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2017/2018 University of the Pacific McGeorge School of Law Catalog

University of the Pacific

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ABOUT THE UNIVERSITY OF THE PACIFIC

The University of the Pacific was established in 1851 as the first chartered private institution of higher learning in California. Its main campus is in Stockton, with two additional campuses in San Francisco and Sacramento. The University has long been recognized as an innovator in private education. Today it offers undergraduate, graduate, and professional education through eleven schools on three campuses.

Located on the Stockton campus are the College of the Pacific for undergraduate liberal arts education, the Graduate School, the University College for adult re-entry students, the Conservatory of Music, and the Schools of Pharmacy, Engineering, Business, Education, and International Studies. The Dugoni School of Dentistry is located in San Francisco. McGeorge School of Law was an independent law school in Sacramento founded in 1924 until it merged with the University of the Pacific in 1966. It has retained the name of its founder, Verne Adrian McGeorge. In addition to the Juris Doctor degree, McGeorge School of Law offers the Master of Law, Master of Science in Law, Doctor of Judicial Science, Master of Public Policy and Master of Public Administration degrees. The 13 acre Sacramento campus is also home to the following programs: Physician Assistant, Doctor of Education, Master of Science in Analytics, and the Bachelor of Science in Organizational Behavior completion program.

The University of the Pacific is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, and its professional schools and programs are also separately accredited by their respective accrediting agencies.

About McGeorge School of Law

Established nearly 90 years ago, the University of Pacific, McGeorge School of Law is an internationally recognized leader in the field of legal education with alumni practicing in all 50 states and in 58 countries. Its location in the capital city of California, Sacramento, has shaped the school's focus on state and local government law, International law, water law, and advocacy.

McGeorge School of Law began as a one-room night school in downtown Sacramento (L & 10th) in 1924, when it was founded as the Sacramento College of Law. Verne Adrian McGeorge was the founding dean and professor of law. The first commencement in 1925 marked the graduation of five new attorneys. The first female graduate of the school was Rose Sheehan in 1927, marking the college as ahead of its time in diversity and inclusion. In 1929, the Board of Trustees renamed the school McGeorge College of Law in honor of its founder.

Succeeding McGeorge, Russell Harris was dean from 1930-1933. Gilford Rowland was dean from 1933-1937. Lawrence Dorety was dean from 1937 until the school closed during WWII. The school reopened in 1946 under Dean John Swan. Dean Swan began to pursue a permanent home for McGeorge College of Law after several moves in downtown Sacramento.

Legacy of Leadership

In 1957, the influential Gordon D. Schaber became dean of McGeorge College of Law after Dean Swan's sudden death. Soon after, the Board of Trustees voted to move the school to a vacant well-baby clinic at the corner of 33rd Street and Fifth Avenue in the Oak Park neighborhood. Today, the McGeorge School of Law campus has grown to 13 acres. The law-school only campus continues to be located in Oak Park, three miles southeast of the state Capitol building in Sacramento, California.

For 34 years, Dean Schaber guided the school through its emergence as a first-class law school. In 1964, Schaber won accreditation by the Committee of Bar Examiners for the state of California. He recruited top-notch faculty, such as Supreme Court Justice Anthony M. Kennedy, who taught constitutional law on the Sacramento campus from 1965-1988.

Emergence of McGeorge as a National Law School

McGeorge School of Law was accredited by the American Bar Association in 1968, paving the way for its rise to national prominence. In 1983, McGeorge School of Law became a member school in the Order of the Coif, the ABA's highest acknowledgement of academic excellence; less than half of all law schools accredited by the American Bar Association are also Order of the Coif member schools.

The ABA bestowed on Schaber its highest honor for service in legal education (The Kutak Award) in 1991, the year he stepped down as dean. Dean Gerald Caplan succeeded Schaber in 1991. During Caplan's tenure, the Governmental Affairs program was established to capitalize on the school's location in Sacramento. He expanded McGeorge's presence in intercollegiate Mock Trial competitions around the nation. In 2002, Dean Elizabeth Rindskopf Parker became the eighth dean of McGeorge School of Law. Parker championed the expansion of student study and faculty exchanges in Europe, Latin America, Africa, and Asia. Parker expanded externships and started new clinical programming in specialty areas such as immigration, mediation, and appellate advocacy. She launched strong collaborations with high schools to establish mentoring programs and law-themed curricula.

McGeorge School of Law Today

Michael Hunter Schwartz, former dean and professor of law in the William H. Bowen School of Law, University of Arkansas at Little Rock, became the 10th dean of McGeorge School of Law, in 2017. Each of the past three years, Dean Schwartz has been ranked among the 15 Most Influential People in Legal Education; he was ranked ninth in 2017. The McGeorge School of Law faculty includes full-time and part-time professors who hold law degrees from top law schools in the country, including Harvard, University of Chicago, Stanford, Columbia, University of Pennsylvania, Northwestern University, McGeorge, and Georgetown. McGeorge faculty members have created three national law school textbook series, have published, collectively, more than 100 books, and have published law school textbooks that have been adopted at more than 2/3 of the law schools in the United States.

The McGeorge School of Law Legal Studies Center was opened in 2011 and houses the Gordon D. Schaber Law Library. The state-of-the-art library serves the Sacramento legal community of students, law clerks and members of the Sacramento County bench and bar.

McGeorge School of Law enjoys a number of significant national rankings, including a top-10 ranking for trial advocacy, a top-10 ranking for government law, an A+ ranking for providing practical legal training, a top-20 ranking for International Law, and a top-35 ranking for part-time programs.

McGeorge School of Law has more than 13,000 alumni who practice in all 50 states and in 58 countries. More than 350 McGeorge alumni serve as judges, including two who are judges of the U.S. Ninth Circuit Court of

Appeals, the second-highest court in the nation, and two who are state Supreme Court justices in Nebraska and Nevada.

