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

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, more than 90 percent of Class of
2018 survey respondents reported being 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 2018, Pacific alumni salaries ranked No. 3 in California compared to
similar institutions, according to the White House College Scorecard. The
Wall Street Journal and Times Higher Education ranked Pacific No. 18 in
the West for 2019 and the 2019 U.S. News & World Report Best Colleges
rankings place Pacific at No. 13 among private and public colleges and
universities in California.

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 three 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 launched Media X, an undergraduate program that integrates the analysis, performance, production, marketing, and management of traditional, digital, and emerging media. In 2018, Pacific began a renovation to transform the university library into a modern, technologically equipped, learner-centered resource for 21st-century teaching and learning.

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 has provided more than a decade of outreach events through its Mobile Medicare Clinics that have saved more than 6,600 Medicare recipients nearly $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 eleven schools and college on its three campuses offer students their choice of 80-plus programs of study, 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 30 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 140 years. Degree programs are offered in performance, composition, jazz, education, music industry studies, 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 and a high-demand Master of Physician Assistant Studies program.

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.

Glady’s 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.

Graduate School (1956)
The Graduate School collaborates with University of the Pacific’s academic schools and colleges to offer more than 30 master’s, doctoral, and graduate certificate programs, serving graduate students on Pacific’s Stockton, San Francisco and Sacramento campuses. The school serves as the central, student-centered resource for graduate admission, education and services at the University and works to promote and support the success and development of Pacific’s diverse graduate population.

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.
University College (1972)
University College was founded to meet the needs of a growing number of adult learners returning to higher education to finish their bachelor’s degrees or seeking continuing education to advance their careers. Today the college remains committed to serving non-traditional students and working adults by offering degree completion programs along with a full suite of continuing education and certificate programs for working adults, corporate training and lifelong learners.

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 $3.7 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 the 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 written and oral communication skills while building intercultural competence and personal confidence. Its students are frequent recipients of prestigious fellowships.
## ACADEMIC CALENDAR 2019-2020

- 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**  
Audiology  
Pre-Pharm  
Speech-Language Pathology

**University College**  
Organizational Leadership

### 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)

### 2019-2020
#### Summer 2019 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation Week</td>
<td>July 9 - 12</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>July 15</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 2</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>September 23</td>
</tr>
<tr>
<td><em>Last day to drop classes without record of enrollment</em></td>
<td>September 23</td>
</tr>
<tr>
<td>Study Day</td>
<td>September 24</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>September 25 - 27</td>
</tr>
<tr>
<td>Autumn Student Break</td>
<td>September 30 - October 4</td>
</tr>
<tr>
<td>Grades Due</td>
<td>October 2</td>
</tr>
</tbody>
</table>

#### Autumn 2019 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>October 7</td>
</tr>
<tr>
<td>Thanksgiving Holiday Break</td>
<td>November 28 - 29</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>December 16</td>
</tr>
<tr>
<td><em>Last day to drop classes without record of enrollment</em></td>
<td>December 16</td>
</tr>
<tr>
<td>Study Day</td>
<td>December 17</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>December 18 - 20</td>
</tr>
<tr>
<td>Winter Student Break</td>
<td>December 23 - January 3</td>
</tr>
<tr>
<td>Grades Due</td>
<td>January 8</td>
</tr>
</tbody>
</table>

#### Winter 2020 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 6</td>
</tr>
<tr>
<td>Martin Luther King Jr. Holiday</td>
<td>January 20</td>
</tr>
<tr>
<td>President’s Day Holiday</td>
<td>February 17</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>March 16</td>
</tr>
<tr>
<td><em>Last day to drop classes without record of enrollment</em></td>
<td>March 16</td>
</tr>
<tr>
<td>Study Day</td>
<td>March 17</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>March 18 - 20</td>
</tr>
<tr>
<td>Spring Student Break</td>
<td>March 23 - 27</td>
</tr>
<tr>
<td>Grades Due</td>
<td>March 25</td>
</tr>
</tbody>
</table>

#### Spring 2020 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>March 30</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 25</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>June 8</td>
</tr>
<tr>
<td><em>Last day to drop classes without record of enrollment</em></td>
<td>June 8</td>
</tr>
<tr>
<td>Study Day</td>
<td>June 9</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>June 10 - 12</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 14</td>
</tr>
</tbody>
</table>

*University of the Pacific*  

5
### Summer Student Break
- **Date:** June 15 - July 10

### Grades Due
- **Date:** June 17

### 2020-2021 Summer 2020 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculation Week</td>
<td>July 7 - 10</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>July 13</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 7</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>September 21</td>
</tr>
<tr>
<td>*Last day to drop classes without record of enrollment</td>
<td>September 21</td>
</tr>
<tr>
<td>Study Day</td>
<td>September 22</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>September 23 - 25</td>
</tr>
<tr>
<td>Autumn Student Break</td>
<td>September 28 - October 2</td>
</tr>
<tr>
<td>Grades Due</td>
<td>September 30</td>
</tr>
</tbody>
</table>

### Autumn 2020 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>October 5</td>
</tr>
<tr>
<td>Thanksgiving Holiday Break</td>
<td>November 26 - 27</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>December 14</td>
</tr>
<tr>
<td>*Last day to drop classes without record of enrollment</td>
<td>December 14</td>
</tr>
<tr>
<td>Study Day</td>
<td>December 15</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>December 16 - 18</td>
</tr>
<tr>
<td>Winter Student Break</td>
<td>December 21 - January 1</td>
</tr>
<tr>
<td>Grades Due</td>
<td>January 6</td>
</tr>
</tbody>
</table>

### Winter 2021 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 4</td>
</tr>
<tr>
<td>Martin Luther King Jr. Holiday</td>
<td>January 18</td>
</tr>
<tr>
<td>President’s Day Holiday</td>
<td>February 15</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>March 15</td>
</tr>
<tr>
<td>*Last day to drop classes without record of enrollment</td>
<td>March 15</td>
</tr>
<tr>
<td>Study Day</td>
<td>March 16</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>March 17 - 19</td>
</tr>
<tr>
<td>Spring Student Break</td>
<td>March 22 - 26</td>
</tr>
<tr>
<td>Grades Due</td>
<td>March 24</td>
</tr>
</tbody>
</table>

### Spring 2021 Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>March 29</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 31</td>
</tr>
<tr>
<td>Last day to add classes (enrichment courses only)</td>
<td>June 7</td>
</tr>
<tr>
<td>*Last day to drop classes without record of enrollment</td>
<td>June 7</td>
</tr>
<tr>
<td>Study Day</td>
<td>June 8</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>June 9 - 11</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 13</td>
</tr>
</tbody>
</table>

### 2020-2021 Fall 2019

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and Registration</td>
<td>(Registration) June 13</td>
</tr>
<tr>
<td>Graduate Student</td>
<td></td>
</tr>
<tr>
<td>New Transfer Student Orientation I</td>
<td>June 21-22</td>
</tr>
<tr>
<td>New Freshman Orientation I</td>
<td>June 25 - 26</td>
</tr>
<tr>
<td>New Freshman Orientation II</td>
<td>June 28 - 29</td>
</tr>
<tr>
<td>New Transfer Student Orientation II</td>
<td>August 18 - 19</td>
</tr>
<tr>
<td>New International Student Orientation</td>
<td>August 19</td>
</tr>
<tr>
<td>New Freshman Orientation III</td>
<td>August 20 - 21</td>
</tr>
<tr>
<td>Payment Deadline for Fall 2019</td>
<td>August 1</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 26</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 2</td>
</tr>
<tr>
<td>Last day to Add Classes</td>
<td>September 6</td>
</tr>
<tr>
<td>Last day for Pass/No Credit or Letter Grade Option</td>
<td>September 6</td>
</tr>
<tr>
<td>Last day to drop classes without record of enrollment</td>
<td>September 6</td>
</tr>
<tr>
<td>Deadline for Application for Graduation Fall 2019</td>
<td>September 6</td>
</tr>
</tbody>
</table>

* Dropping core curriculum courses is only possible as part of a complete withdrawal from the university.

---

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 Leadership

---

6  Academic Calendar 2019-2020
Priority deadline, Application for Graduation Spring 2020/Summer 2020 (Graduate)  
Census Date  
Fall Student Break  
Spring 2020 Schedule of Classes available Online  
Homecoming (classes in session)  
* Advising for Spring 2020 Registration for continuing students  
Last Day for Pro-Rated Refund  
* Early Registration Appointments begin date for continuing students Spring 2020  
Last day to withdraw  
Thanksgiving Break  
Classes Resume  
Classes End  
Final Examination Period  
Deadline for Application for Graduation Spring 2020/Summer 2020 (Graduate)  
Deadline to file Petition to Walk in May 2020 Commencement (Summer 2020 Graduate)  

### Spring 2020

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment Deadline for Spring 2020</td>
<td>January 1</td>
</tr>
<tr>
<td>New International Student Orientation</td>
<td>January 8 - 9</td>
</tr>
<tr>
<td>New Student/Transfer Orientation and Registration</td>
<td>January 9 - 10</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 13</td>
</tr>
<tr>
<td># Registration</td>
<td>January 13</td>
</tr>
<tr>
<td>Martin Luther King Jr. Holiday</td>
<td>January 20</td>
</tr>
<tr>
<td># Last Day to Add Classes</td>
<td>January 24</td>
</tr>
<tr>
<td># Last Day for Pass/No Credit or Letter Grade Option</td>
<td>January 24</td>
</tr>
<tr>
<td># Last day to drop classes without record or enrollment</td>
<td>January 24</td>
</tr>
<tr>
<td>President’s Day Holiday</td>
<td>February 17</td>
</tr>
<tr>
<td>Census Date</td>
<td>March 1</td>
</tr>
<tr>
<td>Last Day for Pro-Rated Refund</td>
<td>March 5</td>
</tr>
<tr>
<td>Summer 2020/Fall 2020 Schedule of Classes Available Online</td>
<td>March 9</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 9 - 13</td>
</tr>
<tr>
<td>Classes resume</td>
<td>March 16</td>
</tr>
<tr>
<td>* Advising for Summer 2020/Fall 2020 for continuing students</td>
<td>March 16 - April 3</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>March 26</td>
</tr>
<tr>
<td>* Summer 2020 registration opens for continuing students (no appointments)</td>
<td>March 30</td>
</tr>
<tr>
<td>* Early Registration Appointments begin date for continuing students - Fall 2020</td>
<td>March 30</td>
</tr>
<tr>
<td>Deadline for Application for Graduation Fall 2020/ Spring 2021/Summer 2021 (Undergraduate)</td>
<td>April 3</td>
</tr>
<tr>
<td>Classes End</td>
<td>April 28</td>
</tr>
<tr>
<td>Study Day</td>
<td>April 29</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>April 30 - May 6</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 9</td>
</tr>
</tbody>
</table>

* 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 2019 & Spring 2020 Registration Dates

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Registration Begins (Seniors, LLM, M.S.L., MPA, MPP &amp; JSD)</td>
<td>Tuesday, June 18, 2019</td>
</tr>
<tr>
<td>Fall Registration Begins (Continuing Students)</td>
<td>Wednesday, June 19, 2019</td>
</tr>
<tr>
<td>Spring Registration Begins (Seniors, LLM, M.S.L., MPA, MPP &amp; JSD)</td>
<td>Thursday, June 20, 2019</td>
</tr>
<tr>
<td>Spring Registration Begins (Continuing Students)</td>
<td>Friday, June 21, 2019</td>
</tr>
</tbody>
</table>

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

### Fall Semester 2019

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLM Orientation Begins</td>
<td>Thursday, August 8, 2019</td>
</tr>
<tr>
<td>First-Year JD (Part-Time) and MSL Orientation Begins</td>
<td>Monday, August 12, 2019</td>
</tr>
<tr>
<td>First-Year JD (Full-Time) Orientation Begins</td>
<td>Tuesday, August 13, 2019</td>
</tr>
<tr>
<td>MPA and MPP First Year Orientation Begins</td>
<td>Friday, August 16, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Monday, August 19, 2019</td>
</tr>
<tr>
<td>Add/Drop Deadline (Last day without administrative approval)</td>
<td>Monday, August 26, 2019</td>
</tr>
<tr>
<td>Labor Day (holiday - no classes)</td>
<td>Monday, September 2, 2019</td>
</tr>
<tr>
<td>Study Day (classes are made up on the last Tuesday of semester)</td>
<td>Friday, October 4, 2019</td>
</tr>
<tr>
<td>Last day of Classes (Friday classes only-makes up Study Day)</td>
<td>Tuesday, November 26, 2019</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Wednesday, Thursday, Friday, November 27-29, 2019</td>
</tr>
<tr>
<td>Reading Period</td>
<td>Saturday, November 30-Tuesday, December 3, 2019</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>Wednesday, December 4- Wednesday, December 18, 2019</td>
</tr>
</tbody>
</table>
Winter Break  
Thursday, December 19, 2019 - Wednesday, January 1, 2020

Spring Semester 2020

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intersession</td>
<td>Thursday, January 2 - Sunday, January 5, 2020</td>
</tr>
<tr>
<td>LLM &amp; JSD Orientation Begins</td>
<td>Thursday, January 2, 2020</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Monday, January 6, 2020</td>
</tr>
<tr>
<td>Add/Drop Deadline (Last day to add/drop classes without administrative approval)</td>
<td>Monday, January 13, 2020</td>
</tr>
<tr>
<td>Martin Luther King Day (holiday)</td>
<td>Monday, January 20, 2020</td>
</tr>
<tr>
<td>President’s Day (holiday-classes made up on the last Weds. of semester)</td>
<td>Monday, February 17, 2020</td>
</tr>
<tr>
<td>Study Day (classes are made up on the last Tues. of the semester)</td>
<td>Friday, February 28, 2020</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday, March 16 - Friday, March 20, 2020</td>
</tr>
<tr>
<td>Friday Classes Only (makes up Study Day)</td>
<td>Tuesday, April 21, 2020</td>
</tr>
<tr>
<td>Last day of Classes (Monday classes-makes up President’s Day)</td>
<td>Wednesday, April 22, 2020</td>
</tr>
<tr>
<td>Reading Period</td>
<td>Thursday, April 23 - Sunday, April 26, 2020</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>Monday, April 27 - Saturday, May 9, 2020</td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday, May 16, 2020</td>
</tr>
</tbody>
</table>

Summer Sessions 2020

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Registration Begins</td>
<td>Tuesday, March 10, 2020</td>
</tr>
<tr>
<td>Session 1</td>
<td>Tuesday, May 12 – Sunday, May 17, 2020</td>
</tr>
<tr>
<td>Session 2</td>
<td>Tuesday, May 26 – Sunday, June 21, 2020</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday, May 25, 2020</td>
</tr>
<tr>
<td>Session 3</td>
<td>Monday, June 22 - Thursday, August 6, 2020</td>
</tr>
<tr>
<td>Fourth of July (holiday)</td>
<td>Saturday, July 4, 2020</td>
</tr>
</tbody>
</table>

For information regarding tuition refunds, please refer to the McGeorge School of Law Refund Policy: https://www.mcgeorge.edu/policies/withdrawal-and-refund-policy

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 2019

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Registration Fall 2019 - Incoming 1st year students</td>
<td>June 12 - September 6</td>
</tr>
<tr>
<td>Early Registration Fall 2019 - Incoming graduate students</td>
<td>June 12 - September 6</td>
</tr>
<tr>
<td>Payment deadline for Fall 2019</td>
<td>August 1</td>
</tr>
<tr>
<td>Advanced Pharmacy Practice Experiences</td>
<td>August 19 - December 20</td>
</tr>
<tr>
<td>Orientation</td>
<td>August 21 - 23</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 26</td>
</tr>
<tr>
<td># Registration</td>
<td>June 12 - September 6</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 2</td>
</tr>
<tr>
<td># Last Day to Add Classes</td>
<td>September 6</td>
</tr>
<tr>
<td># Last Day to Drop Classes without record of enrollment</td>
<td>September 6</td>
</tr>
<tr>
<td>Census Date</td>
<td>October 1</td>
</tr>
<tr>
<td>Pharmacy Spring 2020 Schedule of Classes Available Online</td>
<td>October 7</td>
</tr>
<tr>
<td>Last Day for Pro-rated refund</td>
<td>October 14</td>
</tr>
<tr>
<td>* Advising for Pharmacy Spring 2020</td>
<td>October 14 - 18</td>
</tr>
<tr>
<td>* Early Registration Pharmacy Spring 2020</td>
<td>October 21 - January 17</td>
</tr>
<tr>
<td>Last Day to Withdraw</td>
<td>October 31</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 27 - 29</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>December 2</td>
</tr>
<tr>
<td>Classes End</td>
<td>December 6</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>December 9 - 13</td>
</tr>
</tbody>
</table>

Spring 2020

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment deadline for Pharmacy Spring 2020</td>
<td>December 1, 2019</td>
</tr>
<tr>
<td>Deadline for Application for Graduation Spring 2020/Summer 2020 (Graduate)</td>
<td>December 13, 2019</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 6</td>
</tr>
<tr>
<td># Registration</td>
<td>October 21 - January 17</td>
</tr>
<tr>
<td>Advanced Pharmacy Practice Experiences</td>
<td>January 6 - May 8</td>
</tr>
<tr>
<td># Last Day to Add Classes</td>
<td>January 17</td>
</tr>
</tbody>
</table>
# Last Day to Drop Classes without record of enrollment
January 17

Martin Luther King Jr. Holiday
January 20

President's Day Holiday
February 17

Pharmacy Summer 2020 Schedule of Classes Available Online
February 17

* Advising for Pharmacy Summer 2020
February 24 - 28

Last Day for Pro-Rated Refund
February 25

Census Date
March 1

* Early Registration for Pharmacy Summer 2020
March 2 - May 8

Last Day to Add Classes
May 8

Last Day to Drop Classes without record of enrollment
May 8

Commencement
May 16

Pharmacy Fall 2020 Schedule of Classes Available Online
May 18

Memorial Day Holiday
May 25

* Advising for Pharmacy Fall 2020
May 26 - June 5

* Early Registration for Pharmacy Fall 2020
June 10 - September 4

Early registration Pharmacy Fall 2020 - Incoming 1st year students
June 10 - September 4

Early registration Pharmacy Fall 2020 - Incoming graduate students
June 10 - September 4

Last Day for Pro-Rated Refund
June 16

Last Day to Withdraw
June 29

Fourth of July Holiday Observed
July 3

Classes End
July 28

Final Examination Period
July 30 - August 5

Census Date
September 1

For More Information: go.pacific.edu/calendars
ACADEMIC REGULATIONS

- Graduate (p. 10)
- Professional (p. 10)

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

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

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- Acquisition of Graduate Credit as an Undergraduate (p. 12)
- Changing Degree Programs (p. 14)
- Classification of Graduate Students (p. 10)
- Clinical Competency (p. 11)
- Commencement (p. 16)
- Continuous Registration (p. 13)
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- Credit Limitations (p. 11)
- Double-Listed Courses (p. 11)
- Grade Point Average (p. 11)
- Grading Policies (p. 12)
- Leave of Absence (p. 14)
- Registration (p. 13)

- Registration - Individualized Study (p. 14)
- Repeating of Courses and Grade Replacement Policy (p. 12)
- Requirements for the Master's degree (p. 14)
- Requirements for Terminal Degree Programs (Ph.D. and Ed.D) (p. 14)
- Residence and Time Limits (p. 15)
- Thesis and Dissertations (p. 16)
- Thesis or Dissertation Committee (p. 15)
- Transfer Credit (p. 13)
- Unclassified Graduate Students (p. 13)
- Withdrawal from a Term or the University (p. 16)

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. Graduate students are required to maintain a cumulative minimum grade point average (GPA) of 3.0 and earn a grade of P (Passing) on all course work that does not effect grade point average to remain in good standing.

Minimum grade requirement
Only grades of A, B, C, and P are acceptable for graduate credit. N is considered acceptable with respect to the minimum grade requirement. Grades of C-, D, F, or NC (No Credit), are not accepted for graduate credit at University of the Pacific.

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.

Students enrolled in the Master of Physician Assistant Studies program, should refer to the program’s policies for academic standing. For all other students, academic standing is determined at the end of each term (or after completion of six units during summer) to be one of the following:
• good standing
• probation
• dismissal.

