analysis, Random Walk, Markov Chains, and applications of linear algebra in data mining. The use of software to perform computations will be emphasized. Prerequisite: Admission into the Data Science program or permission of Program Director.

ANLT 202. Frequentist Statistics. 1 Unit.

A survey of regression, linear models, and experimental design. Topics include simple and multiple linear regression, single- and multi-factor studies, analysis of variance, analysis of covariance, model selection, and diagnostics. This class will focus more on the application of regression methods than the underlying theory through the use of modern statistical programming languages. Prerequisite: ANLT 201 with a "C" or better.

ANLT 203. Bayesian Statistics. 1 Unit.

This course introduces Bayesian statistical methods that enable data analysts and scientists to combine information from similar experiments, account for complex spatial, temporal, and other relationships, and also incorporate prior information or expert knowledge into a statistical analysis. This course explains the theory behind Bayesian methods and their practical applications, such as social network analysis, predicting crime risk, or predicting credit fraud. The course emphasizes data analysis through the use of modern analytic programming languages. Prerequisite: ANLT 202 with a "C" or better.

ANLT 205. Consumer Analytics. 1 Unit.

This course introduces the techniques used to analyze consumer shopping and buying behavior using transactional data in industries like retail, grocery, e-commerce, and others. Students will learn how to conduct item affinity (market basket) analysis, trip classification analysis, RFM (recency, frequency, monetary) analysis, churn analysis, and others. This class will teach students how to prepare data for these types of analyses, as well as how to use machine learning and statistical methods to build the models. The class is an experiential learning opportunity that utilizes real-world data sets and scenarios. Prerequisite: ANLT 222 with a "C" or better.

ANLT 206. Sentiment Analysis and Opinion Mining. 1 Unit.

This course introduces the algorithms and methods used to analyze the subjective opinions and sentiments of the author of a free text document such as a tweet, blog post, or article. The class will examine the applications of this type of analysis as well as its benefits and limitations. Sentiment analysis is closely tied to text mining and uses techniques such as natural language processing, text analysis, and computational linguistics for feature extraction and preprocessing of the data. Students will explore the current state of usage of sentiment analysis, as well as future implications and opportunities. Prerequisite: ANLT 222 with a "C" or better.

ANLT 207. Time Series Analysis. 1 Unit.

This course introduces the theory and application of statistical methods for the analysis of data that have been observed over time. Students will learn techniques for working with time series data and how to account for the correlation that may exist between measurements that are separated by time. The class will concentrate on both univariate and multivariate time series analysis, with a balance between theory and applications. Students will complete a time series analysis project using real-world scenario and data set. Prerequisite: ANLT 222 with a "C" or better.

ANLT 208. Research Methods for Data Science. 1 Unit.

Students learn about research design, qualitative and quantitative research, and sources of data. Topics will include a variety of research topics, including such things as data collection procedures, measurement strategies questionnaire design and content analysis, interviewing techniques, literature surveys; information databases, probability testing, and inferential statistics. Students will prepare and present a research proposal (with emphasis on technical writing/presentation principles) as part of the course.

ANLT 210. Software Methods for Data Science. 1 Unit.

Students learn the tools, methodology, and etiquette in developing data science applications, tools, and analytical workflows in collaborative environments. Data scientists are at the nexus of software engineering, science, and business. In order to thrive in this world, they must work collaboratively across these fields and skill sets, while ensuring that work is accessible and digestible to everyone involved. Moreover, they must ensure their work is production-worthy and extensible. This course teaches all of the elements, both technical and conceptual, to create productive, helpful, and professional data scientists.

ANLT 212. Analytics Computing for Data Science. 2 Units.

This course introduces computational data analysis using multi-paradigm programming languages. By the end of the course, students will tackle complex data analysis problems. The course emphasizes the use of programming languages for statistical and machine learning analysis, and predictive modeling. Graphical analytics tools will also be used. The course will also cover the various packages for accessing data that come with the various languages, manipulating and preparing data for analysis, conducting statistical and machine learning analyses, and graphically plotting and visualizing data and analytical results. The course emphasizes hands-on data and analysis using a variety of real-world data sets and analytical objectives. Prerequisite: Admission into the Data Science program or permission of Program Director.