McGeorge's unique Focused Decisions arm serves practicing lawyers all over the country providing litigation and jury consulting services, including mock trials and focus groups, trial presentations and technology support, and videography and editing services.

Affiliation with University of the Pacific

McGeorge merged with University of the Pacific as their school of law in 1966 and began offering day classes the following year. The original evening program for California leaders continues today, and is consistently recognized as one of the best part-time law programs in the nation.

Areas of Academic Distinction

McGeorge School of Law offers award-winning programs in moot court and mock trial, having won dozens of competitions, has one of the strongest government law programs in the country, and enjoys a global reputation for its programs in international law and water law. Its master program in Transnational Business Practice counts 500 alumni around the globe, and the law school offers the only LL.M. in water law in the nation. McGeorge also offers the only Masters in Public Policy and Masters in Public Administration degrees in the nation that are housed in a law school. The school offers annual summer programs for J.D. students in Salzburg, Austria, and Antigua, Guatemala, attracting law students from around the world.

McGeorge's location in Sacramento, California's capital city, is a benefit to students who want to study public law and governmental decision-making. The McGeorge Capital Center prepares students for careers in leadership and service through extensive externship and co-curricular opportunities.

McGeorge has a rigorous core curriculum and also offers students a cutting-edge legal writing program and outstanding legal clinics, including clinics providing legal services in the areas of immigration law, mediation, legislation and public policy, bankruptcy, elder and health law, criminal law, and small business law. Students and supervising attorneys handle hundreds of civil and immigration cases a year through all phases, including trial and appeal; author legislation actually enacted by the California legislature; mediate disputes between prisons and prison inmates; and draft legislation.

Accreditation and Memberships

McGeorge School of Law is fully accredited by the Council of the Section of Legal Education and Admission to the Bar of the American Bar Association, and by the Committee of Bar Examiners of the State Bar of California. Degrees other than the JD (LLM, MSL, JSD, MPP and MPA) are offered with the formal acquiescence of the American Bar Association Accreditation Committee. McGeorge School of Law is a member of the Association of American Law Schools. The school is approved for participation in veterans' educational benefits programs.

The law school has been awarded a chapter of The Order of the Coif, a national law school honorary society founded for the purposes of encouraging legal scholarship and advancing the ethical standards of the legal profession.

Full-Time and Part-Time Divisions

McGeorge School of Law offers programs leading to the Juris Doctor (J.D.) degree through a Full-Time Division and a Part-Time Division. The two divisions have the same curriculum, faculty, and methods of instruction; maintain the same scholastic standards and degree requirements; and adhere to the same objectives.

The law school operates on the semester system; two semesters of 14 weeks each plus examination periods. All year-long courses begin in the Fall Semester, which starts in mid-August. The Spring Semester begins in January. Summer Sessions are also offered beginning in May.

The course of study in the Full-Time Division leading to the J.D. degree requires three academic years (six semesters) of full-time study. A Full-Time Division student must enroll and earn credit for a minimum of 12 units each semester; the usual course load is 14 to 16 units per semester. Full-time students are expected to devote substantially all their working time to the study of law and are required to limit outside paid employment to not more than 20 hours per week during the academic year.

The Part-Time Division program offers a reduced course load which generally requires four academic years (eight semesters) plus two summers of part-time study to meet J.D. degree requirements. Course loads usually range from 8 to 10 units each semester, with a minimum of 8 units required per semester. Most Part-Time Division students enroll in Summer Session courses to reach the required 88 units, but may, schedule permitting, take those units during the academic year instead. An accelerated Evening Division program enables a student to meet degree requirements in three and one-half years (seven academic semesters and Summer Sessions).

First-year required courses and second-year part-time required courses must be taken with the division in which a student is enrolled, unless an exception is approved by the Assistant Dean for Student Affairs. Electives and upper-division required courses may be taken after the first year during 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.

Catalog Publication

As you review our catalog, we hope it will become a useful guide that will help you throughout your academic journey at McGeorge School of Law.

The catalog includes information about courses, campus resources and student services, program descriptions, program requirements and information about policies and procedures. It provides you with the information you will need to be a successful student.

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

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

ADMISSIONS

J.D. Students

Deadlines & Requirements

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

Apply

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

You will need the following to complete your application:

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

Application

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

Application Fee

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

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

Personal Statement

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

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

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

Résumé

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

Letters of Recommendation

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

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

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

Credential Assembly Services (CAS) and LSAT

Applicants must register with LSAC for the Law School Admission Test (LSAT) and LSAC's Credential Assembly Services (CAS). Transcripts of prior college and university coursework must be furnished directly to LSAC. LSAT scores must be from administrations within five years prior to the year of enrollment. An application file is not complete and will not be reviewed until an applicant's law school report, including an LSAT score, has been received. Please note that we will not accept the June 2015 LSAT for enrollment in the Fall 2015 class. If an applicant has multiple LSAT scores with a five (5) point difference or greater, an LSAT disparity addendum is required. (Applicants whose undergraduate degrees are not from educational institutions within the United States, its territories or Canada must use LSAC's Credential Assembly Service for international document authentication and evaluation.)

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

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

Transcripts

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

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

Character and Fitness

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

Additional Application Requirements for Foreign Applicants Test of English as a Foreign Language (TOEFL)

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

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

Transcripts (International)

McGeorge requires that foreign transcripts be submitted directly to LSAC Credential Service which is included in the CAS subscription fee. A foreign credential evaluation will be finalized by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and will be integrated into your CAS report.

Student Visa

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

Next Steps ...