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.

Probation:

Any graduate student who has completed six (6) or more course units of study and has a Pacific cumulative GPA below 3.0 or has earned a grade of NC in two separate terms is placed on academic probation. To be removed from probation, a student must achieve a cumulative 3.0 GPA (or higher GPA if required by the program) and not receive any grades of NC within completion of the next nine (9) units. The courses included in the nine units must be approved by the program faculty for degree-seeking students.

A student who is removed from probation is not eligible for placement on probation.

Dismissal:

Students will be dismissed from their graduate program if either of the following apply: (1) a student on probation fails to be removed from probation after the nine unit probationary period; (2) the GPA of a student who has previously been on probation falls below 3.0 or the student receives a grade of NC in any class.

A dismissed student may appeal for reconsideration and possible reinstatement on probation, within the same school. Students who wish to appeal must follow procedures outlined in each program's policy. If no program-specific procedure is outlined, students must submit a written petition to the Dean of Graduate School. Enrollment eligibility during appeals process is determined at the program level.

A dismissed student may not enroll in any graduate program for a minimum of 12 consecutive months (waiting period). A student must reapply, meet current requirements for degree-seeking students, and be accepted by the University and the program to enroll for graduate studies following the waiting period. Schools or programs may develop additional procedures or requirements related to re-enrollment following dismissal. Some schools or programs may not permit reinstatement. Please see the appropriate school or program sections of the catalog for specific requirements.

In addition to the academic standing, other academic and non-academic reasons can result in a student's dismissal from a graduate program. Refer to each school's code of student conduct/responsibility or any program-specific guidelines. In the absence of a school-specific code of conduct, the Honor Code in Tiger Lore applies.

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 or terminating 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 per semester
- Half Time: 7 to 4 units per semester
- Less than Half Time: 3 to 1 units per 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

Double-Listed Courses

In order to differentiate graduate and undergraduate responsibilities in double-listed courses (100/200 levels), there must be significant 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.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>GPA</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Exemplary</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Marginal</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>Deferred grading for thesis, dissertation or research work.</td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>No credit recognition. Represents unsatisfactory work under pass/no credit option.</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td>No Grade Received from the Instructor. Please contact the instructor.</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Authorized withdrawal from courses after the prescribed period.</td>
</tr>
</tbody>
</table>

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.

Repeating of Courses and Grade Replacement Policy

For courses in which the grade earned is C- or lower, the units are counted for GPA purposes 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 “B-” or lower can be repeated. Once a course is completed with a grade of B 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 and programs determine the exact number of courses that can be repeated (up to 25% of courses required for a degree). Grades are averaged when courses are repeated; thus, the Pacific grade point average does reflect the two grades averaged.

Academic Regulations
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.
- The course work must be less than five years old for Master’s degrees and less than 10 years old for Doctoral degrees at the time the University of the Pacific degree is awarded.
- 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 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 the time of 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. International students may have additional registration requirements depending on their visa status and should consult with the Office of International Programs and Services to obtain current information.

Continuous registration is intended for students who have completed all required coursework. The Continuous Registration Policy can be met by registering for GRAD 200 (master’s students) or GRAD 300 (doctoral students) 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/GRAD 300; however, Pacific’s Residency and Time Limit policies must be met.

Students enrolled in GRAD 200/GRAD 300 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/GRAD 300 may cause existing student loans to come due.

Some programs may require courses other than GRAD 200/GRAD 300 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 their original degree program by submitting a $50 reinstatement fee and the Application to Request Reinstatement to the Graduate School prior to the first day of classes.
A decision to reinstate a former student must be supported by the student’s degree program. The continuous registration requirement does not apply to students on approved leaves of absence (see below).

Registration - Individualized Study

To register for 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

Graduate students are admitted to University of the Pacific for a specific degree program. With the exception of programs overseen by the same admission committee, if a student wishes to change a degree program, the student must submit a new 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. Students who wish to change degree programs overseen by the same admission committee may do so by using the Change of Program form available in the Registrar's Office.

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.

Title IX regulations also require the university to treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student’s physician. Students requesting leave of absence under this provision must submit their request to the Title IX Coordinator, who will initiate the process.

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 the 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 order to earn a terminal degree, candidates must successfully complete all degree 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 and
2. a work of original and primary research.
**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” is required for all graduate programs; i.e., the student 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.

Individual programs may have additional residency and time limit requirements.

**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) do not apply towards the graduate degree and must be repeated or revalidated to satisfy the degree requirements.

Individual programs may have additional residency and time limit requirements.

**Revalidation Request**

If revalidation of expired courses 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 scholarly paper, a project, an annotated bibliography, 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. Only courses completed at University of the Pacific are eligible for revalidation.

**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 chairing thesis or dissertation committees must be regular, full-time members of University of the Pacific’s faculty in the student’s graduate program, hold a terminal degree, 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 at least equivalent to the degree being sought or have demonstrated expertise in the student’s field of study. In addition to the committee chair, who must be a University of the Pacific faculty member, 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.

Theses 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 the following conditions.

- A completed Petition to Participate in Graduation Ceremonies has been submitted to the Graduate School by the fall deadline for filing the Application for Graduation form (see Graduate School Calendar). 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.
- 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 during the fall semester of the same calendar year. Approved Degree 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 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, the withdrawal 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. A student who only withdraws from a semester, has one more semester to remain in continuing active status. A student who has completely withdrawn from the University, must file a Petition for Reinstatement Form (with a $50 fee) available on the Graduate School website. The deadline is August 1st for fall admission or December 1st for spring admission.

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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- Accreditation & Memberships (p. 18)
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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.

**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:
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:

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<tr>
<th>Symbo GPA</th>
<th>Definition</th>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<td>D</td>
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<tr>
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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.”

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.

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.
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 115</td>
<td>Criminal Law</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Second or Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 190</td>
<td>Remedies and Principles of Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 151</td>
<td>Business Associations</td>
<td>4</td>
</tr>
</tbody>
</table>

At least one of the following bar courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 155</td>
<td>Community Property</td>
</tr>
<tr>
<td>LAW 165</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>LAW 170</td>
<td>Wills and Trusts</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 703</td>
<td>PASS I</td>
</tr>
</tbody>
</table>

Part-Time Division

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 115</td>
<td>Criminal Law</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 204</td>
<td>Principles of Agency</td>
<td>1</td>
</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 190</td>
<td>Remedies and Principles of Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Third or Fourth Year, or any Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 151</td>
<td>Business Associations</td>
<td>4</td>
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</table>

Fourth Year

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 703</td>
<td>PASS I</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

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.

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
Organizational Leadership

- Academic Residence Requirement (p. 22)
- Academic Standing (p. 22)
- Acquisition of Graduate Credit as an Undergraduate (p. 12)
- Auditing a Class (p. 23)
- Cancellation (p. 24)
- Catalog Expiration and Requirements Policy (p. 24)
- Change of Address (p. 24)
- Change of Program Objectives (p. 24)
- Class Attendance (p. 24)
- Class Standing (p. 24)
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- Course Loads (p. 11)
- Course Numbering System (p. 24)
- Credit by Examination (p. 25)
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- Final Examinations (p. 26)
- Grade Point Average (p. 11)
- Grading Policies (p. 12)
- Graduation Requirements for Bachelor’s Degrees (p. 27)
- Honors at Graduation (p. 27)
- Major (p. 27)
- Minor (p. 27)
• Official Grades (p. 27)
• Pass/No Credit Grading System (p. 27)
• Prerequisites (p. 25)
• Registration (p. 13)
• Registration - Individualized Study (p. 14)
• Regression Rule (p. 27)
• Repetition of a Course (p. 28)
• Returning to Pacific (p. 27)
• Transcripts (p. 28)
• Transfer College Credit Limitations (p. 28)
• U.S. Military Mobilization (p. 29)
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• University of the Pacific’s Four-Year Guarantee (p. 22)
• Variable Unit Courses (p. 25)
• Withdrawal from a Semester or the University (p. 16)

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 between 1.50 and 1.99
- Sophomore: term GPA below 2.00 and cumulative Pacific GPA between 1.80 and 1.99
- Junior: term GPA below 2.00 and cumulative Pacific GPA 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 1.50
- Sophomore: 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.

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**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 pursues 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.)

<table>
<thead>
<tr>
<th>Symbo GPA</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 Outstanding work, highly meritorious</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0 Very good but not outstanding</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0 Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0 Barely passing but counts toward graduation</td>
</tr>
<tr>
<td>F</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AU/ AW</th>
<th>Audit/Audit Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>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 incompleted must be made up before the last day of the semester in which the student intends to graduate.</td>
</tr>
<tr>
<td>N</td>
<td>Deferred grading</td>
</tr>
<tr>
<td>NC</td>
<td>No credit recognition. Represents unsatisfactory work under pass/no credit option. It is not assignable in the Conservatory of Music.</td>
</tr>
<tr>
<td>NG</td>
<td>No credit recognition. Represents unsatisfactory work under pass/no credit option. It is not assignable in the Conservatory of Music.</td>
</tr>
</tbody>
</table>
Grading Options

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;
4. 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;
5. Fulfilled the minimum residence requirement of 32 out of the last 40 semester units prior to receiving the degree; and
6. 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
The Conservatory of Music offers undergraduate degrees in composition, jazz studies, music education, music history, music industry studies, music management, music therapy, and performance, and graduate degrees in music therapy and music education. In addition to these majors, the Conservatory offers minors in jazz studies, music, and music management. Additionally, the Conservatory provides opportunities for students throughout the University via participation in ensembles and in general education courses.

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 graduate programs in accounting and 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. A Masters of Science degree is also offered in Data Science.

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 academia.

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.
ADMISSION REQUIREMENTS

- Graduate (p. 31)
- Professional (p. 31)

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

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 as 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.

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 (J.D.) (p. 33)
- Master of Laws (LLM) (p. 34)
- Doctor of Juridical Science (JSD) (p. 35)
- Summer Session (p. 35)
- Transfer Students (p. 35)
- Visiting Students (p. 36)

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 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 of 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
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 law is anticipated by writing to the bar examiners in that state. Include dates of incident and disposition. Upon matriculating, your duty 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
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=gradlaw) (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 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 after having completed one or more years at another ABA-accredited law school may enroll in either the On-Campus or International Session.

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
7. 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
s, the grading policy must be submitted.)

8. LSAC Credential Assembly Service Law School Report

Application
Click here 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.

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, 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:

1. Completed application form
2. Nonrefundable $65 application fee
3. Personal statement expressing reasons for requesting to visit
4. One recommendation letter must be submitted from a professor at the home law school
5. Résumé
6. 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
7. Transcript from current law school
8. Front page of Credential Assembly Service CAS report sent from home law school.

Application
Click here 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.

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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.

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4. One recommendation letter must be submitted from a professor at the home law school
5. Résumé
6. 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
7. Transcript from current law school
8. Front page of Credential Assembly Service CAS report sent from home law school.

Application
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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.

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.
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 Leadership

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)
Office of Admission
reach the Office of Admission:
For information on an area of specific interest, for application forms, or Appointments, Information and Forms
Office of Admission to schedule a visit to campus.
to www.pacific.edu/visitus and on selected Saturdays from 9:00 a.m. to noon. Summer hours may is open most days Monday through Friday from 8:30 a.m. to 5:00 p.m. Office of Admission. During the academic year the Office of Admission available, but must be planned at least two weeks in advance with the Monday through Friday, morning and afternoon as well as some Saturday 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.

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

38 Admission Requirements
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

<table>
<thead>
<tr>
<th>Course Others</th>
<th>Science &amp; Technical</th>
<th>All Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Fine Arts/Performing Arts</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Foreign Language (one)</td>
<td>2 units</td>
<td>2 years</td>
</tr>
<tr>
<td>Social Science</td>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>4 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Laboratory Science**</td>
<td>3 years</td>
<td>2 years</td>
</tr>
<tr>
<td>Academic Electives***</td>
<td>1 year</td>
<td>1 year</td>
</tr>
</tbody>
</table>

* 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

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.
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 evaluation 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 IELTS 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

University of the Pacific
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.pharmcas.org (http://www.pharmcas.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 stationary 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.
STUDENT LIFE

• Graduate/Undergraduate (p. 44)
• Professional (p. 44)

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 Leadership

Professional
McGeorge School of Law
Juris Doctor
Doctor of Jurical 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 Leadership

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 it 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’s 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 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 for students of all backgrounds. ISS is an inclusive community that advances student success by helping students navigate their identity development and build intercultural competence. The department includes the ALANA (African, Latinx, Asian Pacific Islander, Native American) 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 holistic and identity conscious support services to the lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual (LGBTQQIA+) community at Pacific. Signature programs and events include: Safe Zone LGBTQ+ Awareness & Allyship Training, National Coming Out Day, Pacific Pride Week, and Lavender Graduation. The PRC strives to be a leader and advocate for LGBTQ+ inclusion and equity within the University of the Pacific and the greater Stockton 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 book scholarships of up to $250 for students in need. A signature program of Black Student Success is Students Emerging as Pacificans (STEPS) program. STEPS is a 4-day retreat that assists incoming students of African descent with 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.

Student Health Services
Student Health Services (SHS) is available Monday through Friday. Services are provided on an appointment bases; 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. After hours or on the weekends, students can access a contracted Nurse Advice Line at 209.946.2315 option 4. Students enrolled in the Student Health Insurance Plan (SHIP) also have access to 24/7 telemedicine services through LiveHealth Online. Download the app in the App Store or on Google Play.

The Cowell Wellness Center Fee allows students to be seen without paying an office visit or 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 the time of service and in some cases may submit an itemized receipt for reimbursement to their health insurance plans.

The comprehensive SHS team consists of a Physician, Nurse Practitioners, Medical Assistants, Phlebotomists, an Insurance coordinator, immunization coordinator, and a Registered Dietitian. Health care delivery and medical record management are protected by privacy and confidentiality regulations.

SHS provides a wide variety of medical services including the management of common health problems such as acute minor illnesses and injuries and preventive care including nutrition services, gynecology, contraceptive maintenance, STI testing, immunizations, and routine physicals. Several categories of medication are provided directly through SHS, 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 SHS. In those circumstances, care is referred to a local hospital. 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

Health insurance is a mandatory non-academic condition for enrollment. To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, and to satisfy the mandatory health insurance requirement, Pacific automatically enrolls all registered students into the Anthem Blue Cross of CA, Student Health Insurance Plan (SHIP). The Student Health Insurance Plan (SHIP) is a comprehensive health plan that provides a full range of medical services, including in/out patient services, specialty care, emergency care, hospitalization, mental health care, vision services and pharmacy coverage. For detailed information about SHIP please visit https://www.pacific.edu/insuranceenrollment.

Each term that you are enrolled in classes at Pacific, your student account is automatically charged the fee for SHIP and you will be enrolled automatically*. The fee will appear on your e-bill statement as a separate charge.

Students who have acceptable comparable health insurance coverage may apply for a waiver to opt out of the SHIP plan.

To opt out of the SHIP plan, your private health insurance plan must have all of the following in order to qualify for the waiver:

DOMESTIC STUDENTS
• If the plan is purchased through Covered California, in most cases it must be Silver level or higher
• Deductible no greater than $2,500 for an individual or $5,000 for a family unless proof of a Health Savings Account (HSA), Health Reimbursement Arrangement (HRA) or other account designed specifically to cover deductible expenses can be furnished. The amount of money in the account must cover the difference between the University's requirement and your deductible.
• Access to primary care, preventive care, specialty care and inpatient/outpatient care, including mental health services, within 100 miles of Pacific.
• Plan must be purchased, operated and headquartered in the United States.
• Medical providers must be able to submit claims in the U.S. to the plan; it cannot be a reimbursement model.
• Coverage must be effective prior to the waiver deadline dates and remain active through the last day of the term.
• This must be a comprehensive insurance plan: travel insurance, assistance programs, and catastrophic only plans are not acceptable.

INTERNATIONAL STUDENTS (F1 Visa status)-
Additional requirements to waive SHIP coverage:
• All students attending with an F1 Visa will be required to enroll in the student plan unless they are sponsored by an Embassy or are part of the ISEP program.
• International students must have medical evacuation benefits of $25,000 or more.
• International students must have repatriation benefits of $50,000 or more.
• International students may not waive with insurance from their home country. In addition, travel insurance or an insurance with a reimbursement model are not eligible for a waiver.

All online waivers must be received prior to the waiver deadline date. No exceptions will be made. The waiver application is available online through MyHealth@Pacific during scheduled waiver periods.

2019-2020 scheduled health insurance waiver periods

Fall
06.01.2019 - 09.06.2019
06.01.2019 - 07.31.2019 (Dental Students Only)

Spring
11.01.2019 - 01.31.2020 (All Students)

How to access the waiver:
1. Confirm the waiver deadline
2. Visit MyHealth@Pacific
3. Choose the Waiver option on the left.
4. Answer the questions and upload a copy of your insurance card.
5. Your insurance waiver will be audited and we have the right to reverse an approved waiver if we find there is incorrect or misleading information on the application.

If you are unable to access or complete the waiver application, contact the Insurance Office prior to the waiver deadline at 209.946.2027.

Please note: you will receive an insurance card at the mailing address listed within the university system. Please make sure you update any changes with the Registrar’s Office.

*Not all students are automatically enrolled. Automatic enrollment is based on the amount of registered units per term. Undergraduate and graduate students must be registered for 9 units or more. Law students must be registered for 6 units or more, and Dental students must be registered for 1 unit or more before automatic enrollment will occur. Students falling below the required units can choose to enroll in the plan but must do so in an active manner by contacting the Insurance Office. Students studying abroad and certain other off-campus students are not automatically enrolled regardless of units but are still eligible for the plan.

For further information, please visit https://www.pacific.edu/insuranceoffice or call the Insurance Office at 209.946.2027

Counseling and Psychological Services (CAPS)

CAPS is located on the 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
McGeorge School of Law, Arthur A. Dugoni School of Dentistry and addition to the Code of Conduct, specific schools and colleges (e.g., undergraduate and graduate students on Pacific’s three campuses. 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.

The multifaith Chaplain’s Office in Religious and Spiritual Life provides spiritual care and support for all students. Visit Sears Hall (connected to Morris Chapel) to meet the Chaplains and Affiliate Campus Ministers. Pacific has many active religious, faith, and spiritually-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 website at http://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 http://www.go.pacific.edu/tigerlore 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 an adult 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 go.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.

University of the Pacific
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 psychobiological 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 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/underage-drinking/state-profiles/california/56)

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 are available online:

- McGeorge School of Law students: McGeorge Substance Abuse Policies and Procedures (http://www.mcgeorge.edu/Substance_Abuse_Policies_and_Procedures.htm)
- Dugoni School of Dentistry students: Dugoni Alcohol Consumption and Drug Use Policy (http://sfdental.pacific.edu/employees/hrdocuments/Policy%20Statements/Alcohol%20Consumption%20and%20Drug%20Use%20-%20Student.pdf)

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:
International Programs and Services (IPS)
Located in the Bechtel International Center (BIC) between Casa Jackson and Jessie Ballantyne Halls, IPS offers comprehensive services to international students and scholars coming to the United States as well as to Pacific students interested in studying, interning or volunteering abroad. IPS serves as a 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 a 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 from 8:30 a.m. to 5:00 p.m. when classes are in session, except for holidays.