ANLT 214. Data Engineering for Data Science. 2 Units.

This course introduces students to data warehousing architectures, big data processing pipelines and in-memory analytic techniques as an alternative to traditional warehouse approaches. The class will provide an overview of conventional data warehousing architectures, focusing on those processing pipeline technologies that enable the management of both SQL and NoSQL data. Students will learn how to design systems to manage large volumes of poly-structured data including temporal, spatial, spatiotemporal, and multidimensional data. The class will also provide an overview of the benefits of in-memory analytics, focusing on cloud computing and cluster computing architectures and associated modern toolsets. Students will learn how to design in-memory systems to iterative graphs, complex multistage applications, fault tolerant solutions, and to use modern cloud based analytic platform services. Prerequisite: Successful Completion of Second Semester of Master of Science in Data Science with a "C" or better.

ANLT 222. Machine Learning for Data Science. 2 Units.

Machine learning is the artificial intelligence discipline for uncovering patterns and relationships contained in large data sets. Students will be exposed to the supervised learning methods such as neural networks and decision trees. Practical application of these techniques will be tools like R and Python. Students will also learn: proper techniques for developing, training, and cross-validating predictive models; bias versus variance; and will explore the practical usage of these techniques in business and scientific environments. Students will also be introduced to unsupervised learning – the class of machine learning for uncovering patterns and relationships in data without labeling the data or establishing a preconceived set of classes or results. Students will learn through hands-on programming projects. Prerequisite: Successful Completion of First Semester of Master of Science in Data Science with a "C" or better.

ANLT 224. Data Wrangling. 1 Unit.

This course will teach you how to retrieve data from disparate sources, combine it into a unified format, and prepare it for effective analysis. This aspect of data science is often estimated to be upwards of 80% of the effort in a typical analytics process. Students will learn how to read data from a variety of common storage formats, evaluate its quality, and learn various techniques for data cleansing. Students will also learn how to select appropriate features for analysis, transform them into more usable formats, and engineer new features into more powerful predictors. This class will also teach students how to split the data set into training and validation data for more effective analytical modeling.

ANLT 232. Introduction to Data Visualization. 1 Unit.

This course introduces tools and methods for visualizing data and communicating information clearly through graphical means. The class covers various data visualizations and how to select the most effective one depending on the nature of the data. Students will practice using the data visualization methodology by walking through a case study with the instructor and then practicing the steps on their own. Students will work with modern analytic graphics packages, and will be introduced to open source libraries, and to commercial visualization products. Prerequisite: ANLT 213 with a "C" or better.

ANLT 233. Dynamic Visualization. 1 Unit.

This course introduces advanced visualization techniques for developing dynamic, interactive, and animated data visualization. Students will learn a variety of techniques for the visualization of complicated data sets. These techniques are valuable for visualizing genomic data, social or other complex networks, healthcare data, business dynamics changing over time, weather and scientific data, and others. Often the visual presentation of data is enhanced when it is made interactive and dynamic, allowing users to "move through" the data and manipulate the data graphically for exploratory analysis. This presentation often involves web application development, and students will be exposed to these rudiments as well as tools that enable faster development of data visualization. Prerequisite: ANLT 234 with a "C" or better.

ANLT 234. Analytics Storytelling for Data Science. 1 Unit.

This course builds upon ANLT 232. It will dive into how visualizations should be presented differently when presenting to lay people, business executives, and a technical group. It will also consider visualizations meant for exploratory analysis versus persuasive argument versus survey, or "30,000 foot" analysis. Working alone and in teams, students will create visualizations using their own findings and using provided case studies. Prerequisite: ANLT 232 with a "C" or better.

ANLT 242. Relational Databases. 1 Unit.