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

LL.M. Program Application Requirements

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

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

L.L.M. Application Checklist

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

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

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

- Curriculum vitae (résumé);
- Personal Statement;
- Original official transcripts from colleges, universities, and graduate or professional schools attended, including a current law school transcript;
- Two letters of reference, preferably from law school professors or legal employers;
- For non-native English speakers, proof of English proficiency:
 - Receipt of an undergraduate or graduate degree from an English language institution;
 - Multi-year employment in a position in which English is the primary language of communication; or
 - A minimum test score of 88 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or 6.5 on the International English Language Testing System (IELTS).

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

Questions?

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

Master of Science in Law

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:

- Capital Lawyering (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Government_and_Public_Policy.htm)
- Health Care (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Health.htm)
- Human Resources (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Human_Resources.htm)
- Water & the Environment (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Water_and_the_Environment.htm)

McGeorge faculty will work with each student to develop a customized curriculum (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Curriculum.htm) with a rigorous legal grounding that is infused with real-world examples, skills-based learning, and experiential opportunities. Students will also experience intense interaction and collaboration with a cohort of like-minded professionals who are seeking to increase their own skills. Finally, opportunities will be created for each student to put their new skills to work in California's capital city (http://mcgeorge.edu/Future_Students/Life_at_McGeorge/Sacramento_The_Capital_City.htm).

We are accepting applications now for Fall 2016.

More Information

- Attend an Information session. (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Events.htm)

Learn More

- Application Checklist (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Application.htm)
- Costs & Aid (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Costs_and_Aid.htm)
- Curriculum (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Curriculum.htm)
- MSL Faculty (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Faculty/MSL_Faculty_Directory.htm)
- Frequently Asked Questions (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_FAQ.htm)
- Watch a Video about the M.S.L. Program (<https://www.youtube.com/watch?v=kYzvWFz5WEg>)

Student Testimonials

"As an HR professional I've found the MSL program to be immediately relevant in my day-to-day business interactions. Obtaining my MSL has provided my organization with a leading edge in the effective management of employee relations matters." — **Liz Lugo**, MSL student and HR Manager, Airgas USA, LLC.

"I had considered going to law school, however there were parts of law school that I wouldn't utilize in my career as a lobbyist. The innovative MSL degree provides the legal reasoning and legal analysis that I need for my professional advancement." — **Erin Norwood**, MSL student and Senior VP Government Affairs, Norwood & Associates

"The legal reasoning skills I have learned have given me confidence and have benefited my clients. I have taken on more responsibilities because my supervisor has recognized the additional skills in legal analysis that I have acquired in the MSL program." — **John Wenger**, MSL student and Legislative Aide, Sloat Higgins Jensen and Associates

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7019

J.S.D. Program Application Requirements

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

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

J.S.D. Application Checklist

Note: No Application Fee.

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

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

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

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

Questions?

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

MPP Admission Requirements & Application

The MPP program admission process involves careful review of each applicant's background, experience and goals. Applications are open for fall 2017. MPP applicants will need:

- Completed online application
- Bachelor's degree
- Minimum GPA 3.0 (on 4.0 scale)
- Transcripts
- Resume
- Statement of Purpose
- Official GRE, LSAT, GMAT or MCAT scores, which can be waived if applicant completed their undergraduate degree more than five years ago
- Three Letters of Recommendation (two academic preferred)

More Information

- Apply to the MPP program (<http://bit.ly/1SxG9BL>)
- Sign-up today (<http://bit.ly/1Z2k8z3>) to receive updates about the MPP or MPA program

Questions?

Contact Distinguished Professor of Public Policy John J. Kirlin (http://www.mcgeorge.edu/John_J_Kirlin.htm)
Email (publicpolicy@pacific.edu) | 916.340.6192

MPA Admission Requirements

The MPA program admission process involves careful review of each applicant's background, experience and goals. Applications are open for spring 2017 and fall 2017. MPA applicants will need:

- Completed online application;
 - Bachelor's degree;
 - Transcripts;
 - Statement of Purpose;
 - Resume;
 - Two Letters of Recommendation
-
- Apply to the MPA program (<http://bit.ly/1SxG9BL>)
 - Sign-up today (<http://bit.ly/1Z2k8z3>) to receive updates about the MPP or MPA program

Questions?

Contact Distinguished Professor of Public Policy John J. Kirlin (http://www.mcgeorge.edu/John_J_Kirlin.htm)
Email (publicpolicy@pacific.edu) | 916.340.6192

Summer Session Students On-Campus & Foreign Summer Programs

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 Sessions.

International Sessions

Learn more about our Summer Abroad Programs and apply online:

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

Transfer Students

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

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

Application Requirements for Transfer Applicants

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

school registrar or Dean of Students outlining the grading policy must be submitted.)

8. LSAC Credential Assembly Service Law School Report

Application

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

Application Fee

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

Certification of Good Standing

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

Credential Assembly Services (CAS)

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

Letters of Recommendation

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

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

Personal Statement

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

Résumé

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 second year and beyond. The Office of Student Affairs hosts a welcome for transfer students at the beginning of each academic year. At that event, students are made aware of the various services provided by each department on campus. Transfer students are also included in the MAP Program ([http://mcgeorge.edu/Students/Academics/McGeorge_Academic_Planning_\(MAP\).htm](http://mcgeorge.edu/Students/Academics/McGeorge_Academic_Planning_(MAP).htm)), the academic advising program for first year students which takes place during the first half of the Spring Semester.

Visiting Students

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

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

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

Application Fee

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

Law School Transcript

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

Personal Statement

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

Résumé

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 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 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.

LAW PROGRAMS

The curriculum at McGeorge is designed to develop highly skilled professionals who are prepared for the rapidly changing legal market. McGeorge's accomplished faculty challenges students. A legal education at McGeorge will push you academically within a supportive, empathetic environment where faculty and staff are invested in your personal success.