International Students and Scholars Services
IPS offers a variety of services, including immigration advising, to international students and scholars at Pacific, supporting and enhancing their social and cultural integration into the Pacific community. IPS also administers Pacific’s Exchange Visitor Program. The objective of this U.S. Department of State effort is to facilitate and increase mutual understanding between Americans and citizens of other countries through 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

• 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

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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Year and Degrees</th>
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</thead>
<tbody>
<tr>
<td>Glen A. Albaugh</td>
<td>1971, Professor of Sport Sciences, Emeritus, 1999.</td>
</tr>
<tr>
<td>Leigh Charles Anderson</td>
<td>2000, Professor of Biomedical Sciences, Emeritus, 2017</td>
</tr>
<tr>
<td>Steven C. Anderson</td>
<td>1970, Professor of Biological Sciences, Emeritus, 1997.</td>
</tr>
<tr>
<td>Harriett Arnold</td>
<td>1994, Director, Early Childhood Development Projects, Associate Professor of Education, Emerita, 2014</td>
</tr>
<tr>
<td>Roger Barnett</td>
<td>1965, Professor of Geography, Emeritus, 1999.</td>
</tr>
<tr>
<td>Robert Benedetti</td>
<td>1989, Dean of the College of the Pacific, 2002, Executive Director of the Jacoby Center, Professor of Political Science, Emeritus, 2013</td>
</tr>
<tr>
<td>Roy C. Bergstrom</td>
<td>1980, Associate Professor of Mathematics, Assistant Dean for Administration, Emeritus, 2018</td>
</tr>
<tr>
<td>David F. Besch</td>
<td>1985, Assistant Professor of Electrical and Computer Engineering, Emeritus, 2002.</td>
</tr>
<tr>
<td>Diane M. Borden</td>
<td>1971, Professor of English, Director of Film Studies, Emerita, 2014.</td>
</tr>
<tr>
<td>Lynn Beck Brallier</td>
<td>2005, Dean and Professor of Education, Emerita, 2017</td>
</tr>
<tr>
<td>Dennis Brennan</td>
<td>1978, Assistant Dean and Associate Professor of Education, Emeritus, 2012.</td>
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<tr>
<td>Ashland O. Brown</td>
<td>1991, Dean of the School of Engineering, Professor of Mechanical Engineering, Emeritus, 2016</td>
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<td>Gaylon L. Caldwell</td>
<td>1970, Dean of Elbert Covell College and Professor of Political Science, Emeritus, 1982</td>
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<tr>
<td>William H. Carpenter</td>
<td>1986, Professor of Dental Practice, Emeritus, 2014</td>
</tr>
<tr>
<td>Linda Carter</td>
<td>1985, Distinguished Professor of Law, Emerita, 2016</td>
</tr>
<tr>
<td>Kishori Chaubal</td>
<td>1972, Associate Professor of Biological Sciences, Emerita, 1999.</td>
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<tr>
<td>Roy Childs</td>
<td>1973, Professor of Sociology, Emeritus, 2008.</td>
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<tr>
<td>Lee Christianson</td>
<td>1967, Professor of Biological Sciences, Emeritus, 2006.</td>
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<td>Joel A. Cohen</td>
<td>1974, Professor of Biomedical Sciences, Emeritus, 2014.</td>
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<tr>
<td>Raymond Coletta</td>
<td>1989, Professor of Law, Emeritus, 2015.</td>
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<tr>
<td>Rex Cooper</td>
<td>1973, Professor of Piano, Emeritus, 2014.</td>
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<tr>
<td>Thomas A. Coyne</td>
<td>1978, Professor of Law, Emeritus, 1999.</td>
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<tr>
<td>Donald DaGrade</td>
<td>1970, Professor of Bassoon and Saxophone, Emeritus, 2007.</td>
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<tr>
<td>Arthur A. Dugoni</td>
<td>1951, Dean of the Dugoni School of Dentistry and Professor of Dentistry, Emeritus, 2006</td>
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<td>Name</td>
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<tr>
<td>Lee C. Fennell</td>
<td>1968</td>
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<td>Dale Fjerstad</td>
<td>1974</td>
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<td>Barbara Flaherty</td>
<td>1988</td>
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<td>Donald G. Floriddia</td>
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<td>Paul T. Fogle</td>
<td>1979</td>
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<td>Richard Fredekind</td>
<td>1985</td>
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<tr>
<td>Katie Golsan</td>
<td>1994</td>
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<tr>
<td>Alex T. Granik</td>
<td>1982</td>
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<tr>
<td>Carol Ann Hackley</td>
<td>1985</td>
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<tr>
<td>A. Craig Hawbaker</td>
<td>1994</td>
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<td>Eddie K. Hayashida</td>
<td>1979</td>
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<td>James Heffeman</td>
<td>1972</td>
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<tr>
<td>Stefan Highsmith</td>
<td>1978</td>
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<tr>
<td>Ron Hoverstad</td>
<td>1990</td>
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<tr>
<td>J. Carolyn Hultgren</td>
<td>1989</td>
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<tr>
<td>A. Thomas Indresano</td>
<td>2001</td>
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<td>Giuseppe Inesi</td>
<td>1969</td>
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<td>Ravi Jain</td>
<td>2000</td>
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<td>Warren Jones</td>
<td>1981</td>
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<td>David E. Keefe</td>
<td>1978</td>
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<td>Charles D. Kelso</td>
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<tr>
<td>John R. Knight</td>
<td>1995</td>
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<td>Lorrie Knight</td>
<td>1996</td>
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<tr>
<td>Linda Koehler</td>
<td>1989</td>
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<tr>
<td>Bruce LaBrack</td>
<td>1975</td>
</tr>
<tr>
<td>Name</td>
<td>Year, Title</td>
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<tr>
<td>Brian K. Landsberg</td>
<td>1987, Distinguished Professor of Law</td>
</tr>
<tr>
<td>Margaret A. Langer</td>
<td>1981, Associate Professor of Education</td>
</tr>
<tr>
<td>Neil L. Lark</td>
<td>1962, Professor of Physics</td>
</tr>
<tr>
<td>Estelle P. Lau</td>
<td>1977, Professor of Education</td>
</tr>
<tr>
<td>Arthur M. LaVere</td>
<td>1968, Professor of Dentistry</td>
</tr>
<tr>
<td>Thomas J. Leach</td>
<td>2001, Professor of Law</td>
</tr>
<tr>
<td>Ira C. Lehn</td>
<td>1968, Professor of Violoncello</td>
</tr>
<tr>
<td>Alan S. Leider</td>
<td>1975, Professor of Dentistry</td>
</tr>
<tr>
<td>George H. Lewis</td>
<td>1970, Professor of Sociology</td>
</tr>
<tr>
<td>Ronald H. Limbaugh</td>
<td>1966, Professor of History</td>
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<tr>
<td>B. Jean Longmire</td>
<td>1976, Professor of Education</td>
</tr>
<tr>
<td>Hether MacFarlane</td>
<td>1996, Professor of Lawyering Skills</td>
</tr>
<tr>
<td>Alice Jean Matuszak</td>
<td>1963, Professor of Medicinal Chemistry</td>
</tr>
<tr>
<td>Charles A. Matuszak</td>
<td>1963, Professor of Chemistry</td>
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<tr>
<td>Maurice L. McCullen</td>
<td>1970, Professor of English</td>
</tr>
<tr>
<td>Dale W. McNeal</td>
<td>1969, Professor of Biological Sciences</td>
</tr>
<tr>
<td>Lawrence Meredith</td>
<td>1966, Professor of Religious Studies</td>
</tr>
<tr>
<td>Doris C. Meyer</td>
<td>1956, Professor of Physical Education</td>
</tr>
<tr>
<td>David Wilkinson Miller</td>
<td>1981, Professor of Law</td>
</tr>
<tr>
<td>Sally M. Miller</td>
<td>1967, Professor of History</td>
</tr>
<tr>
<td>James P. Morgali</td>
<td>1961, Professor of Civil Engineering</td>
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<tr>
<td>Roger C. Mueller</td>
<td>1969, Professor of English</td>
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<tr>
<td>Alexander Murphy</td>
<td>1972, Professor of Biomedical Sciences</td>
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<tr>
<td>Fred Muskal</td>
<td>1970, Professor of Education</td>
</tr>
<tr>
<td>John M. Nagle</td>
<td>2000, Dean of the Benerd School of Education</td>
</tr>
<tr>
<td>George L. Nemeth</td>
<td>1970, Professor of Horn and Music History</td>
</tr>
<tr>
<td>Carl E. Nosse</td>
<td>1980, Professor of Theory-Composition</td>
</tr>
<tr>
<td>Elizabeth Rindskopf Parker</td>
<td>2002, Dean of the Pacific McGeorge School of Law</td>
</tr>
<tr>
<td>Newman Peery</td>
<td>1982, Professor of Business</td>
</tr>
<tr>
<td>Richard L. Perry</td>
<td>1961, Professor of Physics</td>
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<tr>
<td>Sandra L. Persels</td>
<td>1976, Professor of Drama</td>
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<tr>
<td>John C. Phillips</td>
<td>1976, Professor of Sociology</td>
</tr>
<tr>
<td>Larry L. Pippin</td>
<td>1965, Professor of Political Science and Geography</td>
</tr>
<tr>
<td>Mark Plovnick</td>
<td>1989, Dean of the Eberhardt School of Business</td>
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<tr>
<td>Edward T. Pohlman</td>
<td>1961, Professor of Education</td>
</tr>
<tr>
<td>Virginia L. Puich</td>
<td>1969, Associate Professor of Communicative Disorders</td>
</tr>
<tr>
<td>Herbert R. Reinelt</td>
<td>1962, Professor of Philosophy</td>
</tr>
<tr>
<td>Claude D. Rohwer</td>
<td>1964, Professor of Law</td>
</tr>
<tr>
<td>Robert Sarka</td>
<td>1982, Professor of Dentistry</td>
</tr>
<tr>
<td>Darwin Sarnoff</td>
<td>1972, Professor of Pharmacy Practice</td>
</tr>
<tr>
<td>Ralph L. Saroyan</td>
<td>1970, Director of Pharmacy Pre-Health Programs</td>
</tr>
<tr>
<td>Jon E. Schamber</td>
<td>1980, Professor of Communication</td>
</tr>
<tr>
<td>Gilbert W. Schedler</td>
<td>1967, Professor of English and Religious Studies</td>
</tr>
<tr>
<td>Merrill Schleier</td>
<td>1982, Professor of Art and Architectural History and Film Studies</td>
</tr>
<tr>
<td>George W. Schroeder</td>
<td>1981, Professor of Electrical Engineering</td>
</tr>
<tr>
<td>Glendalee Scully</td>
<td>1976, Professor of Law</td>
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<tr>
<td>Jed Scully</td>
<td>1977, Professor of Law</td>
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<tr>
<td>John E. Seaman</td>
<td>1969, Professor of English</td>
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<tr>
<td>Francis Michael Sharp</td>
<td>1979, Professor of Modern Language and Literature</td>
</tr>
<tr>
<td>Donald Y. Shirachi</td>
<td>1971, Professor of Physiology and Pharmacology</td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
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<tr>
<td>Anthony Skrocki</td>
<td>1973, 2004</td>
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<td>Douglas Smith</td>
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<td>John D. Smith</td>
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<td>Reuben W. Smith III</td>
<td>1972, 1994</td>
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<td>Roland C. Smith</td>
<td>1971, 1998</td>
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<td>Simalee Smith-Stubblefield</td>
<td>1983, 2015</td>
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<td>Christopher Snell</td>
<td>1990, 2014</td>
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<td>Donald L. Sorby</td>
<td>1984, 1995</td>
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<td>Larry O. Spreer</td>
<td>1970, 2011</td>
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<td>Louise Stark</td>
<td>1992, 2011</td>
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<tr>
<td>William T. Stringfellow</td>
<td>2009, 2015</td>
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<td>S. Thomas Stubbs</td>
<td>1963, 1999</td>
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<tr>
<td>Henghu (Henry) Sun</td>
<td>2008, 2016</td>
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<td>J. Connor Sutton</td>
<td>1963, 1999</td>
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<td>Ted T. Takaya</td>
<td>1979, 1996</td>
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<td>Paul A. Tatsch</td>
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<td>Joseph Taylor</td>
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<td>Douglas Tedards</td>
<td>1982, 2007</td>
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<td>Richard Tenaza</td>
<td>1975, 2014</td>
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<td>William Topp</td>
<td>1970, 2014</td>
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<td>Richard H. Turpin</td>
<td>1984, 2005</td>
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<tr>
<td>Darcy Umphred</td>
<td>1987, 2006</td>
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<tr>
<td>Warren van Bronkhorst</td>
<td>1967, 1991</td>
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<tr>
<td>Judith L. Van Hoorn</td>
<td>1982, 2007</td>
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<tr>
<td>Richard J. Vargo</td>
<td>1981, 2013</td>
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<td>Ray VarnBuhler</td>
<td>1980, 1998</td>
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<tr>
<td>Ravindra C. Vasavada</td>
<td>1973, 2000</td>
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<tr>
<td>William H. Wadman</td>
<td>1955, 1988</td>
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<tr>
<td>Joel Wagner</td>
<td>1998, 2017</td>
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<tr>
<td>Suzanne Walchli</td>
<td>2000, 2017</td>
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<td>Coburn C. Ward</td>
<td>1977, 2001</td>
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<tr>
<td>Lori D. Warner</td>
<td>1987, 2007</td>
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<tr>
<td>Paula Watson</td>
<td>2004, 2018</td>
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<tr>
<td>Gregory Weber</td>
<td>1990, 2014</td>
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<td>Donald K. Wedegaertner</td>
<td>1963, 2004</td>
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<td>Cynthia Wagner Weick</td>
<td>1990, 2017</td>
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<td>Roy A. Whiteker</td>
<td>1976, 1992</td>
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<td>William P. Whitesides</td>
<td>1978, 1996</td>
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<td>Philip Wile</td>
<td>1987, 2007</td>
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<td>John S. Williams</td>
<td>1965, 1998</td>
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<tr>
<td>Christine R. Wilson</td>
<td>2003, 2014</td>
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<tr>
<td>Joseph A. Woelfel</td>
<td>2006, 2017</td>
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<td>William Wolak</td>
<td>1975, 2007</td>
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<tr>
<td>David E. Wolfe</td>
<td>1987, 2007</td>
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<tr>
<td>Walter Zimmermann</td>
<td>1970, 2008</td>
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</table>
FINANCIAL AID

• Graduate (p. 56)
• Professional (p. 56)

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

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)
Ahmanzon Foundation Scholarship (1975)
Alumni Association Scholarships (1977)
Robert, Aimee and Rosalie Asher Scholarship (2005)
Asian American Law Students Association Scholarship (1985)
Judge Joseph G. Babich Endowed Scholarship
Bales Family Endowment (2006)
Michael Belote Public Interest Endowed Scholarship
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)
Judge Loren S. Dahl Award for Bankruptcy Excellence (1994)
Paul Dassenko Endowed Scholarship
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)
Jane Kelso Diversity Endowed Scholarship (2015)
Kierney Family Scholarship (2002)
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)
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. Poillé Memorial Civil Rights Scholarship (2002)
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 after the student has completed 60% of the semester. 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/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_Students/Applicants/Admitted_Students/Types_of_Aid/Yellow_Ribbon_Program_FAQ/Community_Resources.htm)
• V.A. Chapters (http://www.pacific.edu/About-Pacific/Administration/Offices/Office-of-the-Registrar/Veteran-Services/VA-Chapters.html)
• V.A. Forms (http://www.pacific.edu/About-Pacific/Administration/Offices/Office-of-the-Registrar/Veteran-Services/VA-Forms.html)
• Called Back to Active Duty (http://www.pacific.edu/About-Pacific/Administration/Offices/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.
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 Leadership

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 Tracks #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.


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 $40,000 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 $22,000 per academic year, President’s Scholarships, for $18,000 per academic year, Provost’s Scholarships, for $14,000 per academic year, and Pacific Scholarships, for $10,000 per academic year. Recipients are selected on the basis of grade point average, test scores, and other criteria.

Transfer Academic Distinguished Scholarships, for $16,000 per academic year, are awarded to applicants with a college GPA of 3.50 or above, Transfer Academic Excellence Scholarships, for $14,000 per academic year are awarded to transfer students with college GPAs of 3.00 to 3.49, and Transfer Merit Scholarship of $12,000 are awarded to applicants with college GPAs of 2.80 to 2.99.

A student who qualifies for more than one academic scholarship receives the most advantageous award.

General Academic Endowed Scholarships

Many of the scholarships listed below provide funding for the Regents’, President’s, Provost’s, Pacific 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.


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 Lodi friends of Pacific.

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


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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 Lodi friends of Pacific.
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.


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.


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 alumnus.

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.


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.


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.


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.

Alstyne 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.

J. W. and Florence E. Smith Endowed Memorial Scholarship.

Mary Leach Smith Endowed Memorial Scholarship. Established by Onnie Smith in memory of her mother.


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.

**Anually 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.


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 Emma Churchill Endowed Scholarship.

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. Collier 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.


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.


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.


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.

Chrisissie 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.


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.


Steven and Maureen Wincor Family Endowed Scholarship. Established to assist Jazz Studies Students.


**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.


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.


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 Schifffman 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 who 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.
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 Brookesbank 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. Cuntryman 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 Nimtz 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.


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 Silder 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.

**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.
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 053</td>
<td>Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 153</td>
<td>Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 172</td>
<td>Culture and Power</td>
<td>4</td>
</tr>
<tr>
<td>BUSI 170</td>
<td>Human Resources Management</td>
<td>4</td>
</tr>
<tr>
<td>COMM 133</td>
<td>Documentary Film as Persuasive Communication</td>
<td>4</td>
</tr>
<tr>
<td>COMM 143</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 181</td>
<td>ECE: Social Justice/Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 041</td>
<td>British Literature before 1800</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 126</td>
<td>Environment and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 130</td>
<td>Digital Chaucer</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 131</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 141</td>
<td>Topics in British Literature Pre-1800</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 144</td>
<td>Medieval Women Readers and Writers</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 145</td>
<td>Romances of Magic in the West</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 161</td>
<td>Topics in American Ethnic Literature</td>
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<tr>
<td>ENGL 162</td>
<td>Asian American Literature</td>
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<td>ENGL 164</td>
<td>WAR</td>
<td>4</td>
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<tr>
<td>ENGR 030</td>
<td>Engineering and Computing Ethics in Society</td>
<td>3</td>
</tr>
<tr>
<td>ETHN 011</td>
<td>Introduction to Ethnic Studies</td>
<td>4</td>
</tr>
<tr>
<td>GEND 011</td>
<td>Introduction to Gender Studies</td>
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</tr>
<tr>
<td>HESP 141</td>
<td>Sport, Culture and U.S. Society</td>
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</tr>
<tr>
<td>HESP 153</td>
<td>Adapted Physical Education and Sport</td>
<td>4</td>
</tr>
<tr>
<td>HIST 020</td>
<td>United States History I</td>
<td>4</td>
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<tr>
<td>HIST 021</td>
<td>United States History II</td>
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<tr>
<td>HIST 050</td>
<td>World History I</td>
<td>4</td>
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<tr>
<td>HIST 112</td>
<td>History of the Holocaust</td>
<td>4</td>
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<tr>
<td>HIST 120</td>
<td>Native American History</td>
<td>4</td>
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<tr>
<td>HIST 123</td>
<td>Civil War Era</td>
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<td>HIST 132</td>
<td>American Immigration</td>
<td>4</td>
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<tr>
<td>HIST 133</td>
<td>Women in United States History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 135</td>
<td>Women in Time and Place</td>
<td>4</td>
</tr>
<tr>
<td>HIST 167</td>
<td>Gender in the History of Science/Medicine/Technology</td>
<td>4</td>
</tr>
</tbody>
</table>
one goal of Pacific's general education program is fundamentally development.

"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 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 Karambelas, 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 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. 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
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**
- II.A. Language and Literature
- II.B. Worldviews and Ethics
- II.C. Visual and Performing Arts

**Natural Sciences and Mathematics**
- III.A. Natural Sciences
- III.B. Mathematics and Formal Logic
- III.C. Science, Technology and Society

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.

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<thead>
<tr>
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<th>CONSCOP</th>
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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 professional degree.