This course introduces relational database management systems (RDBMS) and the structured query language (SQL) for manipulating data stored therein. The class is focused on the applied use of SQL by data scientists to extract, manipulate and prepare data for analysis. Although this class is not a database design class, students will be exposed to entity-relationship (ER) models and the benefits of third normal form (3NF) data modeling. The class employs hands-on experiential learning utilizing the modern relational database querying languages and graphical development environments.

ANLT 243. NoSQL Databases. 1 Unit.

This course will examine different non-relational (NoSQL) database paradigms, such as Key-Value, Document, Column-family, and Graph databases. Students will learn about advantages and disadvantages of the different approaches. The class will include hands-on experience with a representative sample of NoSQL databases. Computing developments that spurred the existence of NoSQL databases, such as big data, distributed and cloud computing will also be discussed. Prerequisite: ANLT 242 with a "C" or better.

ANLT 272. Healthcare Case Studies. 1 Unit.

This course is a culmination of the first semester of the MS Analytics program. It provides an experiential learning opportunity that ties together the statistical, computational analytics and database concepts in a series of case studies in the Healthcare sector. Students will examine four separate case studies of the use of data analytics in healthcare. Students will work in teams to dissect these case studies and evaluate the business opportunity, the analysis methodology, the raw data, the feature engineering and data preparation, and the analytical outcomes. Students will present their evaluation and make recommendations for improvements in the analysis and related opportunities. Prerequisites: ANLT 203, ANLT 212, ANLT 243 with a "C" or better.

ANLT 273. Fraud Detection. 1 Unit.

This course introduces the use of analytics to detect fraud in a variety of contexts. This class shows how to use machine learning techniques to detect fraudulent patterns in historical data, and how to predict future occurrences of fraud. Students will learn how to use supervised learning, unsupervised learning, and social network learning for these types of analyses. Students will be introduced to these techniques in the domains of credit card fraud, healthcare fraud, insurance fraud, employee fraud, telecommunications fraud, web click fraud, and others. The course is experiential and will apply concepts taught in prior data wrangling and machine learning courses using real-world data sets and fraud scenarios. Prerequisite: ANLT 222 with a "C" or better.

ANLT 274. Customer Analytics. 1 Unit.

This course introduces the techniques used to analyze consumer shopping and buying behavior using transactional data in industries like retail, grocery, e-commerce, and others. Students will learn how to conduct item affinity (market basket) analysis, trip classification analysis, recommender systems, RFM (recency, frequency, monetary) analysis, churn analysis, and others. This class will teach students how to prepare data for these types of analyses, as well as how to use machine learning and statistical methods to build the models. The class is an experiential learning opportunity that utilizes real-world data sets and scenarios. Prerequisite: ANLT 222 with a "C" or better.

ANLT 275. Text Mining. 1 Unit.

This course introduces the essential elements of text mining, or the extension of standard predictive methods to unstructured text. The class will explore the use of text mining in domains such as digital security, bioinformatics, law, marketing, and social media. Students will be exposed to information retrieval, lexical analysis, pattern recognition, meta-data tagging, and natural language processing (NLP). A large portion of this class will be devoted to the data preparation and wrangling methods needed to transform unstructured text into a suitable structure for analysis. Prerequisite: ANLT 222 with a "C" or better.

ANLT 276. Emphasis Case Studies. 1 Unit.

This course is a culmination of the second semester in the Master of Science in Analytics program. It provides an experiential learning opportunity that ties together the statistical, computational analytics and database concepts in a series of case studies in the finance, manufacturing, telecommunications and retail sectors. Students will examine four separate case studies of the use of data analytics. Students will work in teams to dissect these case studies and evaluate the business opportunity, the analysis methodology, the raw data, the data and feature engineering and data preparation, and the analytical outcomes. Students will present their evaluation and make recommendations for improvements in the analysis and related opportunities. Prerequisite: Successful Completion of First Semester of Master of Science in Analytics with a "C" or better.

ANLT 282. Capstone Project. 6 Units.