Day and Evening Divisions

McGeorge School of Law offers programs leading to the Juris Doctor (J.D.) degree through a Day Division and an Evening 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 Day Division leading to the J.D. degree requires three academic years (six semesters) of full-time study. A Day 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. Day division students are expected to devote substantially all their working time to the study of law and are required to limit outside employment to not more than 20 hours per week during the academic year.

The Evening 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 Evening 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 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.

Questions?

Office of Student Affairs
Email (sacstudentaffairs@pacific.edu) | 916.739.7089

JD

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 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). Those students whose fall exam scores suggest that they would benefit from additional academic support are enrolled in Principles of Legal Analysis I (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?207) in the spring semester.

First Year Required Courses

LAW 100	Skills Lab- Torts	1
LAW 104	Legal Profession	1
LAW 105	Civil Procedure	4
LAW 110	Contracts	4
LAW 115	Criminal Law	2-4
LAW 122	Global Lawyering Skills I	2
LAW 125	Property	4
LAW 131	Torts	4
LAW 202	Principles of Legal Analysis I	1
LAW 517	Statutes and Regulations	3

Second Year

LAW 163	Constitutional Law	4
LAW 174	Evidence	4
LAW 182	Global Lawyering Skills II	2

Second or Third Year

LAW 185	Professional Responsibility	2
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Select 3 units of Experiential Curriculum from the following:

LAW 747	Elder & Health Law Clinic
LAW 820	Administrative Adjudication 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 178	Evidence (ITAP)
LAW 209	Local Agency Practice
LAW 210	Business Planning
LAW 211	Entrepreneurial Management
LAW 216	The Business of Lawyering
LAW 235	Water Environmental Law Practice B
LAW 237	Water Environmental Law Practice A

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 578	Navigating HR in Health Care	
LAW 608	International and Foreign Legal Research	
LAW 624	Legal Spanish for U.S. Lawyers	
LAW 706	Persuasive Public Speaking	
LAW 745	Elder Law and Social Policy	
LAW 801	Arbitration: Advocacy and Practice	
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	
LAW 812L	Trial Advocacy - Lecture	
LAW 815	Advanced Trial Advocacy	
LAW 821	Taking and Defending Depositions	
LAW 826	Negotiating Disputes Into Deals	
LAW 882	California Parole Hearings and Litigation	
LAW 970	Mock Trial Team	

EVENING DIVISION

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 Concentration (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations.htm), as well as considering competition teams (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Competition_Teams.htm), law journals (<http://www.mcgeorge.edu/Publications.htm>), field placements (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 72 which must be graded units.

First Year

LAW 100	Skills Lab- Torts	1
LAW 104	Legal Profession	1
LAW 105	Civil Procedure	4
LAW 115	Criminal Law	2-4
LAW 122	Global Lawyering Skills I	2
LAW 131	Torts	4
LAW 202	Principles of Legal Analysis I	1

Second Year

LAW 110	Contracts	4
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LAW 125	Property	4
LAW 163	Constitutional Law	4
LAW 182	Global Lawyering Skills II	2
LAW 517	Statutes and Regulations	3

Third Year

LAW 174	Evidence	4
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Third or Fourth Year, or Any Summer*

LAW 185	Professional Responsibility	2
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Select 3 units of Experiential Curriculum from the following:

LAW 747	Elder & Health Law Clinic	
LAW 820	Administrative Adjudication 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 178	Evidence (ITAP)	
LAW 209	Local Agency Practice	
LAW 210	Business Planning	
LAW 211	Entrepreneurial Management	
LAW 216	The Business of Lawyering	
LAW 235	Water Environmental Law Practice B	
LAW 237	Water Environmental Law Practice A	
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 578	Navigating HR in Health Care	
LAW 608	International and Foreign Legal Research	
LAW 624	Legal Spanish for U.S. Lawyers	
LAW 706	Persuasive Public Speaking	
LAW 745	Elder Law and Social Policy	
LAW 801	Arbitration: Advocacy and Practice	
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	
LAW 812L	Trial Advocacy - 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.

Directed Study

McGeorge is committed to the success of each student. The Directed Study Program is designed 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.

Students who are in the lower 50% of the Full-Time Division (after their first year) are part of the Directed Study Program and must also complete the following:

Full-Time Division

LAW 202	Principles of Legal Analysis I	1
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Second or Third Year

LAW 151	Business Associations	4
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At least one of the following bar courses:

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

Third Year

LAW 190	Remedies and Principles of Law	3
LAW 703	PASS I	2

Part-Time Division

Students who are in the lower 50% of the Part-Time Division (after their first year) are part of the Directed Study Program and must also complete the following:

Second Year

LAW 202	Principles of Legal Analysis I	1
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Third Year

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

At least one of the following bar courses:

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

Fourth Year

LAW 190	Remedies and Principles of Law	3
LAW 703	PASS I	2

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 a reflective practitioners and lifelong learners.

Day Division-Second or Third Year

Legal Clinic or Externship (3 units minimum)

Simulation and Practicum Courses (8 units total)

Evening Division-Third or Fourth Year, or Any Summer ¹

Legal Clinic or Externship (3 units minimum)

Simulation and Practicum Courses (8 units total)

¹ Note: To stay on track for graduation, part-time students generally must take 2-5 units each summer.

Student Services

McGeorge has three dual degree programs, in which – with advance approval – graduate credit earned in one program is accepted toward the degree from the other program. The three programs include: J.D./M.B.A., J.D./M.P.P., and J.D./M.P.A.