**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 one 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
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 111 Europe in Turmoil 1900-1945 4
HIST 113 Europe Since 1945 4
HIST 132 American Immigration 4
**II-A. Language and Literature**

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<td>People's History of Mexico</td>
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<td>JAPN 023</td>
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<td>JAPN 125</td>
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<td>MHS 006</td>
<td>Music of the World's People</td>
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<td>POLS 011</td>
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<td>Introduction to International Relations</td>
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<td>POLS 152</td>
<td>Politics of Asia</td>
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<td>Jerusalem through the Ages</td>
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<td>RELI 102</td>
<td>History of Ancient Egypt and the Near East</td>
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<td>RELI 104</td>
<td>Religion of the Pharaohs</td>
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<td>RELI 106</td>
<td>Illness and Healing in the Ancient World</td>
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<td>Ancient Judaism</td>
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<td>RELI 130</td>
<td>The Christian Tradition</td>
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**II-B. Worldviews and Ethics**

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<td>THEA 115</td>
<td>What's Past is Prologue: Practice and Perspective in Theatre History II</td>
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<td>ENGL 141</td>
<td>Topics in British Literature Pre-1800</td>
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<td>MEDX 117</td>
<td>Film Production</td>
<td>4</td>
</tr>
<tr>
<td>MHIS 005</td>
<td>Music Appreciation</td>
<td>4</td>
</tr>
<tr>
<td>MHIS 007</td>
<td>Topics in American Popular Music</td>
<td>3</td>
</tr>
<tr>
<td>MPER 066</td>
<td>Jazz Ensemble (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>MPER 070</td>
<td>University Symphony Orchestra (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>MPER 072</td>
<td>Symphonic Wind Ensemble (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>MPER 073</td>
<td>Concert Band (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>MPER 082</td>
<td>The Oriana Choir (Women’s Chorus) (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>MPER 083</td>
<td>University Chorus (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>MPER 084</td>
<td>Pacific Singers (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>MUJZ 008</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>RELI 171</td>
<td>Religion and Cinema</td>
<td>4</td>
</tr>
<tr>
<td>RUSS 120</td>
<td>Contemporary Russian Film</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 114</td>
<td>Cine hispano/Hispanic Film</td>
<td>4</td>
</tr>
<tr>
<td>THEA 011</td>
<td>Introduction to the Theatre</td>
<td>4</td>
</tr>
<tr>
<td>THEA 051A</td>
<td>Ballet (Note: 1 unit)</td>
<td>1</td>
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<tr>
<td>THEA 051B</td>
<td>Jazz (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>THEA 051C</td>
<td>Modern Dance (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>THEA 051D</td>
<td>Tap (Note: 1 unit)</td>
<td>1</td>
</tr>
<tr>
<td>THEA 071</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 075</td>
<td>Expressive Movement</td>
<td>3</td>
</tr>
<tr>
<td>THEA 112</td>
<td>Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>THEA 134</td>
<td>Mask-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

**III-A. Natural Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 011</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 041</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 051</td>
<td>Principles of Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 061</td>
<td>Principles of Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 076</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 079</td>
<td>California Flora</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 023</td>
<td>Elements of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 024</td>
<td>Fundamentals of Chem</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 025</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 027</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>GESC 041</td>
<td>Environmental Science for Informed Citizens</td>
<td>4</td>
</tr>
<tr>
<td>GESC 051</td>
<td>Dynamic Planet</td>
<td>4</td>
</tr>
<tr>
<td>GESC 053</td>
<td>Earth and Life Through Time</td>
<td>4</td>
</tr>
<tr>
<td>GESC 057</td>
<td>Earth Systems Science</td>
<td>4</td>
</tr>
<tr>
<td>GESC 061</td>
<td>Geology of California</td>
<td>4</td>
</tr>
<tr>
<td>GESC 065</td>
<td>Regional Geology</td>
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<tr>
<td>PHYS 017</td>
<td>Concepts of Physics</td>
<td>4</td>
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<tr>
<td>PHYS 021</td>
<td>Energy for Global Citizens</td>
<td>4</td>
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<tr>
<td>PHYS 023</td>
<td>General Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 025</td>
<td>General Physics II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 039</td>
<td>Physics of Music</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 041</td>
<td>Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 053</td>
<td>Principles of Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 055</td>
<td>Principles of Physics II</td>
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</tr>
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</table>

**III-B. Mathematics and Formal Logic**

<table>
<thead>
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<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMP 025</td>
<td>Computers and Information Processing</td>
<td>4</td>
</tr>
<tr>
<td>COMP 047</td>
<td>Discrete Math for Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>COMP 051</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>COMP 061</td>
<td>Introduction to Programming for Data Science</td>
<td>4</td>
</tr>
<tr>
<td>HIST 066</td>
<td>Ancient Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>INTL 101</td>
<td>Social Science Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>MATH 033</td>
<td>Elements of Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 035</td>
<td>Elementary Statistical Inference</td>
<td>4</td>
</tr>
<tr>
<td>MATH 037</td>
<td>Introduction to Statistics and Probability</td>
<td>4</td>
</tr>
<tr>
<td>MATH 039</td>
<td>Probability with Applications to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 041</td>
<td>Pre-calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 045</td>
<td>Introduction to Finite Mathematics and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 051</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 053</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 055</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 064</td>
<td>Ancient Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>MATH 072</td>
<td>Operations Research Models</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 037</td>
<td>Introduction to Logic</td>
<td>4</td>
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<tr>
<td>POLS 133</td>
<td>Political Science Research</td>
<td>4</td>
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<tr>
<td>PSYC 101</td>
<td>Research Methods and Statistics in Psychology I</td>
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</table>

**III-C. Science, Technology and Society**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BIOL 035</td>
<td>Environment: Concepts and Issues</td>
<td>4</td>
</tr>
<tr>
<td>COMP 041</td>
<td>Great Ideas in Computing</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 039</td>
<td>Introduction to Digital Humanities</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 126</td>
<td>Environment and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 128</td>
<td>Science and Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENST 041</td>
<td>Introduction to Environmental Studies</td>
<td>4</td>
</tr>
<tr>
<td>GESC 045</td>
<td>Soil, Water, and War</td>
<td>4</td>
</tr>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HESP 041</td>
<td>Health and Wellness for Life</td>
<td>4</td>
</tr>
<tr>
<td>HESP 045</td>
<td>Nutrition for Health</td>
<td>4</td>
</tr>
<tr>
<td>HIST 063</td>
<td>History of Science and Technology</td>
<td>4</td>
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<tr>
<td>HIST 167</td>
<td>Gender in the History of Science/Medicine/Technology</td>
<td>4</td>
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<tr>
<td>PHIL 015</td>
<td>Introduction to Cognitive Science</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 061</td>
<td>Philosophy of Science</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 079</td>
<td>Sensation and Perception</td>
<td>4</td>
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<tr>
<td>PSYC 079</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>RELI 039</td>
<td>Introduction to Digital Humanities</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Environment and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

Any Second IIIA Course

* HONR 041, HONR 043 and HONR 141 must all be taken to satisfy the General Education IIB requirement.
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 (https://www.pacific.edu/about-pacific/administrationoffices/office-of-the-provost/educational-effectiveness/assessment-of-student-learning/undergraduate-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.
<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman E. Allen</td>
</tr>
<tr>
<td>Ronald A. Berberian</td>
</tr>
<tr>
<td>Charles P. Berolzheimer</td>
</tr>
<tr>
<td>Virginia Chan</td>
</tr>
<tr>
<td>Paul Dassenko</td>
</tr>
<tr>
<td>Evan Dreyfuss (Treasurer)</td>
</tr>
<tr>
<td>Mary-Elizabeth Eberhardt</td>
</tr>
<tr>
<td>Pamela A. Elbeck</td>
</tr>
<tr>
<td>Richard H. Fleming (Vice Chair)</td>
</tr>
<tr>
<td>Armando B. Flores</td>
</tr>
<tr>
<td>Bradford E. Gleason</td>
</tr>
<tr>
<td>Clark Gustafson</td>
</tr>
<tr>
<td>Corwin N. Harper</td>
</tr>
<tr>
<td>Randall T. Hayashi</td>
</tr>
<tr>
<td>Andrea Lynn Hoch (Secretary)</td>
</tr>
<tr>
<td>Kevin P. Huber (Chair)</td>
</tr>
<tr>
<td>Eve M. Kurtin</td>
</tr>
<tr>
<td>Gary M. Mitchell</td>
</tr>
<tr>
<td>Constance X. Rishwain</td>
</tr>
<tr>
<td>Arthur G. Scotland</td>
</tr>
<tr>
<td>Donald H. Shalvey</td>
</tr>
<tr>
<td>Janet Y. Spears</td>
</tr>
<tr>
<td>Susanne T. Stirling</td>
</tr>
<tr>
<td>Bo Yu</td>
</tr>
</tbody>
</table>
TUITION AND FEES

- Graduate/Undergraduate (p. 82)
- Professional (p. 82)

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 Leadership

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 Leadership

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 upon 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:

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (1) per academic year</td>
<td>$48,904</td>
</tr>
<tr>
<td>2019-2020, enrolled in 12 to 18 units in each semester</td>
<td></td>
</tr>
<tr>
<td>Wellness Center</td>
<td>$330</td>
</tr>
<tr>
<td>ASUOP Student Fee</td>
<td>$274</td>
</tr>
<tr>
<td>Activity &amp; Recreation Fee</td>
<td>$80</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$13,408</td>
</tr>
<tr>
<td>Total per academic year</td>
<td>$62,996</td>
</tr>
<tr>
<td>School of Pharmacy and Health Sciences Annual Tuition (Eleven-month program, three terms)</td>
<td>$78,354</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (12 to 18 units)</td>
<td>$24,452</td>
</tr>
<tr>
<td>Part-time (.5 to 11.5 units) per unit</td>
<td>$1,687</td>
</tr>
<tr>
<td>Excess units above 18 units, per unit</td>
<td>$1,687</td>
</tr>
<tr>
<td>Engineering Co-op (full-time) Admitted prior to Fall 2016 tuition rate</td>
<td>$12,226</td>
</tr>
<tr>
<td>Engineering Co-op (full-time) Admitted Fall 2016 tuition rate</td>
<td>$6,114</td>
</tr>
</tbody>
</table>

Tuition – School of Pharmacy and Health Sciences (per term)

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (12 to 20 units)</td>
<td>$26,118</td>
</tr>
<tr>
<td>Part-time (.5 to 11.5 units) per unit</td>
<td>$1,800</td>
</tr>
<tr>
<td>Excess units above 20 units, per unit</td>
<td>$1,800</td>
</tr>
<tr>
<td>Pharmacy Clerkship Rotation (full-time)</td>
<td>$26,118</td>
</tr>
<tr>
<td>Pharmacy Technology Fee</td>
<td>$330</td>
</tr>
<tr>
<td>Pharmacy Professional Fee (1)</td>
<td>$325</td>
</tr>
<tr>
<td>Physical Therapy Fee</td>
<td>$150</td>
</tr>
</tbody>
</table>
Required of all students enrolled in the professional program with 12 units or more.

**Tuition – Graduate Students (per semester)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools (16 to 18 units) plus applicable fees</td>
<td>$24,452</td>
</tr>
<tr>
<td>All schools (.5 to 15.5 units) per unit, plus applicable fees</td>
<td>$1,528</td>
</tr>
<tr>
<td>Excess units above 18 units, per unit</td>
<td>$1,528</td>
</tr>
<tr>
<td>Physical Therapy (12 to 18 units), plus applicable fees (Fall, Spring, Summer Terms)</td>
<td>$24,334</td>
</tr>
<tr>
<td>Physical Therapy (1 to 11.5 units)</td>
<td>$1,520</td>
</tr>
</tbody>
</table>

**General Fees (per semester)**

- **Student Health Insurance Plan**
  - Undergraduate Students $1,260
  - Graduate and Professional Pharmacy Students $1,671
  
  Required for all students enrolled in 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, enrolled in 9 units or more.

- **Wellness Center Fee $90**
  
  This fee is required for all 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 enrolled in 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 enrolled in 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 enrolled in 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 lesson 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*

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Fee</td>
<td>$5</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Petition Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Graduate Continuing Education Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Non-refundable, Credit by Exam Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Additional fee for successful Credit by Exam results</td>
<td>$200</td>
</tr>
</tbody>
</table>

**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 foregoing 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.

Effective August 1, 2019, any student using CH31 (Vocational Rehabilitation and Employment benefits) or CH33 (Post-9/11 G.I. Bill) is protected from any penalties imposed by our University while waiting for the VA to make tuition and fee payments.

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 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. 85)
- J.D. Program | Part-Time Division | Per Semester (p. 85)
- J.D. Program | Student Fees (p. 85)
- Graduate Programs | Per Semester (p. 86)

J.D. Program | Full-Time Division | Per Semester

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-17 units</td>
<td>$26,502 per semester</td>
</tr>
<tr>
<td>Per Unit Charge*</td>
<td>$1,802 per unit</td>
</tr>
</tbody>
</table>

*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 $1,802 subject to approval from the Assistant Dean for Student Affairs.

J.D. Program | Part-Time Division | Per Semester

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10 units</td>
<td>$17,600 per semester</td>
</tr>
<tr>
<td>Under 8 units /Over 10 units**</td>
<td>$1,802 per unit</td>
</tr>
<tr>
<td>Summer Semester***</td>
<td>1,802 per unit</td>
</tr>
</tbody>
</table>

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 $1,802 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 $1,802.

***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

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government Fee (Fall $50 / Spring $50)</td>
<td>$100</td>
</tr>
<tr>
<td>Student Health Insurance (TBD - See Sac Campus website for more information)</td>
<td>TBD</td>
</tr>
<tr>
<td>Estimated book/supply cost for Full Time JD per year</td>
<td>$2,150</td>
</tr>
<tr>
<td>Estimated book/supply cost for Part Time JD per year</td>
<td>$1,600</td>
</tr>
</tbody>
</table>

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.

Please stop by the Business Office or call 916.739.7054 if you need assistance.

### Graduate Programs | Per Semester

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.A Students (Fall/Spring $50)</td>
<td>$100 per year</td>
</tr>
<tr>
<td>Student Health Insurance (TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Wellness Fee (Fall/Spring $165)</td>
<td>$330 per year</td>
</tr>
</tbody>
</table>

### Graduate Programs | Student Fees

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Course Fees</td>
<td>If any additional fees exist they will be included in the course description in this catalog</td>
</tr>
<tr>
<td>Student Government Fee (Fall/Spring $50)</td>
<td>$100 per year</td>
</tr>
<tr>
<td>Student Health Insurance (TBD)</td>
<td>TBD</td>
</tr>
<tr>
<td>Wellness Fee (Fall/Spring $165)</td>
<td>$330 per year</td>
</tr>
</tbody>
</table>

### Miscellaneous Fees

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Fee</td>
<td>$5</td>
</tr>
<tr>
<td>Return Check Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Installment Payment Plan Set-Up Fee</td>
<td>Plan A - $40 Plan B - $50</td>
</tr>
<tr>
<td>Late Fee</td>
<td>2.5% of outstanding balance not to exceed $100</td>
</tr>
</tbody>
</table>

### 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:

- Log into insidePacific
- Expand the menu at top of the page (three lines in upper left)
- Select the Sacramento Students Link
- Select the Pacific Today Link
- Go to the Financial Responsibility Acceptance box and click on the link to accept financial responsibility
- Select the current term e.g. LAW Fall 2019 (in the drop down)
- Read the 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/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) 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) 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.

Effective August 1, 2019, any student using CH31 (Vocational Rehabilitation and Employment benefits) or CH33 (Post-9/11 G.I. Bill) is protected from any penalties imposed by our University while waiting for the VA to make tuition and fee payments.

### 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
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, 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).

Students may pay by the following methods:

• 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=wckM97dbtaV&feature=youtu.be)

Click here (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 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 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 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 2020 Advanced trial Advocacy Session 1: Payment due in full on May 12.

On-Campus Summer 2020 Session 2: Payment due in full on May 26

On-Campus Summer 2020 Session 3: Payment due in full on June 22.

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 next 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.

University of the Pacific
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 2019-2020

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 2019 Installment Plan A Due Dates
See Sacramento Business Office Tuition Payment Policy https://www.mcgeorge.edu/policies/tuition-payment-policy

Spring 2020 Installment Plan A Due Dates
See Sacramento Business Tuition Payment Policy https://www.mcgeorge.edu/policies/tuition-payment-policy

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 2019 Installment Plan B Due Dates & Payment Amounts
See Sacramento Business Office Tuition Payment Policy https://www.mcgeorge.edu/policies/tuition-payment-policy

Spring 2020 Installment Plan B Due Dates & Payment Amounts
See Sacramento Business Office Tuition Payment Policy https://www.mcgeorge.edu/policies/tuition-payment-policy

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 2019-2020 Billing Cycle Dates
https://www.mcgeorge.edu/policies/tuition-payment-policy

Summer 2020 Billing Cycle Due Dates
https://www.mcgeorge.edu/policies/tuition-payment-policy

Academic Year 2019-2020 Billing Cycle Dates
https://www.mcgeorge.edu/policies/tuition-payment-policy

Disclaimer — These are projected billing dates. The University reserves the right to modify these dates at any time and without prior notice. Tuition/ Fee payments are due 5 days after the add/drop period for the semester; the fifth day may be on a weekend, however you have the ability to make online payments.

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 over-payments 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 or payment due dates at any time and without prior notification being given.

**Questions?**

**Building:** Administration, Room 104  
**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
The Administration

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Pamela A. Eibeck</td>
</tr>
<tr>
<td>Provost and Executive Vice President for Academic Affairs</td>
<td>Maria G. Pallavicini</td>
</tr>
<tr>
<td>Vice President for Business and Finance</td>
<td>Kenneth Mullen</td>
</tr>
<tr>
<td>Interim Vice President for Student Life</td>
<td>Steve Jacobson</td>
</tr>
<tr>
<td>Vice President for University Development and Alumni Relations</td>
<td>Burnie Atterbury</td>
</tr>
<tr>
<td>General Counsel and Secretary to the Board of Regents</td>
<td>Kevin Mills</td>
</tr>
<tr>
<td>Vice President for Technology and Chief Information Officer</td>
<td>Art Sprecher</td>
</tr>
<tr>
<td>Associate Vice President for Marketing and Communications</td>
<td>Marge Grey</td>
</tr>
<tr>
<td>Associate Vice President for External Relations, Strategic Partnerships and Presidential Initiatives</td>
<td>Stacy McAfee</td>
</tr>
<tr>
<td>Associate Vice President for Planning</td>
<td>Linda Buckley</td>
</tr>
<tr>
<td>Director of Institutional Research</td>
<td>Mike Rogers</td>
</tr>
<tr>
<td>Director of Intercollegiate Athletics</td>
<td>Ted Leland</td>
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Office of the Provost

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
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<tbody>
<tr>
<td>Provost and Executive Vice President for Academic Affairs</td>
<td>Maria G. Pallavicini</td>
</tr>
<tr>
<td>Associate Vice President and Provost for Enrollment Management</td>
<td>Roberta Kaskel</td>
</tr>
<tr>
<td>Vice Provost for Faculty Affairs</td>
<td>Joan Lin-Cereghino</td>
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<tr>
<td>Vice Provost for Undergraduate Education</td>
<td>Edith Sparks</td>
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<tr>
<td>Vice Provost for Strategy and Educational Effectiveness</td>
<td>Cyd Jenefsky</td>
</tr>
<tr>
<td>Associate Provost of Research</td>
<td>James Uchizono</td>
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<tr>
<td>Assistant Provost for Resource Management</td>
<td>Carrie J. Darnall</td>
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<tr>
<td>Assistant Provost for Diversity</td>
<td>Joan Lin-Cereghino</td>
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<tr>
<td>Chief of Staff to the Provost</td>
<td>Jared B. Gaynor</td>
</tr>
<tr>
<td>Assistant Vice Provost and Director of Admission</td>
<td>Christopher Krzak</td>
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<tr>
<td>Assistant Vice Provost and Executive Director of Financial Aid</td>
<td>TBD</td>
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<tr>
<td>Assistant Vice Provost for Enrollment Management and Director of Summer Sessions</td>
<td>Elisa Anders</td>
</tr>
<tr>
<td>Director, Center for Teaching and Learning</td>
<td>Lott Hill</td>
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<tr>
<td>Director, International Programs and Services</td>
<td>Ryan Griffith</td>
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School and College Deans