This course is a culmination of all modules in the MS Data Science program. It provides an experiential learning opportunity that connects all of the materials covered in the MS Analytics program. Students will be formed into teams and assigned to an industry sponsored project. Capstone projects will be agreed in advance with sponsoring companies and will represent real-world business issues that are amenable to an analytic approach. These projects will be conducted in close oversight by the sponsoring company, as well as, a University faculty member and may be conducted on the sponsoring company's premises using their preferred systems and tools, at the sponsoring company's discretion. Prerequisite: Successful completion of Semester 2 with a "C" or better.

ANLT 283. Weekly Hot Topics. 1 Unit.

This course consists of a set of weekly presentations and discussions around key analytic issues and current case studies. These hot topics will be presented by a combination of guest speakers – industry luminaries in the area of analytics – and University of the Pacific faculty members, including the MS Analytics program director. Many of these topics will be drawn from relevant real-world contemporary analytic stories that reinforce specific elements of the academic content being taught and cannot be predicted in advance.

UNIVERSITY COLLEGE

<http://www.pacific.edu/UC/>

Phone: (209) 946-2424

Location: 1776 W. March Lane, Suite 290 - Stockton

Patricia Campbell, Dean of University College

The University College extends learning opportunities beyond the traditional campus environment and provides a variety of programs that are designed to meet the educational needs of community, campus and online lifelong learners.

The University College provides many opportunities for students to add courses and special topic programs to their experience at University of the Pacific. It is the regional center for extension education, customized workforce training, professional development, evening degree completion programs, certificate programs and distance learning. Additionally, the college offers a variety of programs and services designed to meet the educational needs of the entire family including summer programs for youth and programs for mature adult learners. The University College is designed to help students and community members of San Joaquin County and the surrounding region improve their professional skills, update their knowledge, develop new personal or professional expertise, and/or participate in vocational or personal development activities. University College also provides training for global participants.

Organizational Behavior

<http://www.pacific.edu/Academics/University-College/Programs/Degree-Completion-.html>

Phone: (209) 946-2424

Location: 1776 W. March Lane, Suite 290 - Stockton

Evening Degree Completion Program

The Bachelor of Science in Organizational Behavior is designed to meet the needs of adult students who may have started, but never finished their college degree. The major is offered in an accelerated, cohort format. Students enter the program after having earned between 60 and 70 college semester units. Students complete their degree over a 20-month period by taking two 3-unit classes every eight weeks. The hybrid courses are offered in the evening, allowing working students the opportunity to complete their undergraduate education without interfering with employment.

The program focuses on the interdisciplinary study of social interaction and social change, which incorporates group dynamics involved in planning for change in businesses and organizations in the 21st century. The Organizational Behavior degree's interdisciplinary design ensures students gain the skills necessary to work effectively in variety of organizations.

This program is not open to current Pacific students and requires an interview of each applicant. There is a special reduced tuition for this program. If you are interested in the program, but have not earned the minimum transfer units, please contact University College at (209) 946-2424 for academic advising.

Degree Requirements

The bachelor of science degree requires 124 units of credit that includes completion of the academic major, the University General Education Program, elective units, as well as all University requirements: writing, reading, quantitative skills proficiency, and diversity requirements. Students must earn a minimum grade point average (GPA) of 2.00 in all college work taken for the degree at Pacific and in courses taken

as requirements in the major. A maximum of 20 units may be earned through a combination of concurrent enrollment in classes at other colleges and universities while enrolled at Pacific (maximum transfer unit policy applies), including transferable online and extension courses from other regionally accredited colleges and universities, and military courses evaluated by the American Council on Education. A residency requirement stipulates that a minimum of 32 of the last 40 units taken for completion of the undergraduate degree must be taken at Pacific.

The Organizational Behavior major is an interdisciplinary program geared toward the study of social interaction and social change, incorporating the group dynamics involved in planning change in organizations and business today and in the future. Students completing this program will gain the skills essential to leading and managing organizations of the future.