Admission

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

Approval

Students who want to pursue a joint degree should consult with the Assistant Dean for Student Affairs regarding their planned course of study. You can schedule an appointment by contacting the Office of Student Affairs at sacstudentaffairs@pacific.edu or 916.739.7089.

Transfer of Credit

To be accepted by McGeorge as elective credit toward the JD unit requirements, the credit (1) must be for graduate level courses, and (2) must have been earned concurrently between initial matriculation and graduation from McGeorge.

J.D./M.B.A. Programs

We offer dual J.D./M.B.A. program with the University of the Pacific, Eberhardt School of Business. McGeorge will accept up to 12 units of graduate credit earned at University of the Pacific; University of the Pacific accepts up to 12 units of law school credit toward the MBA.

J.D./M.P.P. and J.D./M.P.A. Opportunity Students may pursue both a JD and a Master of Public Policy Degree (M.P.P.) in the full-time day division, or a JD and a Master of Public Administration (M.P.A.) in the part-time evening division. This option reduces by a year the total time taken to complete both degrees separately. Students apply to each program separately and in the first year, only Law courses are taken. Speak with counselors of both programs to learn more.

McGeorge School of Law Prepares Competent Professionals

Learn By Doing

Our strong experiential curriculum sets us apart. From day one, students are deeply engaged in analyzing, reflecting, giving and receiving feedback, and learning through hands-on experience. Each JD student participates in an Externship or Legal Clinic (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Legal_Clinics.htm), plus there are Mock Trial (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Competition_Teams/Mock_Trial.htm) and Moot Court (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Competition_Teams/Moot_Court.htm) and Alternative Dispute Resolution Competition Teams, a law journal (<http://www.mcgeorge.edu/Publications.htm>), and numerous simulation and practicum courses where students learn by doing. LL.M. and M.S.L. students opportunities to participate in a variety of experiential program, such as preparing election information guides. "Capital Lawyering" courses include authoring proposed legislation and advancing it through the California Assembly and Senate, with some student initiated bills being enacted and signed by the governor. Each M.P.P. student completes both a semester long externship and a summer internship. Similar experiences are arranged for interested M.P.A. students.

Real-World Curriculum

In recent years we have developed a wide variety of real-world electives in which our students are immersed in professional settings with active hands-on methods of instruction to enable the integration of traditional academic materials with professional skills. For example, J.D. students are involved in projects requiring them to engage in client problem-solving and exercise professional judgment (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning.htm), as lawyers do in practice. Fact-gathering, client interviewing and counseling, negotiation, policy analysis, oral advocacy, and persuasive legal writing are some of the many skills students hone in these innovative practice-focused electives. M.P.P. and M.P.A. classes emphasize professional work products of a wide variety, including presentations as well as written work products.

The Right Fit

Each student can customize the J.D. Degree to fit his or her needs. The choices include Concentrations in Business, Capital Lawyering, Environmental, Health, Intellectual Property, International Law, Tax, and Trial & Appellate Advocacy. M.P.P.A. Dual Degree Programs (http://www.mcgeorge.edu/Students/Academics/JD_Degree/Dual_Degree_Programs.htm), opportunities for International Study, the Fast Track Water Law J.D./LL.M. Program (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Water_Resources_Law.htm), and our broad array of electives and experiential opportunities.

LL.M. and M.S.L. students may select among courses to meet their particular aspirations. A LL.M. student seeking admission to the bar is likely to take different courses from one who does not have that plan, for example. M.S.L. students have great flexibility to choose among LAW courses and may also take one or more PUB course offered in the M.P.P. and M.P.A. programs.

An area of concentration is required for M.P.P. students and optional for M.P.A. students. The areas of concentration include Water Policy, Health Policy, Policy Change & Institutional Reform, Sustainability Policy and

more. These concentrations typically include one or more LAW courses in addition to PUB courses among the three or four courses required for a concentration.

Whichever course of study chosen, our student-focused faculty shares commitment to professional success of students. A campus environment of support and cooperation encourages collegiality, and graduates of our programs are well-equipped to continue learning from experience as they build their careers.

Questions?

Office of Student Affairs
Email (sacstudentaffairs@pacific.edu) | 916.739.7089

Reservation of Right to Modify

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

J.S.D. in International Water Resources Law

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 LL.M. and wish to do intensive, in-depth work in the law of international freshwater resources, normally over a period of several years, should apply for the J.S.D.

To qualify for the J.S.D. degree in International Water Resources Law, the student must:

- Earn a minimum of eight (8) semester hours of credit over a course of a two-semester residency.
- A cumulative grade point average of not less than 3.0 (on a 4.3 point scale)
- The courses completed during the residency will be determined by the Dissertation Supervisor in consultation with the student.
- A J.S.D. student is expected to work closely with his or her Dissertation Supervisor during the residency period.

Questions?

Contact Stephen McCaffrey (http://www.mcgeorge.edu/Stephen_C_McCaffrey.htm), Director of Water Resources Law, International Track
Email (smccaffery@pacific.edu) | 916.739.7179

Typical J.S.D. Curriculum

LAW 621	International Water Resources Law Seminar	3
Elective Course(s)		5+

LL.M.

McGeorge offers graduate programs for both domestically trained attorneys and foreign trained attorneys. Whether you seek an advanced legal program focusing on U.S. Law, Public Policy (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_US_Law_and_Policy.htm), Transnational Business (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_Transnational_Business_Practice.htm) or Water Resources (http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_in_Water_Resources_Law.htm), McGeorge is the right place for you.

U.S. News & World Report has ranked McGeorge's International Law program among the top programs in the country for the fifth year in a row, this year as No. 24 in the 2018 *Best Graduate Schools* guide. McGeorge was included on the Honor Roll for Best LL.M. programs in the 2016 (http://mcgeorge.edu/News/McGeorge_LLM_Programs_on_International_Jurist_Honor_Roll_for_Top_Valu) *Jurist* magazine, as the only California school among the top 12 for Top Value, and as one of 14 schools recognized for the Law School Experience.