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
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<tbody>
<tr>
<td>Dean, College of the Pacific</td>
<td>Rena Fraden</td>
</tr>
<tr>
<td>Senior Associate Dean</td>
<td>Gregg Jongeward</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Marcia Hernandez</td>
</tr>
<tr>
<td>Dean, Conservatory of Music</td>
<td>Peter Witte</td>
</tr>
<tr>
<td>Dean, Eberhardt School of Business (Interim)</td>
<td>Tim Carroll</td>
</tr>
<tr>
<td>Associate Dean, Academic Programs</td>
<td>Cynthia Eakin</td>
</tr>
<tr>
<td>Dean, Gladys L. Benerd School of Education (Interim)</td>
<td>Linda Webster</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Dymaneke Mitchell</td>
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<tr>
<td>Dean, School of Engineering and Computer Science</td>
<td>Steven Howell</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Michael Doherty</td>
</tr>
<tr>
<td>Dean, Thomas J. Long School of Pharmacy and Health Sciences</td>
<td>Phillip Oppenheimer</td>
</tr>
<tr>
<td>Associate Dean for Academic Affairs</td>
<td>Eric Boyce</td>
</tr>
<tr>
<td>Associate Dean for Graduate Education and Research</td>
<td>Xiaohong Li</td>
</tr>
<tr>
<td>Associate Dean for Student Affairs Enrollment Management</td>
<td>Marcus Ravnan</td>
</tr>
<tr>
<td>Associate Dean for Professional Programs</td>
<td>Allen Shek</td>
</tr>
<tr>
<td>Assistant Dean for External Relations</td>
<td>Nancy DeGuire</td>
</tr>
<tr>
<td>Associate Dean for Operations</td>
<td>Linda Norton</td>
</tr>
<tr>
<td>Assistant Dean for Pre-Pharmacy and Pre-Health Affairs</td>
<td>Marcus Ravnan</td>
</tr>
<tr>
<td>Dean, Graduate School</td>
<td>Thomas Naehr</td>
</tr>
<tr>
<td>Dean, Pacific McGeorge School of Law</td>
<td>Michael Schwartz</td>
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<tr>
<td>Associate Dean, Academic Affairs</td>
<td>Michael Colatralla Jr.</td>
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<tr>
<td>Associate Dean, Faculty Scholarship</td>
<td>Rachel Salcu</td>
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<tr>
<td>Associate Dean of Administration</td>
<td>Jeff Proske</td>
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<tr>
<td>Assistant Dean, Development</td>
<td>Mindy Danovaro</td>
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<tr>
<td>Assistant Dean, Law Library</td>
<td>James Wirrell</td>
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<tr>
<td>Assistant Dean, Student Affairs</td>
<td>Jennifer Carr</td>
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<tr>
<td>Assistant Dean, Admissions and Financial Aid</td>
<td>Tracy Simmons</td>
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University Registrar                                        | Margo Landy
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<thead>
<tr>
<th>Title</th>
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<tr>
<td>Director of Special Events</td>
<td>Steve Whyte</td>
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### Office of the Vice President for Development and Alumni Relations

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Vice President</td>
<td>Kenneth M. Mullen</td>
</tr>
<tr>
<td>Associate Vice President University Development and Alumni Relations</td>
<td>Cathy Wooten</td>
</tr>
<tr>
<td>Associate Vice President Development</td>
<td>Bill Johnson</td>
</tr>
<tr>
<td>Assistant Vice President Development</td>
<td>Scott Biedermann</td>
</tr>
<tr>
<td>Assistant Vice President Advancement Operations</td>
<td>Scott Rivinius</td>
</tr>
<tr>
<td>Executive Director Alumni Relations</td>
<td>Kelli Page</td>
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### Office of the Vice President for Student Life

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Interim Vice President for Student Life</td>
<td>Steve Jacobson</td>
</tr>
<tr>
<td>Senior Associate VP for Student Life</td>
<td>Steven Jacobson</td>
</tr>
<tr>
<td>Associate VP/Executive Director, Career Development</td>
<td>Tom Vecchione</td>
</tr>
<tr>
<td>Associate Vice President/Dean of Students</td>
<td>Rhonda Bryant</td>
</tr>
<tr>
<td>Assistant Vice President for Student Life</td>
<td>Lynn King</td>
</tr>
<tr>
<td>Associate Dean of Students</td>
<td>Heather Dunn-Carlton</td>
</tr>
<tr>
<td>Executive Director of Planning and Assessment for Student Development</td>
<td>Sandra Mahoney</td>
</tr>
<tr>
<td>Executive Director, Educational Equity Programs</td>
<td>Anita Bautista</td>
</tr>
<tr>
<td>Executive Director, New Student and Family Programs</td>
<td>Linda Dempsey</td>
</tr>
<tr>
<td>Executive Director, Public Safety</td>
<td>Mike Belcher</td>
</tr>
<tr>
<td>Executive Director, Residential Life and Housing and Auxiliary</td>
<td>Joe Berthiaume</td>
</tr>
<tr>
<td>Director, Campus Career Partnerships</td>
<td>Deb Crane</td>
</tr>
<tr>
<td>Interim Director, Center for Community Involvement</td>
<td>Marylou Bagus-Hansen</td>
</tr>
<tr>
<td>Director, Community Involvement Program</td>
<td>Allison Dumas</td>
</tr>
<tr>
<td>Director, Corporate &amp; Employer Engagement</td>
<td>Chris Haruta</td>
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<tr>
<td>Director, Counseling &amp; Psychological Services</td>
<td>Stacie Turks</td>
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<tr>
<td>Director, Dining Services</td>
<td>Sia Mohsenzadegan</td>
</tr>
<tr>
<td>Director, Finance and Administration</td>
<td>Breann Northcutt</td>
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### Office of Vice President for Business and Finance

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<th>Title</th>
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<td>Title</td>
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<tr>
<td>Vice President for Business and Finance</td>
<td>Kenneth M. Mullen</td>
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<tr>
<td>Associate Vice President for Business and Finance</td>
<td>Ron Ellison</td>
</tr>
<tr>
<td>Assistant Vice President, Chief Investment Officer</td>
<td>Jol Manilay</td>
</tr>
<tr>
<td>Assistant Vice President, Chief Facilities Officer</td>
<td>Graeme Mitchell</td>
</tr>
<tr>
<td>Assistant Vice President, Human Resources</td>
<td>Linda Jeffers</td>
</tr>
<tr>
<td>Associate Controller</td>
<td>Audrey George</td>
</tr>
<tr>
<td>Executive Director, Facilities Planning and Construction</td>
<td>Priscilla McKeel-Archuleta</td>
</tr>
<tr>
<td>Director, Budget</td>
<td>Jonallie Parra</td>
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<tr>
<td>Director, Internal Audit</td>
<td>Randy Schwantes</td>
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<tr>
<td>Director, Procurement Services</td>
<td>Ronda Marr</td>
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<tr>
<td>Director, Risk Management</td>
<td>Roberta Martoza</td>
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<tr>
<td>Director, Sacramento Campus</td>
<td>Patrick Faverty</td>
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<tr>
<td>Director, San Francisco Campus</td>
<td>Kara Bell</td>
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<tr>
<td>Director, Student Business Services</td>
<td>Vacant</td>
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<tr>
<td>Director, University Payroll Services</td>
<td>Tara Juan</td>
</tr>
<tr>
<td>Assistant Director, Learning and Development</td>
<td>Shani Richards</td>
</tr>
<tr>
<td>Director, University Library</td>
<td>Mary Somerville</td>
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<tr>
<td>Dean, University College</td>
<td>Patricia Campbell</td>
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### Office of Vice President for External Relations

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<tr>
<td>Title</td>
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<tr>
<td>Associate Vice President for External Relations, Strategic Partnerships and Presidential Initiatives</td>
<td>Stacy McAfee</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
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<tr>
<td>Director, Health Services</td>
<td>Dayna Cerruti-Barbero</td>
</tr>
<tr>
<td>Director, Housing Operations and Technology</td>
<td>Michael Krieger</td>
</tr>
<tr>
<td>Director, Intercultural Student Success</td>
<td>Ines Ruiz-Huston</td>
</tr>
<tr>
<td>Director of Pacific Recreation</td>
<td>Marc Falkenstein</td>
</tr>
<tr>
<td>Interim Director, Religious &amp; Spiritual Life</td>
<td>Laura Steed</td>
</tr>
<tr>
<td>Director, Services for Students with Disabilities</td>
<td>Danny Nuss</td>
</tr>
<tr>
<td>Director of Student Involvement and University Center Services</td>
<td>Dave Crafts</td>
</tr>
<tr>
<td>Director, University Bookstore</td>
<td>Nicole Castillo</td>
</tr>
<tr>
<td>Director, Upward Bound Program</td>
<td>Rosa Montes</td>
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<tr>
<td>Director of Pacific Wellness</td>
<td>Liz Thompson</td>
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<tr>
<td>Director, Women's Resource Center</td>
<td>Shannon Schipper</td>
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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 information from education records without students’ prior written consent, subject to the following limitations and exclusions.

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 (https://www.pacific.edu/Documents/registrar/acrobat/Non-Release%20Information7112018.pdf) 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
- Campus of study (Stockton, Sacramento, or San Francisco)
- 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...

Office:
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
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.
University of the Pacific participates in the Federal Work-Study program, which provides employment opportunities for students who demonstrate financial need.
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 endodontontology 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.

Purpose
Our Purpose is to Help People Lead Healthy Lives
We grow and inspire a diverse community of learners through our humanistic culture. Building on a distinguished tradition, we provide exceptional education; offer personalized quality patient care; support collaborative research; and foster commitment to service.

Vision
Improving Health and Wellness through Innovation in Programs, Partnerships and People
The University of the Pacific Arthur A. Dugoni School of Dentistry is an innovative and renowned leader in health and wellness. As a leader, our programs prepare healthcare providers for current, future and evolving practice models. The Dugoni School integrates inter-professional education with patient care, keeping humanism at its core. We educate beginning and established healthcare professionals for an array of career paths.

Signature partnerships support our programs and enhance health, education, research, and service. Partnerships reduce tuition dependence and create opportunities for students, faculty, and staff development.

이며, Dugoni School sets the standard for humanistic education and leadership that serve the needs of its students, patients, alumni, the organized profession, and the public.

Commitments
We commit to the following values to support the defining characteristic of our education model — humanism.
By accentuating the positive, setting high standards, and respecting the individual, we provide the best possible learning, working and healthcare environment for every member of our community.
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

Clinic Mission Statement
The mission of the school’s clinics is to provide patient-centered, evidence-based, quality oral healthcare in a humanistic educational environment.

The goal of the clinic mission statement is to focus faculty, staff, and students on the delivery of excellent patient care. In all clinical interactions we will strive to provide excellent care to our patients and excellent educational experiences for our students. At those times when we must make a choice between patient care and teaching effectiveness, patient care will take precedence.

There are four parts to the mission statement. Patient-centered care means being prompt, efficient, responsible, engaging, focused, and adaptable, among other things. The private practice model is the patient care model to which we aspire. Evidence-based decision making involves the use of scientific evidence to help make treatment decisions. It is used in conjunction with individual patient values to determine the best course of action for each patient. Quality oral healthcare involves providing treatment to our patients that meets community standards of care in all disciplines. It means providing that care to patients of varying needs and expectations. Humanistic education is based on honest communication of clear expectations along with positive support for diligent effort.

Faculty and staff must be models of the profession’s highest standards. Students are expected to set equally high standards for their behavior. The educational environment will be intellectually stimulating, progressive in scope, outcomes-focused, and competency-based.

History of Arthur A. Dugoni School of Dentistry
One of the world’s most distinctive metropolitan centers, San Francisco has been the home of the School of Dentistry since its incorporation in 1896 as the College of Physicians and Surgeons. The school has been
recognized since its inception as a major resource for dental education in the Western states.

• In 1962 the College of Physicians and Surgeons joined the University of the Pacific.
• In 1967 an eight-story building was completed for the teaching of clinical dentistry and for conducting dental research.
• In 1996 the school opened a state-of-the-art preclinical simulation laboratory combining the latest in educational technology with a simulated patient experience.
• In 2002 three new state-of-the-art classrooms were completed.
• In 2003 a new Health Science Center was opened on the Stockton campus combining facilities for dentistry, dental hygiene, physical therapy, and speech pathology.
• In 2004 the university named the dental school in honor of its long-standing dean, Dr. Arthur A. Dugoni.
• In 2011 the school was awarded the prestigious Gies Award for Vision by the American Dental Education Association.
• In 2014 the dental school moved to a completely renovated and updated facility in downtown San Francisco, setting the pace for new and better methods of educating students and providing care to patients.
• In 2015 the dental school became the first school in California and in the United States to have students be licensed through a portfolio exam process.

The Alumni Association provided a twelve operatory dental clinic which has served as the school's major extended campus in southern Alameda County since 1973. The clinic currently serves as the clinic site for the school's Advanced Education in General Dentistry residency program.

**Accreditation**

The University of the Pacific is fully accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). The dental educational programs are fully accredited by the Commission on Dental Accreditation (CODA). The School of Dentistry is a member of the American Dental Education Association (ADEA).

CODA will review complaints that relate to a program's compliance with accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099, extension 4653.

**Humanistic Education**

It is the goal of the School of Dentistry to educate the highest quality practitioners who can practice independently and successfully in their patients' best interests. It is our belief that a humanistic approach to education best accomplishes this goal. Our view of humanism is based upon honest communication of clear expectations along with positive support for diligent effort. Although kindness is valued, humanism is not interpreted to mean softness, weakness, or superficial niceness. In fact, humanism places great responsibility on each member of the dental school community.

In order for this approach to work, faculty members must be models of the profession's highest standards, and they must teach in a way that encourages and energizes students. Students, in turn, are expected to set very high standards, to work hard, and to take personal responsibility for their own learning process.

Examples of humanistic student-faculty interaction at the Dugoni School:

**Includes**

• Good work ethic
• Constructive feedback
• Maintaining confidentiality
• Addressing the issue
• Celebrating achievement
• Excellence
• High ethical standards
• Professional responsibility
• Increasing independence
• Attainment of competency

**Excludes**

• Minimum effort
• Authoritarian behavior
• Public criticism
• Ignoring the problem
• Dwelling on the negative
• Expedience
• Ethical compromise
• Avoiding responsibility
• Continued dependence
• Tolerance of inability

**Curriculum**

Biomedical, preclinical, and clinical science subjects are integrated and combined with applied behavioral sciences in a program to prepare graduates to provide excellent quality dental care to the public and to enter a changing world that will require them to be critical thinkers and lifelong learners. The 36-month curriculum leading to the degree of Doctor of Dental Surgery begins in July and is divided into twelve quarters, each consisting of ten weeks of instruction, one week of examinations, and a vacation period of between one and four weeks.

Integrated biomedical science instruction in human anatomy, histology, biochemistry, physiology, pharmacology, and microbiology is offered over the first eight quarters, followed by multidisciplinary presentations of basic science foundations for clinical topics such as the importance of saliva, tissue aging, nutrition, and infection control. Throughout the curriculum, students learn to apply basic science knowledge to clinical problems. Integrated preclinical instruction in direct and indirect restorative dentistry and dental anatomy is concentrated in the first four quarters with students learning to work from a seated position in a modern preclinical simulation laboratory and with a chair-side assistant in conjunction with pediatric dental practice. Preclinical instruction in removable prosthetics, occlusion, and implants is offered in quarters 5-7. Clinical work with patients is initiated in the fourth quarter.
The school is a pioneer in competency-based education, an approach that replaces the traditional system of clinical requirements with experiences that ensure graduates possess the knowledge, skills, and values needed to begin the independent practice of general dentistry. Pacific is also known for its humanistic approach to dental education, stressing the dignity of each individual and his or her value as a person.

The Clinical Practice Strand of the Helix curriculum supports comprehensive patient care which is based on the concept of private dental practice where the student assumes responsibility for assigned patients’ overall treatment, consultation, and referral for specialty care. Second-year students practice clinical dentistry approximately 15 hours per week and third year students practice approximately 33 hours per week. Students learn to provide comprehensive dental care under the direction of a team of clinical faculty led by the Group Practice Leader (GPL). The GPL is responsible for mentoring students and ensuring they are receiving adequate clinical experiences to ensure competency upon graduation. In the second year, students treat patients in a discipline-based model where they are supervised by trained and calibrated faculty in specific clinical disciplines, including oral diagnosis and treatment planning, periodontics, endodontics, restorative dentistry, and removable prosthodontics. In the third year, students treat patients in a generalist model, where they provide all care for their patients under faculty supervision.

The second- and third-year class is divided alphabetically into eight group practices. There are approximately twenty second-year and twenty third-year students in each group practice, which is managed by the GPL, who has overall responsibility for the care of patients by all students and faculty in the group practice. Specialists in endodontics manage complex cases in a specified area of the clinic, including test cases. Periodontists manage most periodontal procedures.

There are four exceptions to the comprehensive care model: oral and maxillofacial surgery, pediatric dentistry, oral medicine/facial pain, and radiology. Students are assigned to rotations for two to three weeks in each of these disciplines, except for the oral medicine/facial pain rotations which are one day each. In orthodontics, students participate with faculty and orthodontic residents in adjunctive orthodontic care and in oral development clinics. Third-year students also rotate through the Special Care Clinic where they treat perinatal patients, dental-phobic patients, and patients with developmental disabilities. In addition, each student provides care in the hospital operating room on patients with specific health issues.

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. Third-year students participate in patient care at extramural sites located in numerous treatment facilities around the Bay Area, including acute care hospitals, community clinics, and skilled nursing facilities. At extramural clinic sites, students are taught by Pacific faculty in conditions that more closely resemble private practice, and typically treat 4-6 patients per day. Rotations occur at a number of different times, including weekdays during the academic year, weekends, and vacation periods. Students find these experiences to be valuable, teaching them how to provide excellent patient care in a condensed time frame. Students may elect to participate in externships to specialty programs during academic break periods.

Behavioral science aspects of ethics, communication, human resource and practice management, and dental jurisprudence are integrated across 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 during the third year.

Students are counseled individually with regard to establishing a practice and applying for postgraduate education. A weekend conference in the senior year acquaints students with opportunities for postgraduate education and with alumni views of the realities of dental practice.

**Admission Requirements**

**Doctor of Dental Surgery Requirements**

Details on admissions requirements for the Doctor of Dental Surgery degree are found here [http://dental.pacific.edu/academic-programs/doctor-of-dental-surgery/dds-admissions-requirements](http://dental.pacific.edu/academic-programs/doctor-of-dental-surgery/dds-admissions-requirements). From here [http://dental.pacific.edu/academic-programs](http://dental.pacific.edu/academic-programs) you can navigate to admissions requirements for all degrees offered at the School of Dentistry.

**Bachelor of Arts in Applied Sciences**

In conjunction with the School of Pharmacy and Health Sciences, students who matriculate at the School of Dentistry without a baccalaureate degree can apply for the degree of Bachelor of Arts in Applied Sciences. Transcripts of interested students are sent to the associate dean in PHS for evaluation. Students who meet the requirements for the BAAS will be notified and are eligible to receive the diploma upon successful completion of dental school.

**Admission with Advanced Standing**

Only under unusual and compelling circumstances does the School of Dentistry accept transfer students. Incompatibility of dental education programs generally inhibits transition from another dental school to the University of the Pacific's program. Students requesting such classification usually join the first-year class. No student will be admitted to advanced standing beyond the second year. Special action regarding transfer is required.

**Doctor of Dental Surgery**

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences with Laboratory*</td>
<td>4</td>
</tr>
<tr>
<td>General Physics with Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Inorganic Chemistry with Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Organic Chemistry*</td>
<td>2</td>
</tr>
<tr>
<td>English Composition, Communication or Speech**</td>
<td>2</td>
</tr>
</tbody>
</table>

* Predental students are strongly advised to complete one course in anatomy and 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 statistics, 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

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.

**International Dental Studies**

Through the Division of International Dental Studies (IDS), the opportunity to earn the Doctor of Dental Surgery degree is available to qualified internationally-educated dentists. 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
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 diploma (any degree in a language other than English must be accompanied by a certified translation from a bona fide 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 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 written in English by U.S. or international dental professionals (dentists, dental school faculty)
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/.
Endodontics

How to Apply

The Department of Endodontics participates in the American Dental Education Association’s Postdoctoral Application Support Service (PASS), a centralized application service for more than 400 participating postdoctoral dental education programs. Applicants can complete an online application or download a copy of the application form from the PASS website (http://www.adea.org/dental_education_pathways/pass/Applicants/Pages/default.aspx).