Upon completion of the major, students will possess the following:

1. Application of Organizational Behavior Concepts
 - Identify problems and challenges related to organizational behavior and apply appropriate concepts, skills and research methods to develop and assess approaches to addressing these problems.
2. Evaluation and Use of Quantitative and Qualitative Information
 - Critically evaluate data, information and literature, and demonstrate competence in using quantitative reasoning to analyze and solve problems.
3. Leadership and Interpersonal Skills
 - Demonstrate interpersonal, teamwork and leadership skills, and apply organizational behavior frames of reference to evaluate individual and group dynamics.
4. Communication
 - Communicate clearly, cogently and effectively, in both written and oral forms, adapting presentations as appropriate for a range of audiences.
5. Ethical Reasoning
 - Apply ethical reasoning to issues in organizational behavior and develop an ethical framework to enable effective professional and civic leadership and engagement.

Bachelor Of Science Major In Organizational Behavior

Students must complete a minimum of 124 units with a Pacific cumulative and major/program grade point average of 2.0 in order to earn the bachelor of science degree with a major in organizational behavior.

I. General Education Requirements

PACS 003, which is required of all transfer students, is met by ORGB 178 within the major.

Students must complete a minimum of 30 units and 9 courses that include one course from each subdivision below:

Social and Behavioral Sciences

IA. Individual and Interpersonal Behavior

IB. U.S. Studies

IC. Global Studies

Arts and Humanities

IIA. Language and Literature

IIB. Worldviews and Ethics

IIC. Visual and Performing Arts

Natural Sciences and Mathematics

IIIA. Natural Sciences

IIIB. Mathematics and Formal Logic

IIIC. Science, Technology and Society

or a second IIIA Natural Sciences course

Note: 1) No more than 2 courses from a single discipline may be applied to meet the requirements of the general education program.

II. Diversity Requirement

Students must complete one diversity course (3-4 units)

Note: 1) Courses may be used also to meet general education and/or major/minor requirements.

III. Fundamental Skills

Students must demonstrate competence in:

Writing

Quantitative analysis

IV. Major Requirements: 54 units

ECON 051	Economic Principles and Problems	3
ORGB 023	Computer Concepts and Applications	3
ORGB 100	Introduction Seminar	3
ORGB 105	Organizational Social Psychology	3
ORGB 109	Organiz., Managerial Developmt	3
ORGB 110	Acct & Fin Statement Analysis	3
ORGB 120	Critical Thinking for Adults	3
ORGB 130	Professional Communication	3
ORGB 135	Principles and Marketing	3
ORGB 145	Issues in Human Resource Management	3
ORGB 149	Introduction to Organizational Communication	3
ORGB 150	Applied Professional Writing	3
ORGB 155	Issues in Decision Making	3
ORGB 175	Res. Meth.: Quant. & Qual.	3
ORGB 176	Applied Research	3
ORGB 177	Organizational Structure, Design and Analysis	6
ORGB 178	Intro to Ethical Theories (Pacific Seminar 3 Requirement)	3

Organizational Behavior Courses

ORGB 023. Computer Concepts and Applications. 3 Units.

This general introduction course to computers focuses on applications in word processing and spreadsheets. The students also study the basic concepts of computer architecture, the internet, and network communications. Students explore graphical design concepts with Web pages and PowerPoint presentations.

ORGB 100. Introduction Seminar. 3 Units.

This course is an introduction to the Organizational Behavior major taught in the intensified eight-week format. It is a team-taught course with faculty from Sociology, the Library and the University College. The aim of the course is to acquaint students with topics, research and issues typical of the field and to acquaint them with the skills and learning resources needed to complete the program. It includes an introduction to the contemporary library and the concepts of the research process that include the use of databases essential for social science research.

ORGB 105. Organizational Social Psychology. 3 Units.

Students study the sociological way in which the structure of organizations impinge upon the lives of individuals. Special attention will be given to the structural determinants of motivation, opportunity, power and participation within organizations. Organizational culture (roles and images), the processes of organizational change, and the recent efforts to improve the quality of work life and productivity in organizations is examined.