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7019

LL.M. in Transnational Business Practice

The LL.M. in Transnational Business Practice trains lawyers to practice in the field of international business law. Whether trained in civil or common law, an LL.M. in Transnational Business Practice from McGeorge further prepares lawyers for a career in the global economy.

One of the program highlights is that our students gain access to the McGeorge Global Center for Business & Development, which stands at the interface between the global economy and the legal profession. The Global Center facilitates scholarship and curricular innovation, and hosts a number of international events every year, such as our distinguished guests of the International Jurist Series.

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.

Students have the choice between two tracks:

- LL.M. Transnational Business Practice - Two semesters (full-time) or three/four semesters (part-time) of study on the McGeorge Campus. A student must complete 24 semester units on the Sacramento campus and must begin the program in August.
- LL.M. Transnational Business Practice *with* Internship - One semester of study on the McGeorge Campus and the opportunity to participate in a 12-week internship with an international law firm. Students must complete 24 semester units. Students begin their program in August, starting in the fall semester followed by the internship in the spring semester.

Program Requirements

Admitted students will undertake an individually tailored sequence of courses to fulfill the 24-unit program requirement.

- 24 units of study
- A cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 980	LLM Legal Research, Writing and Analysis I	2
LAW 981	LLM Legal Research, Writing and Analysis II	2
Choose one of the following courses:		
LAW 625	International Business Transactions	3
LAW 635	Transnational Litigation	3

Electives ¹

LAW 110	Contracts	4
LAW 151	Business Associations	4
LAW 257	Business Transactions: The Art of the Deal	2
LAW 260	Commercial Law	3
LAW 255	Federal Securities Regulations	3
LAW 261	Sales of Goods	3
LAW 265	Copyright Law	2-3
LAW 266	Patent Law	3
LAW 275	Survey of Intellectual Property Law	3
LAW 280	U.S. Antitrust and International Competition Law	3
LAW 285	Trademark Law	2
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Shareholders	3
LAW 314	Taxation of Partnerships and S Corporations	3
LAW 375	U.S. Taxation of International Transactions	3
LAW 403	Corrupt Foreign Practices	1
LAW 433	Employment Law	3
LAW 515	Conflict of Laws	3
LAW 526	Mediation	2-3
LAW 550	Immigration Law and Policy	3
LAW 600	Public International Law	3
LAW 608	International and Foreign Legal Research	1-2
LAW 625	International Business Transactions	3
LAW 630	International Banking	2
LAW 631	International Negotiations	2
LAW 645	International Trade- Public Aspects	3
LAW 647	International Economic Law	2
LAW 650	European Union Law	1-3
LAW 675	U.S. & International Sale of Goods	2
LAW 689	International Investor - State Arbitration	3
LAW 695	Foreign Investment and Development	3
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-2

Candidates may also be permitted to enroll in other elective courses relevant to transnational business practice not listed above. See the full schedule. Note: Not all electives listed above are offered in every academic year. ¹

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7353 or 916.739.7019

LL.M. Transnational Business Practice with Internship For U.S.-Trained Applicants

Whether you are a recent law school graduate who is seeking to augment your J.D. study with an additional program of graduate work focused on international business law, or an experienced attorney who would like to transition the focus of your practice to international business law, or want to expand your knowledge and add depth to your practice with a comprehensive program of graduate study, our LL.M. in Transnational Business Practice with Internship is the program for you.

The internship program closes with a three- to five-day post-internship Intercultural Legal Competence Workshop on the Sacramento campus of McGeorge in which students compare and evaluate legal cultures and systems in their host and home countries. Students will address questions about the differences in legal practice, ethics, and approaches to transactions, negotiations, litigation and other dispute resolution.

The Transnational Business Practice LL.M. with Internship includes one semester of study on the McGeorge campus and the opportunity to participate in a 12-week internship with an international law firm anywhere around the world.

Program Requirements

- 24 units of study
- Fourteen (14) units to be completed in residence during the fall semester on the McGeorge Sacramento campus, except that with prior approval up to two of such units may be completed off campus as Directed Research during the spring semester.
- Ten (10) units upon successful completion of an internship of at least 12 weeks during the spring semester followed by completion of the three to five-day post-internship intercultural legal competence workshop.
- Cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 980	LLM Legal Research, Writing and Analysis I	2
LAW 981	LLM Legal Research, Writing and Analysis II	2
LAW 625	International Business Transactions	3
LAW 635	Transnational Litigation	3

You may tailor the rest of your academic studies by choosing from a variety of elective courses in substantive areas of U.S. Domestic Business Law and International Law.

Elective Courses ¹

Course		Units
International Law Courses		
LAW 045	Int'l Environmental Law	1
LAW 375	U.S. Taxation of International Transactions	3
LAW 600	Public International Law	3
LAW 602	United Nations: Law and Practice	3
LAW 608	International and Foreign Legal Research	1-2
LAW 620	International Environmental Law	3
LAW 625	International Business Transactions	3
LAW 630	International Banking	2
LAW 637	International Commercial Arbitration	1-3
LAW 645	International Trade- Public Aspects	3
LAW 646	International Trade Law and Development	2
LAW 647	International Economic Law	2
LAW 650	European Union Law	1-3
LAW 681	International Business Agreements	1
LAW 689	International Investor - State Arbitration	3
LAW 695	Foreign Investment and Development	3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level ²	1-2
U.S. Domestic Business Law Courses		
LAW 110	Contracts ³	4
LAW 151	Business Associations	4