- Completed application materials must be received by PASS prior to their deadline. Check their website for the application deadline.
- The completed PASS application and all supporting documents must be received by the admissions committee for the Advanced Education Program in Endodontology before July 11, 2019.
- A non-refundable fee of $40 must be submitted along with your application. Pay application fee here › (https://sfdental.pacific.edu/secure/EndoAppFee.aspx)

Factors considered for possible admission include:

- Possession of a doctoral degree in dentistry (DMD, DDS, BDS);
- Excellence in predental and dental school academic achievement;
- Dental class standing;
- Advanced Dental Admissions Test (ADAT);
- Practice, teaching and research experience;
- Possession of advanced academic degree(s);
- Dental National Board Examination scores; and
- Letters of recommendation.

Disclaimer

The school reserves the right to modify or change admission standards or requirements at any time without prior notice and effective immediately. The information provided on this site cannot be regarded as creating a binding contract between the student and the school.

Contact:
Gloria Sue, Admissions Advisor
415.929.6677 / gsue@pacific.edu

Orthodontics

How to Apply

The Department of Orthodontics participates in the American Dental Education Association’s Postdoctoral Application Support Service (PASS), a centralized application service for more than 400 participating postdoctoral dental education programs. Applicants can complete an online application or download a copy of the application form from the PASS Web site (https://portal.passweb.org).

- Completed application materials must be received by PASS prior to their deadline. Check their Web site for the application deadline.
- The completed PASS application and all supporting documents must be received by the admissions committee for the Graduate Orthodontics Program by August 15, 2019.
- A non-refundable fee of $40 must be submitted along with your application. Pay application fee here › (https://sfdental.pacific.edu/secure/OrthoAppFee.aspx)

Factors considered by the Graduate Orthodontics Program Admissions Committee include:

- Possession of the doctoral degree in dentistry;
- Excellence in predental and dental school academic achievement;
- Dental class standing;
- Graduate Record Examination (GRE) score (Institutional Code 4065 / Department Code 0604);
- Advanced Dental Admissions Test Scores will be accepted but not required;
- Dental Match Program code;
- Practice, teaching and research experience;
- Possession of advanced academic degree(s);
- TOEFL scores (for international students only — Institutional code 4892 / Department Code 38);
- Dental National Board Examination scores;
- Letters of recommendation; and
- Course by Course evaluation of dental school transcripts — for international applicants (only evaluations by ECE will be accepted).

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Contact:
Gloria Sue, Admissions Advisor
415.929.6677 / gsue@pacific.edu

Advanced Education in General Dentistry

Applicants must show record they have graduated from North American dental school. There is no tuition to participate in the program; residents receive an educational stipend. The program uses the American Dental Education Association’s PASS/MATCH application service to receive application materials. For further information on the Pacific AEGD program application process, please click here (http://dental.pacific.edu/academic-programs/residency-and-graduate-programs/advanced-education-in-general-dentistry/application-process). To learn more about the Union City Dental Care Center, please click here (http://www.unioncitydentalcare.com).

Oral Surgery

To apply to the program, a candidate requires an undergraduate degree, transcripts showing a DDS or DMD degree, a completed PASS application, National Board of Medical Examiners (NBME) Comprehensive Basic Science Examination (CBSE) score, and three letters of recommendation. University of the Pacific/Highland participates in the National Matching Service. Please see the Alameda Health System webpage (http://www.alamedahalthsystem.org/oral-and-maxillofacial-surgery) for complete admission requirements.

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.

In addition to successfully completing their program, Pacific PA students are required to pass the Physician Assistant National Certifying Examination (PANCE) as required by regulatory agencies in order to enter into practice.

**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 (https://dental.pacific.edu/academic-programs/residency-and-graduate-programs/master-of-physician-assistant-studies?utm_source=Link&utm_medium=Redirect&utm_campaign=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 Health Care Experience**

We do not consider one type of clinical experience greater than another (i.e. experience as an RN is not more valued than that of a medical assistant). Experience may be paid or unpaid. There is not a published list of health care professions the program considers suitable for clinical experience. At a minimum, the applicant’s clinical experience should include one of the following:

- Collecting, and/or reporting in the patient’s chart, data necessary to establish a diagnosis or evaluate the progress of the patient’s treatment plan;
- Assisting a health care worker in the performance of diagnostic, therapeutic, or surgical procedures;
- Under the supervision of a health care provider administering or dispensing medications;
- Other work involving direct patient contact and interaction.

**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/CLEP courses to fulfill science prerequisites.*

**General Chemistry:** Two courses with a minimum of 1 lab. Total of 8 semester units or 12 quarter units. Should be a course sequence designed for chemistry majors.

**Biological Sciences:** Two courses with a minimum of 1 lab. Total of 6 semester or 9 quarter units. Should be a course sequence designed for biology majors.

**Human Anatomy:** One course with lab is required. Total of 4 semester or 5 quarter units with lab (or combined Anatomy & Physiology). Lab recommended, but not required.

**Human Physiology:** One course is required. Total of 4 semester or 5 quarter units (or combined Anatomy & Physiology). Lab recommended, but not required.

**Microbiology:** One course is required. Total of 3 semester units or 4 quarter units. Lab recommended, but not required.

**Prerequisite Non-Science Courses**

**Math:** One course in Statistics is required. Total of 3 semester or 4 quarter units.

**Psychology:** One course in General or Abnormal Psychology is required. Total of 3 semester or 4 quarter units.

**English Composition:** Important! Pacific will NOT accept online or AP/CLEP courses to fulfill composition requirements. One course in Composition is required. Total of 3 semester units or 4 quarter units.

**Technical Standards**

Students must be able to achieve and maintain certain technical standards of knowledge and skill in order to successfully complete the PA Program. The technical standards in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of non-academic essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional clinical practitioner. Students must attest to their ability to meet these technical standards prior to matriculation.

Health and Communicable Disease Clearance

Students must provide documentation of general health and the ability to meet technical standards. Additionally, students are required to provide documentation demonstrating communicable disease clearance. Additional information regarding clearance requirements may be found on Pacific’s student health website.

Background Clearance

The Program requires students to undergo background screenings prior to matriculation and periodically throughout enrollment. Students have a fiduciary responsibility for the costs associated with the background screening. Background screening will be completed on all students at matriculation and prior to placement on clinical rotations. Applicants are required to be truthful when completing their application in the CASPA system. Discrepancies noted on the pre-matriculation background screening will be investigated and may result in denial of matriculation. Some clinical rotation sites require an additional background screening immediately prior to the start of the rotation, therefore students may be required to complete multiple background screenings throughout enrollment. Facts uncovered as a result of the background screening which could preclude licensure and/or practice in the profession may impact the student’s ability to begin or continue in the program.

Pending Criminal Action Decisions

Applicants offered admission who have pending criminal charges must have adjudication of the offense(s) completed prior to matriculation. Applicants offered admission who fail to complete adjudication of the offense(s) prior to matriculation, or are convicted of a misdemeanor or higher crime, will have their offer of acceptance withdrawn. Persons currently under the command of the criminal justice system will not be accepted for admission.

Toxicology Clearance

The Program requires students to undergo toxicology screenings prior to matriculation and periodically throughout enrollment. Students have a fiduciary responsibility for the costs associated with toxicology screening. Toxicology screening will be completed on all students prior to matriculation, randomly throughout enrollment and prior to placement on clinical rotations. Toxicology screening may be via urine or serum. Some clinical rotation sites require an additional toxicology screens immediately prior to the start of the rotation, therefore students may be required to complete multiple screens throughout enrollment. The Program requires the authorization by each student for a urine toxicology screen prior to matriculation into the Program. Abnormalties noted on the pre-matriculation toxicology screening will be investigated and may result in denial of matriculation.

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.
- Note: WES does not evaluate all Caribbean medical schools. If you attended a school that World Education Services (WES) will not evaluate, your transcripts will not be considered as part of your application. Applicants will still be required to demonstrate that all prerequisites have been met with the exclusion of the affected 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 (https://www.ets.org/toefl/ibt/scores) website. View the TOEFL flowchart (http://dental.pacific.edu/Documents/academicprograms/mpas/TOEFL%20Flowchart.pdf) 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 the 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.

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<th>First Year</th>
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<tbody>
<tr>
<td>Spring</td>
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<tr>
<td>MPAS 200</td>
<td>Clinical Medicine I - Foundations (Anatomy)</td>
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<tr>
<td>MPAS 201</td>
<td>Clinical Medicine I - Foundations (Pathophysiology)</td>
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<tr>
<td>MPAS 211</td>
<td>Pharmacology and Therapeutics I</td>
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<td>MPAS 221</td>
<td>Behavioral Sciences I</td>
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<tr>
<td>MPAS 231</td>
<td>Professional Practice and the Health System I</td>
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<td>MPAS 241</td>
<td>Clinical Skills I</td>
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<td>Summer</td>
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<td>MPAS 202</td>
<td>Clinical Medicine II</td>
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<td>MPAS 212</td>
<td>Pharmacology and Therapeutics II</td>
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<td>MPAS 222</td>
<td>Behavioral Sciences II</td>
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<td>MPAS 232</td>
<td>Professional Practice and the Health System II</td>
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<td>MPAS 242</td>
<td>Clinical Skills II</td>
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<td>Fall</td>
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<td>MPAS 203</td>
<td>Clinical Medicine III</td>
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<td>MPAS 213</td>
<td>Pharmacology and Therapeutics III</td>
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<td>MPAS 223</td>
<td>Behavioral Sciences III</td>
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<td>MPAS 233</td>
<td>Professional Practice and the Health System III</td>
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<td>MPAS 243</td>
<td>Clinical Skills III</td>
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<td>Spring</td>
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<tr>
<td>MPAS 205</td>
<td>Preparation for Clinical Practice</td>
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<tr>
<td>MPAS 215</td>
<td>Primary Care I</td>
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<tr>
<td>MPAS 216</td>
<td>Primary Care II</td>
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<tr>
<td>MPAS 219</td>
<td>Advanced Clinical Skills</td>
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<td>Summer</td>
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<tr>
<td>MPAS 217</td>
<td>Primary Care III</td>
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<tr>
<td>MPAS 225</td>
<td>Primary Care/Pediatrics</td>
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<tr>
<td>MPAS 235</td>
<td>Primary Care/Women's Health</td>
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<tr>
<td>MPAS 245</td>
<td>Primary Care/Behavioral and Mental Health</td>
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<td>Fall</td>
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<tr>
<td>MPAS 255</td>
<td>Internal Medicine</td>
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<td>MPAS 265</td>
<td>Surgery</td>
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<td>MPAS 275</td>
<td>Emergency Medicine</td>
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<td>Elective Rotation</td>
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<th>Third Year</th>
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<tr>
<td>Spring</td>
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<tr>
<td>MPAS 218</td>
<td>Periodic and Summative Evaluations/Capstone</td>
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<tr>
<td>2 Elective Rotations</td>
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<td>Total Hours</td>
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Physician Assistant Courses

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 prossections, 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, 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, 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.
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 (cognate)
- Social and Educational Entrepreneurship (cognate)

Mission

Benerd prepares thoughtful, reflective, creative, caring and collaborative professionals for service to diverse populations through personalized and transformational 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 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 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 program advisor within the first semester of enrollment to develop a plan of study. 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 K12 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. Objective 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 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 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 waiver 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 209D. Principles of Design in Education. 3 Units.
Explore principles of design, the design thinking process, and how to design new processes within educational settings.

EDUC 209M. Models of Learning. 3 Units.
Explore new models of learning and design plans to implement models in real educational settings.

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 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 strategies 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. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Prerequisites: admission to Teacher Education program with 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 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 140, 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 emphasis includes 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. Digital and Blended Learning. 3 Units.
In this course students will explore and apply digital and blended learning models to design technology-enhanced 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 292G. Special Projects Fieldwork. 1-6 Units.
EDUC 292H. Advanced Fieldwork in Bilingual Education. 1-6 Units.
EDUC 293. 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 295D. Trends in Health Professions Education. 3 Units.
Focused on the changing landscape and shifting paradigm in healthcare and health professions education, and what we can do as educators in response to the opportunities and challenges brought by the new learning needs of students, diverse patient population, evolving technology, and emerging pedagogical models. Key trends and hot topics in curriculum design, instruction, and technology in the health sciences will be examined and discussed.

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 295I. Innovative Learning Environments. 3 Units.
Investigate the impact of learning environments and design learning environments for specific contexts.

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 295P. Teaching and Assessment in Health Professions Education. 3 Units.
Focused on assisting faculty in the health professions and others who support them to understand and implement effective teaching and assessment strategies. Addresses the knowledge, skills, and dispositions expected from a professional educator within the specific context of health professions.

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 296T. Integrative Capstone in Innovative Teaching and Learning. 1-4 Units.
Provides the culminating experience of the program, including a teaching and learning-related fieldwork project to apply innovation skills through integration of research, theory, and practice.
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 324. 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 neuropsychology.

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 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 372M. Measuring Social Impact. 3 Units.
Provides knowledge, skills, and experience to evaluate and iteratively develop social and educational change initiatives.

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 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 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, essay(s) following program guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation that attest 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

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 140</td>
<td>Transformational Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 154/254</td>
<td>Productive Learning Environments for Diverse Secondary Classrooms</td>
</tr>
<tr>
<td>EDUC 204</td>
<td>Pluralism in American Education</td>
</tr>
</tbody>
</table>

II. Field Experience and/or Research:

Select 4-6 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Techniques of Research</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Statistical Thinking and Communication</td>
</tr>
<tr>
<td>EDUC 221</td>
<td>Research in Second Language Acquisition</td>
</tr>
<tr>
<td>EDUC 246</td>
<td>Teaching as Reflective Inquiry I</td>
</tr>
<tr>
<td>&amp; EDUC 266</td>
<td>Teaching as Reflective Inquiry II</td>
</tr>
<tr>
<td>&amp; EDUC 276</td>
<td>Teaching as Reflective Inquiry III</td>
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<tr>
<td>EDUC 274</td>
<td>Action Research</td>
</tr>
<tr>
<td>EDUC 296</td>
<td>Integrative Capstone in Innovative Leadership</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Program Evaluation</td>
</tr>
</tbody>
</table>

Other approved research courses

Field Experience Course Options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 170/270</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>or EDUC 171/271</td>
<td>Professional Practice Music</td>
</tr>
<tr>
<td>SPED 198M</td>
<td>Directed Teaching: Mild/Moderate</td>
</tr>
<tr>
<td>&amp; SPED 298M</td>
<td>Directed Teaching: Special Education (Mild/Moderate)</td>
</tr>
<tr>
<td>or SPED 198S/298S</td>
<td>Directed Teaching: Moderate/Severe</td>
</tr>
<tr>
<td>SPED 298IM</td>
<td>Internship: Mild/Moderate</td>
</tr>
<tr>
<td>SPED 298IS</td>
<td>Internship: Moderate/Severe</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 215</td>
<td>Creativity and Ideation</td>
</tr>
<tr>
<td>EDUC 279</td>
<td>Innovation in Education</td>
</tr>
</tbody>
</table>
As stated in the current Graduate Academic Calendar. As noted above, the dissertation must be submitted by the appropriate deadlines or an application of existing knowledge to the candidate's special field of study. The dissertation must present either a contribution to knowledge and/or understanding, or a contribution to the candidate's ability to undertake doctoral studies. Evidence of qualities and character in keeping with the philosophy attests to the candidate's ability to undertake doctoral studies.

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 (cognate)
- Social and Educational Entrepreneurship (cognate)

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 (master's degree for admission to doctoral programs).
3. A completed application portfolio to the Graduate School, an essay(s) following concentration-specific 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. Interviews with faculty 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 Program Lead for additional information.

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.

Students who receive the EdS degree and then decide to apply to the EdD or who are seeking the degrees concurrently may count 28 units from their EdS degree towards their EdD. Students need to obtain a minimum of 28 units beyond the EdS to obtain the EdD.

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, 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>Statistical Thinking and Communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 322</td>
<td>Qualitative Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 325</td>
<td>Quantitative Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 352</td>
<td>Applied Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 354</td>
<td>Applied Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Applied Inquiry III</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 358</td>
<td>Applied Inquiry IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option B** - A minimum of 21 units. Required for Educational Psychology and Specialization in Counseling Psychology concentrations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Statistical Thinking and Communication</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 325</td>
<td>Quantitative Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 326</td>
<td>Applied Multiple Regression</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 327</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 352</td>
<td>Applied Inquiry I</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Research and Dissertation

(Minimum 5 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 399</td>
<td>Doctoral Dissertation</td>
<td>2-5</td>
</tr>
</tbody>
</table>

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

**Cognate Concentrations**

**Organizational Learning and Effectiveness**

Select 12 units from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 211</td>
<td>Facilitation of Projects and Initiatives</td>
<td></td>
</tr>
<tr>
<td>EDUC 235</td>
<td>Design Thinking for Organizational Analysis</td>
<td></td>
</tr>
<tr>
<td>EDUC 236</td>
<td>Prototyping for Organizational Improvement</td>
<td></td>
</tr>
<tr>
<td>EDUC 237</td>
<td>Organizational Learning</td>
<td></td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Organizational Change and Consulting</td>
<td></td>
</tr>
</tbody>
</table>

**Social and Educational Entrepreneurship**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 215</td>
<td>Creativity and Ideation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 287</td>
<td>Educational and Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 366</td>
<td>Seminar: Marketing and Public Relations in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 377</td>
<td>Design Thinking &amp; Lean Startup for Social Impact</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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
Programs Offered

Doctor of Juridical Science (JSD) with concentrations in:

• International Water Resources
• International Legal Studies

Dual Degrees in:

• JD/MPP
• JD/MPA
• BA Environmental Studies and Law/JD
• BA Geological & Environmental Sciences and Law/JD
• BA Political Science/MPP

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:

• Capital Policy Making
• Environmental and Water Policy
• Policy Change, Institutional Reform, Sustainability
• Public and Non Profit Leadership

Mater of Public Policy (MPP) with concentrations in:

• Capital Policy Making
• Environmental and Water Policy
• Public and Non Profit 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. Gifford 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.
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 Antiqua, 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 prisoners 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
Linda Allison, Chief Assistant, Federal Defender, Eastern District of California, B.A., University of Arizona, J.D., University of Arizona College of Law

Louis Anapolsky, Partner, Knox Lemmon Anapolsky & Schrimp LLP, B.A., University of California, Santa Barbara, J.D., McGeorge School of Law, University of the Pacific

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Aimee Martin, Hometown: Clayton, Calif., Undergraduate: U.C. Berkeley, Major: History, Year/Track: 4L
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Richard Montarbo
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David Shaw, California National Guard, B.A., California State University, Sacramento, J.D., McGeorge School of Law, University of the Pacific


John Cary Sims, Professor of Law, Member of the Editorial Board, Journal of National Security Law & Policy, A.B., Georgetown University, J.D., Harvard University

Brian Slocum, Ph.D., Professor of Law, B.B.A., Pacific Union College, J.D., Harvard Law School, M.A., Linguistics, University of California, Davis, Ph.D., Linguistics, University of California, Davis

Joseph Smallhoover, Attorney at Law, Bryan Cave, Paris, A.B., Duke University, M.A., University of Virginia, J.D., University of Pittsburgh

Keith Smith, Associate Professor, Political Science at University of the Pacific, B.A., Political Science, Pepperdine University, Master of Public Management, University of Maryland, Master of Arts, Political Science, University of California Berkeley, Ph.D., Political Science, University of California Berkeley

JoAnne Speers, Adjunct Professor of Public Policy, B.A., UC Berkeley, J.D., UC Berkeley, M.P.P., UC Berkeley

John Sprankling, Distinguished Professor of Law, B.A., University of California, Santa Barbara, J.D., University of California, Berkeley, J.S.M., Stanford University

Edward Telfeyan, Professor of Lawyering Skills, Director, Moot Court Program, Co-Director of the Center for Advocacy and Dispute Resolution, B.A., Gettysburg College, J.D., McGeorge School of Law

Stephanie Thompson, Professor of Lawyering Skills, B.A., University of California, Davis, J.D., Georgetown University Law Center

Colleen Truden, Lecturer in Law, Director, Externship Program, B.A., Taylor University, J.D., Valparaiso University School of Law, L.L.M., McGeorge School of Law, University of the Pacific

Wim van Rooyen, Adjunct Professor of Law, United States District Court for the Eastern District of California, B.A., University of Texas, J.D., Texas Wesleyan University School of Law

Mark Velasquez, Adjunct Professor of Law, Law Office of Mark R. Velasquez, B.A., Rutgers University, J.D., McGeorge School of Law

Michael Vitiello, Distinguished Professor of Law, B.A., Swarthmore College, J.D., University of Pennsylvania

Dan Wadhwani, Ryan Wood, Partner, Stoel Rives LLP, B.A., California State University Sacramento, J.D., McGeorge School of Law

William Wieck, Chester Adgate Congdon Professor of Public Law and Legislation Emeritus, Syracuse Law, B.A., Catholic University of America, LL.B., Harvard Law School, Ph.D., University of Wisconsin (Madison)
James Wirrell, Assistant Dean for Library Services, B.A., Simon Fraser University, M.C.S., Regent College, LL.B., University of British Columbia, J.D., M.S.L.I.S., University of Illinois at Urbana-Champaign

Jarrod Wong, Professor of Law, Co-Director, McGeorge Global Center for Business and Development, Director, International Certificate of Concentration, B.A., Cambridge University, LL.M., University of Chicago, J.D., University of California, Berkeley

Kojo Yelpaala, Professor of Law, B.L., LL.B., University of Ghana, M.B.A., Bowling Green State University, Msc., S.J.D., University of Wisconsin

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 106. Property. 2-4 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 107. Civil Procedure and Practice. 2-4 Units.
The right to a jury trial in civil matters; and issues of finality of judgments; appropriate examples drawn from California law.