ORGB 109. Organiz., Managerial Developmt. 3 Units.

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication, and performance systems. A comprehensive review of these processes, as well as others, allows students to examine their role in organizations.

ORGB 110. Acct & Fin Statement Analysis. 3 Units.

This course addresses the accounting process of recording, summarizing, analyzing and interpreting financial information. Students learn how financial statements are prepared and how they assist in the financial decision making process. Emphasis is placed on financial statement analysis.

ORGB 120. Critical Thinking for Adults. 3 Units.

This course is intended to help students become more expert at making solid arguments and identifying weaknesses in one's own as well as arguments of others. Students learn to formulate a claim clearly and precisely, identify assumptions, evaluate the breadth of a claim, explain the logic of an argument and identify logical assumptions and evaluate the significance of a claim for others.

ORGB 130. Professional Communication. 3 Units.

This course is designed to help students become more effective communicators in professional and business settings. It covers the skills necessary for communication in the work environment and modern society.

ORGB 135. Principles and Marketing. 3 Units.

The objective of this course is to increase the understanding of the Public Relations field. Emphasis is placed on marketing theory and practice, function in organizations, and PR's role in society.

ORGB 145. Issues in Human Resource Management. 3 Units.

This course explores the issues and challenges that face the human resource area in any organization. Emphasis is placed on the challenge of attracting and retaining qualified, competent employees. Organizational change and its impact on employee motivation and performance is also addressed.

ORGB 149. Introduction to Organizational Communication. 3 Units.

The purpose of this course is to provide you with current theory and research in the area of organizational communication. Organizational communication has been an established discipline with a focus on how people create and develop relational messages and exchange them with other organizational members through selective channels. The course will help students understand various approaches to investigating organizational communication, obtain a better understanding of organizational communication behavior so they can develop an ability to diagnose, prevent and address communication problems. Organizational communication issues covered in the course include socialization, superior-subordinate communication, verbal communication, nonverbal communication, network and channels, symbolic behavior, listening, interpersonal communication, small group and team communication, effective leadership in organizations and new communication technology.

ORGB 150. Applied Professional Writing. 3 Units.

Would you like to be able to produce clear, concise and persuasive documents? This course helps you do that. Success with any professional writing task depends on your ability to identify your audience, understand their needs and plan how to meet those needs effectively. This course also covers proofreading and revising while it addresses the most commonly used forms in professional writing such as letters, memos and proposals.

ORGB 155. Issues in Decision Making. 3 Units.

This course provides a study of decision-making theory applied to individuals and organizations. The course provides a comprehensive theory of how people cope with decisional conflicts concerning management of organizations, career choice, marriage and a variety of other significant choices.

ORGB 175. Res. Meth.: Quant. & Qual.. 3 Units.

The objective of this course is to introduce students to fundamentals of communication research. Special emphasis is on understanding the "logic" of the research process. Students develop skills in research design, data collection and analysis, and learn how to apply quantitative and qualitative research methods to solving problems. This course also helps students understand the role of ethics in communication research.

ORGB 176. Applied Research. 3 Units.

The purpose of this course is to help the student synthesize and integrate the learning experiences acquired in organizational behavior studies and evaluate the research and current topics relative to major emphasis areas. Students are expected to do a literature review, analyze data, write empirical reports, conduct training and workshops, and present research results.

ORGB 177. Organizational Structure, Design and Analysis. 6 Units.

This course explores the organizational structure of human societies and the influence of organizations on individuals and groups. Analysis of the form and structure of formal organizations and the relationship between organizations, social class and social institutions in contemporary society is emphasized. Case studies of private, public and non-profit organizations are included.

ORGB 178. Intro to Ethical Theories. 3 Units.

This course provides students the opportunity to become familiar with how they and others think about moral issues and make moral choices. There is a dual emphasis on the analysis of personal moral development and the role of ethics in organizations.

ORGB 191. Independent Study. 1-4 Units.

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