LAW 200	Accounting for Lawyers	2-3
LAW 206	Corporate Governance	3
LAW 220	Banking Law	3
LAW 225	Bankruptcy	2-3
LAW 240	Insurance Law	3
LAW 255	Federal Securities Regulations	3
LAW 257	Business Transactions: The Art of the Deal	2
LAW 260	Commercial Law	3
LAW 261	Sales of Goods	3
LAW 275	Survey of Intellectual Property Law	3
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Shareholders	3
LAW 314	Taxation of Partnerships and S Corporations	3
LAW 401	Comparative E.U. and U.S. Constitutional Law	1
LAW 433	Employment Law	3
LAW 515	Conflict of Laws	3
LAW 525	Alternative Dispute Resolution	3
LAW 526	Mediation	2-3
LAW 550	Immigration Law and Policy	3
LAW 802	Negotiation and Settlements Seminar	2
		or
		3

¹ With prior approval, candidates may also be permitted to enroll in other elective courses relevant to transnational business practice not listed above for the purposes of completing the 14 units in the fall semester. Note: Not all electives listed above are offered in every academic year.

² With prior approval, may be taken in the Spring.

³ Limited to LL.M. candidates from civil law jurisdictions for Fall enrollment only.

The Internship

Candidates are placed in a law firm for a minimum of 12 weeks in one of many countries located around the world. Interns are expected to be fully integrated into the daily work of the host firm. Among the tasks normally assigned to interns are research, preparation and review of documents, client interviews, negotiations, and observing court appearances.

The internship must be completed in a country other than the candidate's own country of law study. While geographic preferences are always considered, a specific location cannot be guaranteed. Placements in some countries require proficiency in the local language.

McGeorge relies on its strong international network of alumni and professional colleagues for internship placements. In recent years, LL.M. candidates have interned in Austria, mainland China, Denmark, France, Germany, Hong Kong, Italy, Luxembourg, The Netherlands, Spain, Taiwan, Thailand, Turkey, the United States, and Vietnam.

We work diligently with the student to find an appropriate placement and have an excellent record of finding placements for students, but securing a placement always depends upon an appropriate match between individual qualifications and the needs/offers 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.

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7353 or 916.739.7019

LL.M. in U.S. Law & Policy

McGeorge offers a unique program leading to a Master of Laws (LL.M.) degree in U.S. Law or in Public Law & Policy (specially designed to equip foreign-trained attorneys with skills and knowledge to succeed as a global lawyer. Students will gain a firm foundation in American law and valuable insights as to how attorneys are trained in the United States).

The program involves one-year (two semesters) to two-year (three or four semesters) courses of study.

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 Course

LAW 980	LLM Legal Research, Writing and Analysis I	2
LAW 981	LLM Legal Research, Writing and Analysis II	2

And at least one of the following:

LAW 105	Civil Procedure	4
LAW 110	Contracts	4
LAW 115	Criminal Law	2-4
LAW 125	Property	4
LAW 131	Torts	4
LAW 163	Constitutional Law	4

Elective Courses

To complete your course of study, you may choose to focus on a specific substantive area (e.g. Business Law, Criminal Justice, Environmental Law) by selecting relevant elective courses or engaging in Directed Research, Graduate Level in the particular area.

You may choose a combination of courses within the following areas of study to complete your LL.M.:

Administrative Law and Regulation
Business and Trade Regulation
Civil and Constitutional Rights
Criminal Justice
Education Law, Regulation, and Policy

Employment and Labor Law
Environment, Natural Resources and Water Law
Health Law and Policy
Intellectual Property and Information Law
International and Comparative Law and Regulation
Political Structure and Theory
Tax Law and Policy

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7353 or 916.739.7019

LL.M. in Water Resources Law

The LL.M. in U.S. Water Resources Law is designed for students interested in those issues primarily affecting the United States.

Program Requirements

- 24 units of study
- A cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 230	Water Resources Law	2-3
LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 235	Water Environmental Law Practice B	3
LAW 237	Water Environmental Law Practice A	3
LAW 500	Administrative Law	3

Electives

LAW 209	Local Agency Practice	2
LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 402	Municipal Innovation Seminar	2
LAW 501	CA Enviro. Cases & Places	1-2
LAW 507	Environmental Law	3
LAW 510	Natural Resources Law	3
LAW 526	Mediation	2-3
LAW 560	Land Use Planning	2
LAW 561	Representing Local Agencies	1
LAW 568	California Initiative Seminar	2
LAW 621	International Water Resources Law Seminar	3
LAW 699	Special Topics (Ocean and Coastal Law)	1-4
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 953	Field Placement - Environmental Law	1-14
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-2

Contact Clémence Kucera, Director, Graduate & International Programs
Email (ckucera@pacific.edu) | 916.739.7353

Contact Stephen McCaffrey (http://mcgeorge.edu/Stephen_C_McCaffrey.htm), Director of Water Resources Law, International Track
Email (smccaffrey@pacific.edu) | 916.739.7179

LL. M. in Water Law Resources (International Law Track)

This program is designed for students interested in issues that arise when two or more nations share watercourses.

Program Requirements

- 24 units of study
- A cumulative grade point average of 2.33 on a 4.33 scale

Required Courses

LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 600	Public International Law	3
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3
LAW 980	LLM Legal Research, Writing and Analysis I	2
LAW 981	LLM Legal Research, Writing and Analysis II	2

Electives

LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 501	CA Enviro. Cases & Places	1-2
LAW 507	Environmental Law	3
LAW 510	Natural Resources Law	3
LAW 526	Mediation	2-3
LAW 621	International Water Resources Law Seminar	3
LAW 699	Special Topics (Ocean and Coastal Law)	1-4
LAW 802	Negotiation and Settlements Seminar	2
		or 3
LAW 953	Field Placement - Environmental Law	1-14
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-2

Water Law Resource Fast Track J.D./LL.M. Program

The Fast Track J.D./LL.M. in Water Resources Law affords students the opportunity to earn both degrees on an accelerated timeline. Fast Track students may apply up to 12 credits of J.D. coursework towards their LL.M. degree in Water Resources Law, meaning the LL.M. degree may be completed in just one additional semester of full-time study or a year of part-time study. Fast track students may specialize in either U.S. or international water law.