LAW 108. 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 109. 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 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; parol 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 119. Structured Study Group. 0 Units.
This is a make up period that is blocked off on student schedules to allow for make-up class time. Students will not receive credit for this course and it will not appear on final transcript upon completion of the term. This course block may not be used every week and professors for first year courses will indicate to students in class the dates that they will need to appear.

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 personality, 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 other principles and 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.
This course addresses business associations law issues that arise in firms having few owners (closely held businesses), whether conducted as partnerships, limited partnerships, limited liability partnerships, limited liability companies or closely held corporations. It is designed to go beyond the abbreviated coverage of these topics in the Business Associations course. This course should be useful for students interested in representing closely held businesses and their owners (or who anticipate operating their own business). It also provides additional exposure to issues in Business Associations that might appear on the bar examination.

LAW 216. The Business of Lawyer. 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 217. Leadership in Organizations for Graduate Students. 1 Unit.
This online course explores skills necessary for professional competency and excellence in 21st century organizations. Working in and with public agencies is emphasized. Topics covered may include teams in organizations, cross-cultural dynamics, professional work product and communications, and professional ethics. Focus will be given to case studies and practical exercises. Open only to graduate students.

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 621, OR THE EQUIVALENTS.
Prerequisite: PRIOR OR CONCURRENT ENROLLMENT IN LAW 230 OR

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LAW 235. Environmental Practice. 3 Units.
This case study course explores legal and practical challenges associated with environmental permitting for a hypothetical project involving wetland and endangered species issues. Participants will learn about natural resources law and policy by simulating permit acquisition and regulatory compliance under key federal and state laws related to wetlands and endangered species. Participants will review water resource and environmental compliance approaches for real-life projects, explore practical options for resolving natural resources issues, and develop professional presentation skills. This course is appropriate for students seeking careers in federal, state or local agencies, private firms, non-profit organizations, and the legislative sphere. The skills learned in this course are essential for natural resources attorneys and also helpful to many practice areas including business, finance, general litigation, administrative, municipal, legislative, and others. Prior or concurrent enrollment in LAW 510 Natural Resources Law, LAW 507 Environmental Law or equivalents helpful but not required (Practitioners may enroll with permission of the professor.) 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 interests; 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 I 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; studies student 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 307. Water and Environmental Research Seminar. 2-3 Units.
California faces serious challenges related to diminishing water supply
and the deterioration of environmental quality and ecological systems.
This course will provide students with a primer in databases and sources
relevant to interdisciplinary research. Students enrolled will receive
supervision and instruction in conducting legal research and drafting
legislative and regulatory proposals informed by scientific data. Students
will produce research materials that provide objective recommendations
for the direction of California water and environment law and policy.
Enrollment limit. Prerequisites. Successful completion of any of the
following courses: Administrative law, Environmental law, International
Environmental Law, International Water Resources Law, Land Use Law,
Natural Resources Law, Water Resources Law, Water and Environmental
Practice A or B.

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 502. The Executive Branch and the Administrative State. 3 Units.
This online course explores regulatory institutions and processes at the state and federal levels, with a focus on the relationship between the executive branch, the legislature and courts. The course will provide opportunities for development of practical skills such as drafting regulations and participating in the regulatory process, including commenting on agency action and responding to comments. Focus will be given to understanding the role of policy and methods for marshalling and assessing technical information.

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 505. Legislatures and Lawmaking. 3 Units.
This online course explores legislative institutions and lawmaking processes in state and federal government as well as basic principles of judicial review of legislative action. The course will provide opportunities for development of practical skills such as drafting statutory language, preparing and assessing bill analyses, commenting on legislation, and participating in the legislative process. Open only to graduate students.

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 561. Representing Local Agencies. 1 Unit.
This active learning course examines the various roles of an attorney representing a local agency. These roles are studied in a variety of contexts, including public hearings, closed meetings, administrative hearings, and through the course of communications with the client. The course begins with a brief review of the structure of local governments. Through interactive team exercises and mock hearings, students develop and demonstrate appropriate responses to client issues. Students learn the distinctions between advocating for a client as opposed to providing neutral legal advice or assessing risk while gaining familiarity with the attorney-client and attorney work product privileges. Enrollment limit. (Practicum).

LAW 567. Election Law. 2 Units.
A case law study of the political process at the state and local levels. Areas covered include voting and representation, redistricting, minority voting rights, campaign finance, bribery, political parties and the initiative and referendum process.

LAW 567-O. Election Law - Online. 3 Units.
This course will cover the main doctrinal concepts that are necessary to the practice of Election law, as well as offer practical assignments common in the the day to day practice of political law attorneys. Coverage includes constitutional law principles, campaign finance law, election administration, and the Voting Rights Act, among other topics. The online version is taught as a three-unit course and is only open to graduate students.

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 576-O. Government Law & Policymaking. 3 Units.
This online 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 other federal and state 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. Open only to graduate students.

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 675. U.S. & International Sale of Goods. 2 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 I 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. Prerequisite: Contracts.

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. 3 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 gambling 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 6990. Corp Gov & Human Rights. 1 Unit.
LAW 699P. Democracy & the Rule of Law. 1 Unit.

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 drafting 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. 1-2 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. The one-unit version is taught either as a hybrid or online course, and is only open to graduate law students. 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 722. 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 and 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 800. Client Interviewing and Counseling. 2 Units.
A survey of, and practice in, the basic techniques of interviewing and counseling clients within the framework of a multitude of legal problems. The course also covers the basic principles and techniques of negotiating the resolution of legal disputes. (P/F).

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. 1 Unit.
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.
Students review and analyze selected California legislation. Work is performed during summer and fall. Academic credit varies. (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 preplacement 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 courtroom 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. 3 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 218. Professional Skills. 1 Unit.
Develops professional skills in writing and presentation. Exercises establish the high standards required in professional work in the public sector. Contrasts colloquial, advocacy and discipline-based academic communications vs. professional work products used in the making and implementation of public policies to clarify norms and the writing and presentation competencies required in these roles.

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 223. 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 224. 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 223: 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 complex organizational behavior in public and nonprofit organizations, including motivation, diversity, communications, decision-making, power, conflict, culture, and change. Explicit attention to strategic leadership, including responsibilities for organization structures and their internal and external relationships, managing human capital, group development and performance, and political and symbolic roles.

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. Effective Public Professionals. 3 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, or (3) a project for an actual client. The goal is strengthening knowledge and competencies for sustained, long-term effectiveness. Much class work is undertaken by teams.

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 289. 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
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.

Dual Degree Programs
McGeorge has two dual degree programs, in which — with advance approval — graduate credit earned in one program is accepted toward the degree from the other program.

JD/MPP Programs
A Master of Public Policy (MPP) degree, also offered through McGeorge School of Law, may be earned while pursuing the JD degree. The dual JD-MPP requires a minimum total of 115 units, typically adding a fourth year of enrollment for a Day Division student or a fifth year of enrollment for an Evening Division student. Students pursuing the JD/MPP Dual Degree must take only JD courses in their first year of enrollment and then both JD and PUB courses in subsequent years, consistent with academic advising for the two degrees. The GPA requirements for graduation of the two degrees must be met: A minimum of 2.33 for the JD and a minimum of 3.0 for the MPP, calculated on the basis of LAW courses taken toward the JD and on the basis of PUB courses taken toward the MPP.

Admission
Students must be admitted separately to the McGeorge School of Law JD Program and to the program that will confer the Master’s degree. Admittance to McGeorge’s JD Program does not guarantee admission into other degree programs, even those housed within the McGeorge School of Law.

Approval
JD students who want to pursue a dual degree should consult with the Assistant Dean for Student Affairs regarding their planned course of study. You can schedule an appointment with Dean Carr by contacting the Office of Student Affairs at sacstudentaffairs@pacific.edu or 916.739.7089. They should also schedule an appointment for the Program Director of the Master’s Degree program of interest at the earliest stages of planning. Students in the Directed Study Program may not pursue the JD/MPP dual degree without approval of both the Assistant Dean for Student Affairs and the MPP Program Director.

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.

JD Required Courses (LAW unless specified)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 100</td>
<td>Skills Lab- Torts</td>
<td>1</td>
</tr>
<tr>
<td>LAW 104</td>
<td>Legal Profession</td>
<td>1</td>
</tr>
<tr>
<td>LAW 105</td>
<td>Civil Procedure</td>
<td>2-4</td>
</tr>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 115</td>
<td>Criminal Law</td>
<td>2-4</td>
</tr>
<tr>
<td>LAW 122</td>
<td>Global Lawyering Skills I</td>
<td>2</td>
</tr>
</tbody>
</table>

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)

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 212</td>
<td>Intro. to Legal Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 518</td>
<td>Public Authority in Use</td>
<td>2</td>
</tr>
<tr>
<td>PUB 211</td>
<td>Conflicted, Complex, Uncertain</td>
<td>3</td>
</tr>
<tr>
<td>PUB 213</td>
<td>Enhancing Societal Capacity</td>
<td>3</td>
</tr>
<tr>
<td>PUB 214</td>
<td>Budgets, Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB 215</td>
<td>A Complex Public Policy Case</td>
<td>3</td>
</tr>
<tr>
<td>PUB 221</td>
<td>Economic Concepts and Tools</td>
<td>3</td>
</tr>
<tr>
<td>PUB 222</td>
<td>Finance for Public Policies</td>
<td>3</td>
</tr>
<tr>
<td>PUB 233</td>
<td>Public Manager Analytics</td>
<td>3</td>
</tr>
<tr>
<td>PUB 234</td>
<td>Advanced Policy Analytics</td>
<td>3</td>
</tr>
<tr>
<td>PUB 241</td>
<td>Leaders, Organization Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PUB 242</td>
<td>Systemic Change</td>
<td>3</td>
</tr>
<tr>
<td>PUB 291</td>
<td>Externship</td>
<td>3</td>
</tr>
<tr>
<td>Required units (core)</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Electives toward area of concentration</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Other Programs, including JD & MPA
McGeorge School of Law also offers a Master of Public Administration (MPA) degree of possible interest to JD students. The MPA may be earned in an additional year of enrollment by taking selected PUB courses as electives toward the JD. Upon graduation from the JD program, a student can be admitted to the MPA program, transferring up to 9 credits (including PUB courses) toward the MPA degree. Any student interested in pursuing the MPA should seek advising from that program as soon as their interest develops.

Occasionally, a student may be interested in pursuing a Master’s degree in an area in which a dual degree program is not available, such as history, international relations, or social work. The student should consult with the Assistant Dean for Student Affairs to determine if any credit for the Master’s program coursework would be accepted by McGeorge. Upon approval of a written proposal, up to 9 units of credit may be accepted toward the JD degree.

Bachelor of Arts in Political Science/ Master of Public Policy Blended Program
Students must complete a minimum of 150 units with a Pacific cumulative and school/program grade point average of 2.0 in order to
earn the Bachelor of Arts in Political Science degree and a 3.0 in the Master of Public Policy degree.

For the requirements of the Bachelor of Arts in Political Science: https://nextcatalog.pacific.edu/stockton/general/collegeofthepacific/politicalscience/©majortext

**Master of Public Policy Requirements**

Minimum of 15 courses to include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 212</td>
<td>Intro. to Legal Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>PUB 218</td>
<td>Professional Skills</td>
<td>1</td>
</tr>
<tr>
<td>PUB 211</td>
<td>Conflicted, Complex, Uncertain</td>
<td>3</td>
</tr>
<tr>
<td>PUB 213</td>
<td>Enhancing Societal Capacity</td>
<td>3</td>
</tr>
<tr>
<td>PUB 214</td>
<td>Budgets, Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB 222</td>
<td>Finance for Public Policies</td>
<td>3</td>
</tr>
<tr>
<td>PUB 234</td>
<td>Advanced Policy Analytics</td>
<td>3</td>
</tr>
<tr>
<td>PUB 241</td>
<td>Leaders, Organization Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PUB 242</td>
<td>Systemic Change</td>
<td>3</td>
</tr>
<tr>
<td>PUB 252</td>
<td>Effective Public Professionals</td>
<td>3</td>
</tr>
<tr>
<td>or LAW 215</td>
<td>A Complex Public Policy Case</td>
<td></td>
</tr>
<tr>
<td>or LAW 291</td>
<td>Externship</td>
<td></td>
</tr>
</tbody>
</table>

**Completion of one of the following areas of concentration:**

- Environmental and Water Policy (at least 9 units total)
- At least one of the following (other may be elective)
  - LAW 230 | Water Resources Law                           | 3     |
  - LAW 507 | Environmental Law                             | 3     |
  - LAW 235 | Environmental Practice                        | 3     |
  - LAW 307 | Water and Environmental Research Seminar      | 2-3   |
  - LAW 500 | Administrative Law                            | 3     |
  - LAW 501 | CA Environ. Cases & Places                    | 1-2   |
  - LAW 509 | Special Topics in Environmental Law           | 2     |
  - or LAW 510 | Natural Resources Law                         | 3     |
  - or PUB 219 | Directed Research                             | 1-3   |

**Capital Policy Making (10 units total)**

- LAW 513 | California Lobbying & Politics                | 2     |
- LAW 576 | Intro to Capital Lawyering                    | 2     |
- LAW 822 | Lawmaking in California                       | 2     |

**Reservation of Right to Modify**

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

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 100</td>
<td>Skills Lab-Torts</td>
<td>1</td>
</tr>
<tr>
<td>LAW 104</td>
<td>Legal Profession</td>
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</tr>
<tr>
<td>LAW 105</td>
<td>Civil Procedure</td>
<td>4</td>
</tr>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 115</td>
<td>Criminal Law</td>
<td>2-4</td>
</tr>
<tr>
<td>LAW 122</td>
<td>Global Lawyering Skills I</td>
<td>2</td>
</tr>
<tr>
<td>LAW 125</td>
<td>Property</td>
<td>4</td>
</tr>
<tr>
<td>LAW 131</td>
<td>Torts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LAW 163</td>
<td>Constitutional Law</td>
<td>4</td>
</tr>
<tr>
<td>LAW 174</td>
<td>Evidence</td>
<td>4</td>
</tr>
<tr>
<td>LAW 182</td>
<td>Global Lawyering Skills II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Second or Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 185</td>
<td>Professional Responsibility</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 3 units of Experiental Curriculum from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 747</td>
<td>Elder &amp; Health Law Clinic</td>
<td></td>
</tr>
<tr>
<td>LAW 853</td>
<td>Legislative &amp; Public Policy Clinic</td>
<td></td>
</tr>
<tr>
<td>LAW 859</td>
<td>Small Business Law Clinic</td>
<td></td>
</tr>
<tr>
<td>LAW 865</td>
<td>Immigration Clinic</td>
<td></td>
</tr>
<tr>
<td>LAW 874</td>
<td>Federal Defender Clinic</td>
<td></td>
</tr>
<tr>
<td>LAW 875</td>
<td>Bankruptcy Clinic</td>
<td></td>
</tr>
<tr>
<td>LAW 909</td>
<td>Prisoner Civil Rights Mediation Clinic</td>
<td></td>
</tr>
<tr>
<td>LAW 954</td>
<td>Externship</td>
<td></td>
</tr>
<tr>
<td>LAW 956</td>
<td>Externship - Judicial</td>
<td></td>
</tr>
<tr>
<td>LAW 957</td>
<td>Externship - Seminar</td>
<td></td>
</tr>
<tr>
<td>LAW 961</td>
<td>Externship - Semester in Practice</td>
<td></td>
</tr>
</tbody>
</table>

Select 8 units of Simulation and Practicum courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 209</td>
<td>Local Agency Practice</td>
<td></td>
</tr>
<tr>
<td>LAW 210</td>
<td>Business Planning</td>
<td></td>
</tr>
<tr>
<td>LAW 211</td>
<td>Entrepreneurial Management</td>
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<tr>
<td>LAW 216</td>
<td>The Business of Lawyering</td>
<td></td>
</tr>
<tr>
<td>LAW 235</td>
<td>Environmental Practice</td>
<td></td>
</tr>
<tr>
<td>LAW 257</td>
<td>Business Transactions: The Art of the Deal</td>
<td></td>
</tr>
</tbody>
</table>
**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).

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**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 100</td>
<td>Skills Lab - Torts</td>
<td>1</td>
</tr>
<tr>
<td>LAW 104</td>
<td>Legal Profession</td>
<td>1</td>
</tr>
<tr>
<td>LAW 105</td>
<td>Civil Procedure</td>
<td>4</td>
</tr>
<tr>
<td>LAW 115</td>
<td>Criminal Law</td>
<td>2-4</td>
</tr>
<tr>
<td>LAW 122</td>
<td>Global Lawyering Skills I</td>
<td>2</td>
</tr>
<tr>
<td>LAW 131</td>
<td>Torts</td>
<td>4</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 125</td>
<td>Property</td>
<td>4</td>
</tr>
<tr>
<td>LAW 163</td>
<td>Constitutional Law</td>
<td>4</td>
</tr>
<tr>
<td>LAW 182</td>
<td>Global Lawyering Skills II</td>
<td>2</td>
</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 174</td>
<td>Evidence</td>
<td>4</td>
</tr>
</tbody>
</table>

**Third or Fourth Year, or Any Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 185</td>
<td>Professional Responsibility</td>
<td>2</td>
</tr>
</tbody>
</table>

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

To stay on track for graduation, part-time students generally must take 2-5 units each summer.
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. 152)
- Capital Lawyering (p. 152)
- Environmental (p. 153)
- Health (p. 154)
- Intellectual Property (p. 154)
- International (p. 154)
- Tax (p. 155)
- Trial & Appellate Advocacy (p. 156)

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/Juris-Doctor-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
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/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 & Curriculum
Capital Lawyering students complete a minimum of 14 units from the courses listed below.

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 517 Statutes and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 576 Intro to Capital Lawyering</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Experiential Course, choose from:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 853 Legislative &amp; Public Policy Clinic</td>
<td>3</td>
</tr>
<tr>
<td>LAW 961 Externship - Semester in Practice</td>
<td>2-14</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>General Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 500 Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 503 Legislation and Statutory Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 706 Persuasive Public Speaking</td>
<td>2</td>
</tr>
<tr>
<td>LAW 802 Negotiation and Settlements Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>State Law Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 513 California Lobbying &amp; Politics</td>
<td>2</td>
</tr>
<tr>
<td>LAW 568 California Initiative Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAW 822 Lawmaking in California</td>
<td>2</td>
</tr>
<tr>
<td>LAW 922 Pacific Legislative Law Review</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Law Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 209 Local Agency Practice</td>
<td>2</td>
</tr>
<tr>
<td>LAW 235 Environmental Practice</td>
<td>3</td>
</tr>
<tr>
<td>LAW 560 Land Use Planning</td>
<td>2</td>
</tr>
</tbody>
</table>

14 units minimum
Offered only when there is a California election with initiatives on the ballot.

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.

<table>
<thead>
<tr>
<th>Requirement One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete both core courses, Administrative Law (<a href="http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?500">http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?500</a>) and Environmental Law (<a href="http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?507">http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?507</a>), 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.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Core Course (complete both courses)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 500 Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 507 Environmental Law</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 509 Special Topics in Environmental Law</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE COURSES (complete 5 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Recommended</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 230 Water Resources Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 235 Environmental Practice</td>
<td>3</td>
</tr>
<tr>
<td>LAW 501 CA Enviro. Cases &amp; Places</td>
<td>2</td>
</tr>
<tr>
<td>LAW 510 Natural Resources Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 560 Land Use Planning</td>
<td>2</td>
</tr>
<tr>
<td>LAW 620 International Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 621 International Water Resources Law Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

13 units minimum

Questions?
Contact Rachael Salcido (http://www.mcgeorge.edu/Rachael_Salcido.htm), Director of the Environmental Law Concentration
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.

<table>
<thead>
<tr>
<th>Required Core Courses (complete all)</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 500 Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 570 Health Law</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Courses (complete one course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Clinic or Externship with a health law focus (advance written approval required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE COURSES (complete one course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 304 Mental Health - Policy and Law</td>
</tr>
<tr>
<td>LAW 572 Public Health Law</td>
</tr>
<tr>
<td>LAW 579 Affordable Care Act Seminar</td>
</tr>
<tr>
<td>LAW 745 Elder Law and Social Policy</td>
</tr>
</tbody>
</table>

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

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/)
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.

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

SPECIALIZED DOCTRINAL COURSES (minimum 3 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 280</td>
<td>U.S. Antitrust and International Competition Law</td>
<td>2</td>
</tr>
<tr>
<td>LAW 375</td>
<td>U.S. Taxation of International Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAW 515</td>
<td>Conflict of Laws</td>
<td>3</td>
</tr>
<tr>
<td>LAW 550</td>
<td>Immigration Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAW 614</td>
<td>International Protection of Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>LAW 619</td>
<td>International Criminal Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 620</td>
<td>International Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 630</td>
<td>International Banking</td>
<td>2</td>
</tr>
<tr>
<td>LAW 654</td>
<td>European Union Law for International Business</td>
<td>1</td>
</tr>
<tr>
<td>LAW 694</td>
<td>International Dispute Resolution</td>
<td>1</td>
</tr>
<tr>
<td>LAW 705</td>
<td>Introduction to Space Law</td>
<td>1</td>
</tr>
</tbody>
</table>

Typically offered during Inter-American Summer Program in Guatemala.

Typically offered during McGeorge Summer Program in Salzburg.

15 units minimum

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 Directors may vary the requirements of this program in individual cases for good cause.

CORE COURSES (9 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 600</td>
<td>Public International Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 625</td>
<td>International Business Transactions</td>
<td>3</td>
</tr>
</tbody>
</table>

At least two of the following courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 65</td>
<td>Transnational Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 647</td>
<td>International Economic Law</td>
<td>2</td>
</tr>
</tbody>
</table>

EXPERIENTIAL AND CAPSTONE COURSES (minimum 3 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 608</td>
<td>International and Foreign Legal Research</td>
<td>1-2</td>
</tr>
<tr>
<td>LAW 621</td>
<td>International Water Resources Law Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LAW 631</td>
<td>International Negotiations</td>
<td>2</td>
</tr>
<tr>
<td>LAW 689</td>
<td>International Investor - State Arbitration</td>
<td>3</td>
</tr>
<tr>
<td>LAW 865</td>
<td>Immigration Clinic</td>
<td>3</td>
</tr>
</tbody>
</table>

Typically offered during Inter-American Summer Program in Guatemala.

Typically offered during McGeorge Summer Program in Salzburg.

15 units minimum

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.
Concentration.
A minimum of 18 units are required for the Trial & Appellate Advocacy concentration. The requirements of this program in individual cases for good cause. With prior written approval, the Concentration Director may vary the minimum to below. 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.

Questions?
Contact Professor Christine Manolakas (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/Area_of_Specialty/Concentrations/Trial_and_Appellate_Advocacy_Concentration/Trial_and_Appellate_Advocacy_Faculty.htm)

**Related Activities**
Experiential-Learning/Extership (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Extership.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.

Experiential (complete one course)

**CORE COURSES**

| 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 | 1 |
| **Capstone (complete one)** | | |
| LAW 807 | Advanced Appellate Advocacy Seminar | 2 |
| LAW 815 | Advanced Trial Advocacy | 3 |
| LAW 970 | Mock Trial Team | 1-3 |
| **ELECTIVE COURSES (complete one)** | | |
| LAW 209 | Local Agency Practice | 2 |
| LAW 400 | Advanced Criminal Procedure | 2 |
| LAW 401 | 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 | 1 |

18 units minimum

1 Students who have been granted a waiver from the graduation requirement are not relieved of this Concentration 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 (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/News/McGeorge_LL.M_Programs_on_InternationalJurist.htm), Transnational Business (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_TransnationalBusiness_Practice.htm) or Water Resources (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_Water_Resources.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_LL.M_Programs_on_InternationalJurist_Honor_Roll_for_Top_Value_and_Best_Law_Schools.htm) 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 980</td>
<td>LLM Legal Research, Writing and Analysis I</td>
<td>2</td>
</tr>
<tr>
<td>LAW 981</td>
<td>LLM Legal Research, Writing and Analysis II</td>
<td>2</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW 625</td>
<td>International Business Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAW 635</td>
<td>Transnational Litigation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 151</td>
<td>Business Associations</td>
<td>4</td>
</tr>
<tr>
<td>LAW 257</td>
<td>Business Transactions: The Art of the Deal</td>
<td>2</td>
</tr>
<tr>
<td>LAW 260</td>
<td>Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 255</td>
<td>Federal Securities Regulations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 261</td>
<td>Sales of Goods</td>
<td>3</td>
</tr>
<tr>
<td>LAW 265</td>
<td>Copyright Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 266</td>
<td>Patent Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 275</td>
<td>Survey of Intellectual Property Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 280</td>
<td>U.S. Antitrust and International Competition Law</td>
<td>2</td>
</tr>
<tr>
<td>LAW 285</td>
<td>Trademark Law</td>
<td>2</td>
</tr>
<tr>
<td>LAW 300</td>
<td>Federal Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 310</td>
<td>Taxation of Corporations and Shareholders</td>
<td>3</td>
</tr>
<tr>
<td>LAW 314</td>
<td>Taxation of Partnerships and S Corporations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 375</td>
<td>U.S. Taxation of International Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAW 433</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 515</td>
<td>Conflict of Laws</td>
<td>3</td>
</tr>
<tr>
<td>LAW 526</td>
<td>Mediation</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 550</td>
<td>Immigration Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAW 600</td>
<td>Public International Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 608</td>
<td>International and Foreign Legal Research</td>
<td>1-2</td>
</tr>
<tr>
<td>LAW 625</td>
<td>International Business Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAW 630</td>
<td>International Banking</td>
<td>2</td>
</tr>
<tr>
<td>LAW 631</td>
<td>International Negotiations</td>
<td>2</td>
</tr>
<tr>
<td>LAW 647</td>
<td>International Economic Law</td>
<td>2</td>
</tr>
<tr>
<td>LAW 689</td>
<td>International Investor - State Arbitration</td>
<td>3</td>
</tr>
<tr>
<td>LAW 802</td>
<td>Negotiation and Settlements Seminar</td>
<td>2 or 3</td>
</tr>
<tr>
<td>LAW 989</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
<tr>
<td>LAW 991</td>
<td>Directed Research, Graduate Level</td>
<td>1-2</td>
</tr>
</tbody>
</table>

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.  

**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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LAW 980</td>
<td>2</td>
</tr>
<tr>
<td>LAW 981</td>
<td>2</td>
</tr>
<tr>
<td>LAW 625</td>
<td>3</td>
</tr>
<tr>
<td>LAW 635</td>
<td>3</td>
</tr>
</tbody>
</table>

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 Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Law Courses</td>
<td></td>
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<tr>
<td>LAW 375 U.S. Taxation of International Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAW 600 Public International Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 608 International and Foreign Legal Research</td>
<td>1-2</td>
</tr>
<tr>
<td>LAW 620 International Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 625 International Business Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAW 630 International Banking</td>
<td>2</td>
</tr>
<tr>
<td>LAW 647 International Economic Law</td>
<td>2</td>
</tr>
<tr>
<td>LAW 689 International Investor - State Arbitration</td>
<td>3</td>
</tr>
<tr>
<td>LAW 989 Master's Thesis</td>
<td>6</td>
</tr>
<tr>
<td>LAW 991 Directed Research, Graduate Level</td>
<td>1-2</td>
</tr>
</tbody>
</table>

U.S. Domestic Business Law Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 110 Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 151 Business Associations</td>
<td>4</td>
</tr>
<tr>
<td>LAW 200 Accounting for Lawyers</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 220 Banking Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 225 Bankruptcy</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 255 Federal Securities Regulations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 257 Business Transactions: The Art of the Deal</td>
<td>2</td>
</tr>
<tr>
<td>LAW 260 Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 261 Sales of Goods</td>
<td>3</td>
</tr>
<tr>
<td>LAW 275 Survey of Intellectual Property Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 280 U.S. Antitrust and International Competition Law</td>
<td>2</td>
</tr>
<tr>
<td>LAW 300 Federal Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 310 Taxation of Corporations and Shareholders</td>
<td>3</td>
</tr>
<tr>
<td>LAW 314 Taxation of Partnerships and S Corporations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 433 Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 515 Conflict of Laws</td>
<td>3</td>
</tr>
<tr>
<td>LAW 526 Mediation</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 550 Immigration Law and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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 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-related issues 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 230</td>
<td>Water Resources Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 232</td>
<td>Foundations of Water, Natural Resources and Environmental Law Practice 1</td>
<td>2</td>
</tr>
<tr>
<td>LAW 235</td>
<td>Environmental Practice</td>
<td>3</td>
</tr>
<tr>
<td>LAW 500</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 209</td>
<td>Local Agency Practice</td>
<td>2</td>
</tr>
<tr>
<td>LAW 232</td>
<td>Foundations of Water, Natural Resources and Environmental Law Practice 1</td>
<td>2</td>
</tr>
<tr>
<td>LAW 501</td>
<td>CA Enviro. Cases &amp; Places</td>
<td>1-2</td>
</tr>
<tr>
<td>LAW 507</td>
<td>Environmental Law</td>
<td>3</td>
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<tr>
<td>LAW 510</td>
<td>Natural Resources Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 526</td>
<td>Mediation</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 560</td>
<td>Land Use Planning</td>
<td>2</td>
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<tr>
<td>LAW 568</td>
<td>California Initiative Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAW 621</td>
<td>International Water Resources Law Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LAW 699</td>
<td>Special Topics (Ocean and Coastal Law)</td>
<td>1-4</td>
</tr>
<tr>
<td>LAW 802</td>
<td>Negotiation and Settlements Seminar</td>
<td>2 or 3</td>
</tr>
<tr>
<td>LAW 981</td>
<td>LLM Legal Research, Writing and Analysis I</td>
<td>2</td>
</tr>
<tr>
<td>LAW 981</td>
<td>LLM Legal Research, Writing and Analysis II</td>
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</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>LAW 232</td>
<td>Foundations of Water, Natural Resources and Environmental Law Practice 1</td>
<td>2</td>
</tr>
<tr>
<td>LAW 501</td>
<td>CA Enviro. Cases &amp; Places</td>
<td>1-2</td>
</tr>
<tr>
<td>LAW 507</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 510</td>
<td>Natural Resources Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 526</td>
<td>Mediation</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 621</td>
<td>International Water Resources Law Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LAW 699</td>
<td>Special Topics (Ocean and Coastal Law)</td>
<td>1-4</td>
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<tr>
<td>LAW 802</td>
<td>Negotiation and Settlements Seminar</td>
<td>2 or 3</td>
</tr>
<tr>
<td>LAW 989</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
<tr>
<td>LAW 991</td>
<td>Directed Research, Graduate Level</td>
<td>1-2</td>
</tr>
</tbody>
</table>

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

Water & Environmental Law (Online Program)

Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 230</td>
<td>Water Resources Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 502</td>
<td>The Executive Branch and the Administrative State</td>
<td>3</td>
</tr>
<tr>
<td>LAW 505</td>
<td>Legislatures and Lawmaking</td>
<td>3</td>
</tr>
<tr>
<td>LAW 507</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
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</table>

Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>LAW 576-O</td>
<td>Government Law &amp; Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>LAW 513-O</td>
<td>Lobbying &amp; Politics</td>
<td>3</td>
</tr>
<tr>
<td>LAW 802</td>
<td>Negotiation and Settlements Seminar</td>
<td>2 or 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 567-O</td>
<td>Election Law - Online</td>
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</tr>
<tr>
<td>LAW 510</td>
<td>Natural Resources Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 621</td>
<td>International Water Resources Law Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

A 30 unit core of required courses must be completed to receive the MPA. Optional areas of concentration require an addition 6-10 units.

The MPA may be pursued part-time or full-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

MPA Requirements

All core courses in four areas, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 212</td>
<td>Intro. to Legal Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>PUB 218</td>
<td>Professional Skills</td>
<td>1</td>
</tr>
<tr>
<td>PUB 251</td>
<td>Values, Roles and Skills</td>
<td>3</td>
</tr>
<tr>
<td>PUB 241</td>
<td>Leaders, Organization Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PUB 242</td>
<td>Systemic Change</td>
<td>3</td>
</tr>
<tr>
<td>PUB 252</td>
<td>Effective Public Professionals</td>
<td>4</td>
</tr>
<tr>
<td>PUB 211</td>
<td>Conflicted, Complex, Uncertain</td>
<td>3</td>
</tr>
<tr>
<td>PUB 214</td>
<td>Budgets, Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB 221</td>
<td>Economic Concepts and Tools</td>
<td>3</td>
</tr>
<tr>
<td>PUB 233</td>
<td>Public Manager Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

MPA Concentrations

Environmental and Water Policy - 9 Units

1 course required, other may be elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 230</td>
<td>Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)</td>
<td>3</td>
</tr>
<tr>
<td>LAW 507</td>
<td>Environmental Law</td>
<td>3</td>
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</tbody>
</table>

Select 6 or more units of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 235</td>
<td>Environmental Practice</td>
<td>6</td>
</tr>
<tr>
<td>LAW 307</td>
<td>Water and Environmental Research Seminar</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

The MPP may be pursued full-time or part-time. Admissions are made in the fall.

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 212</td>
<td>Intro. to Legal Analysis</td>
</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
</tr>
</tbody>
</table>

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
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

#### Environmental and Water Policy - 9 Units
- **1 course required, others may be elective**
  - LAW 230 Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)
  - LAW 507 Environmental Law
- Select 6 or more units of the following:
  - LAW 235 Environmental Practice
  - LAW 307 Water and Environmental Research Seminar
  - 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
- **2 units**
  - LAW 513 California Lobbying & Politics
  - LAW 576 Intro to Capital Lawyering
  - LAW 822 Lawmaking in California
- Select 4 or more units of the following:
  - LAW 567 Election Law
  - LAW 568 California Initiative Seminar
  - LAW 853 Legislative & Public Policy Clinic *

*LAW 853 requires students to register for 2 units in each Fall & Spring.

#### Policy Change, Institutional Reform, Sustainability - MPA ONLY - 9 Units
- **3 units**
  - PUB 242 Systemic Change
- Select 6 or more units of the following:
  - LAW 500 Administrative Law
  - LAW 822 Lawmaking in California

### 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](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](http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Human_Resources.htm))
- Water & the Environment ([http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Water_and_the_Environment.htm](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://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Curriculum.htm](http://www.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](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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LAW 101</td>
<td>Contracts/Analytical Skills</td>
<td>4</td>
</tr>
<tr>
<td>LAW 212</td>
<td>Intro. to Legal Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

**Optional Additional Foundational Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 115</td>
<td>Criminal Law</td>
<td>2-4</td>
</tr>
<tr>
<td>LAW 125</td>
<td>Property</td>
<td>4</td>
</tr>
<tr>
<td>LAW 131</td>
<td>Torts</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses - Organized by Concentration**

- **Health Care**

- **Human Resources**

- **Government & Public Policy**

- **Water & Environment**

- **Criminal Justice**

**Government Law & Policy Concentration (Online Program)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 212</td>
<td>Intro. to Legal Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 505</td>
<td>Legislatures and Lawmaking</td>
<td>3</td>
</tr>
<tr>
<td>LAW 502</td>
<td>The Executive Branch and the Administrative State</td>
<td>3</td>
</tr>
<tr>
<td>LAW 706</td>
<td>Persuasive Public Speaking</td>
<td>1-2</td>
</tr>
<tr>
<td>LAW 217</td>
<td>Leadership in Organizations for Graduate Students</td>
<td>1</td>
</tr>
<tr>
<td>LAW 567-O</td>
<td>Election Law - Online</td>
<td>3</td>
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</table>

**Water & Environmental Law**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 212</td>
<td>Intro. to Legal Analysis</td>
<td>2</td>
</tr>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 505</td>
<td>Legislatures and Lawmaking</td>
<td>3</td>
</tr>
<tr>
<td>LAW 502</td>
<td>The Executive Branch and the Administrative State</td>
<td>3</td>
</tr>
<tr>
<td>LAW 706</td>
<td>Persuasive Public Speaking</td>
<td>1-2</td>
</tr>
<tr>
<td>LAW 6991</td>
<td>Leadership and Organizations</td>
<td>2</td>
</tr>
<tr>
<td>LAW 507</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 230</td>
<td>Water Resources Law</td>
<td>2-3</td>
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</table>

**Criminal Justice**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 115</td>
<td>Criminal Law</td>
<td>2-4</td>
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<tr>
<td>LAW 165</td>
<td>Criminal Procedure</td>
<td>3</td>
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<tr>
<td>LAW 174</td>
<td>Evidence</td>
<td>4</td>
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<tr>
<td>LAW 308</td>
<td>Art of Plea Bargaining</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
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<tr>
<td>LAW 440</td>
<td>Family Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 526</td>
<td>Mediation</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 550</td>
<td>Immigration Law and Policy</td>
<td>3</td>
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<tr>
<td>LAW 576</td>
<td>Intro to Capital Lawyering</td>
<td>2</td>
</tr>
<tr>
<td>LAW 619</td>
<td>International Criminal Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 706</td>
<td>Persuasive Public Speaking</td>
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</tr>
<tr>
<td>LAW 802</td>
<td>Negotiation and Settlements Seminar</td>
<td>2 or</td>
</tr>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LAW 882</td>
<td>California Parole Hearings and Litigation</td>
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</table>

**Health Concentration**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
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</tr>
<tr>
<td>LAW 304</td>
<td>Mental Health - Policy and Law</td>
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<tr>
<td>LAW 433</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 500</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 503</td>
<td>Legislation and Statutory Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<td>------------</td>
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</tr>
<tr>
<td>LAW 517</td>
<td>Statutes and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 526</td>
<td>Mediation</td>
<td>2-3</td>
</tr>
<tr>
<td>LAW 570</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 572</td>
<td>Public Health Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 576</td>
<td>Intro to Capital Lawyering</td>
<td>2</td>
</tr>
<tr>
<td>LAW 579</td>
<td>Affordable Care Act Seminar</td>
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</tr>
<tr>
<td>LAW 706</td>
<td>Persuasive Public Speaking</td>
<td>2</td>
</tr>
<tr>
<td>LAW 745</td>
<td>Elder Law and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>LAW 802</td>
<td>Negotiation and Settlements Seminar</td>
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</tbody>
</table>

### Human Resources Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LAW 110</td>
<td>Contracts</td>
<td>4</td>
</tr>
<tr>
<td>LAW 405</td>
<td>Worker’s Compensation Law</td>
<td>2</td>
</tr>
<tr>
<td>LAW 433</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 500</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 526</td>
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<td>LAW 706</td>
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<td>LAW 826</td>
<td>Negotiating Disputes Into Deals</td>
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### Government Law & Policy Concentration (Online Program)

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<tbody>
<tr>
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<td>LAW 507</td>
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<tr>
<td>LAW 230</td>
<td>Water Resources Law</td>
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<td>or LAW 989</td>
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### Government and Public Policy Concentration

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<td>LAW 503</td>
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<td>Statutes and Regulations</td>
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<td>LAW 568</td>
<td>California Initiative Seminar</td>
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<td>LAW 706</td>
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### Water and the Environment Concentration

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</table>

### 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.
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