Program Requirements

- 24 units of Water Resources Law study, up to 12 units of which are completed as part of the J.D. degree
- A cumulative grade point average of 2.33 on a 4.33 scale

Courses Include

- Administrative Law
- Environmental Law
- Environmental Practice
- International Environmental Law
- International Water Resources Law Seminar
- Natural Resources Law

- Ocean and Coastal Law
- Water Resources Law
- Water or Environmental Field Placement

Questions?

Contact Clémence Kucera, Director, Graduate & International Programs
Email (ckucera@pacific.edu) | 916.739.7353

M.S.L. - Master of Science in Law

McGeorge offers the Master of Science in Law (MSL) to professionals who seek the benefits of advanced training in legal reasoning and analysis but who do not require the JD degree for their career plans.

In today's economy with so many highly regulated industries, state and federal agencies, and other professional fields impacted by law, professionals deal with law-related issues every day. Our MSL program is designed to help professionals gain and apply the legal skills they need.

Optional areas of focus include:

- Health Care (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Health.htm)
- Human Resources (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Human_Resources.htm)
- Government & Public Policy (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Government_and_Public_Policy.htm)
- Water & the Environment (http://www.mcgeorge.edu/Future_Students/Master_of_Science_in_Law/Legal_Concentration_in_Water_and_the_Environment.htm)

McGeorge faculty will work with each student to develop a customized curriculum (http://mcgeorge.edu/Future_Students/Master_of_Science_in_Law/MSL_Curriculum.htm) with a rigorous legal grounding that is infused with real-world examples, skills-based learning, and experiential opportunities. Students will also experience intense interaction and collaboration with a cohort of like-minded professionals who are seeking to increase their own skills. Finally, opportunities will be created for each student to put their new skills to work in California's capital city (http://mcgeorge.edu/Future_Students/Life_at_McGeorge/Sacramento_The_Capital_City.htm).

Questions?

Contact the Graduate & International Programs Office
Email (graduatelaw@pacific.edu) | 916.739.7019

Master of Science in Law Curriculum

Students accepted into the program can anticipate receiving guidance from our nationally and internationally renowned faculty on individual curricular plans. Students can go full or part-time; 26 units are required to earn the M.S.L. degree, which includes two required courses, a set of elective choices, and for those who are interested, a supervised capstone paper or project.

Required Courses

LAW 101	Contracts/Analytical Skills	4
LAW 212	Intro. to Legal Analysis	2

Optional Additional Foundational Courses

LAW 115	Criminal Law	2-4
LAW 125	Property	4

LAW 131	Torts	4
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Elective Courses - Organized by Concentration

Students may elect to choose from a variety of courses, and to customize their course selections to meet their interests and career goals. The lists below, organized by concentration, are just an example of courses students may wish to enroll in. Please note that some electives are not offered every year. Please be sure check the academic schedule for a current list of offerings.

Criminal Justice

LAW 115	Criminal Law	2-4
LAW 165	Criminal Procedure	3
LAW 174	Evidence	4
LAW 308	Art of Plea Bargaining	1 or 2
LAW 440	Family Law	2-3
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 550	Immigration Law and Policy	3
LAW 576	Intro to Capital Lawyering	2
LAW 591	Crimmigration	3
LAW 619	International Criminal Law	2-3
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 882	California Parole Hearings and Litigation	2

Health Concentration

LAW 110	Contracts	4
LAW 304	Mental Health - Policy and Law	2
LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 533	Global Health Law	2
LAW 570	Health Law	3
LAW 572	Public Health Law	3
LAW 573	Bioethics and the Law	2
LAW 576	Intro to Capital Lawyering	2
LAW 578	Navigating HR in Health Care	2
LAW 579	Affordable Care Act Seminar	2
LAW 706	Persuasive Public Speaking	2
LAW 710	HIPAA Privacy - Health Law	2
LAW 745	Elder Law and Social Policy	3
LAW 802	Negotiation and Settlements Seminar	2 or 3

Human Resources Concentration

LAW 110	Contracts	4
LAW 405	Worker's Compensation Law	2
LAW 432	Employment Law Practice	2

LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 526	Mediation	2-3
LAW 576	Intro to Capital Lawyering	2
LAW 578	Navigating HR in Health Care	2
LAW 706	Persuasive Public Speaking	2
LAW 780	Sexual Orientation and Gender ID	2
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 826	Negotiating Disputes Into Deals	2

Government and Public Policy Concentration

LAW 163	Constitutional Law	4
LAW 209	Local Agency Practice	2
LAW 402	Municipal Innovation Seminar	2
LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 513	California Lobbying & Politics	2
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 567	Election Law	2
LAW 568	California Initiative Seminar	2
LAW 576	Intro to Capital Lawyering	2
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 822	Lawmaking in California	2

Water and the Environment Concentration

LAW 230	Water Resources Law	2-3
LAW 232	Foundations of Water, Natural Resources and Environmental Law Practice 1	2
LAW 235	Water Environmental Law Practice B	3
LAW 237	Water Environmental Law Practice A	3
LAW 500	Administrative Law	3
LAW 501	CA Enviro. Cases & Places	1-2
LAW 503	Legislation and Statutory Interpretation	3
LAW 507	Environmental Law	3
LAW 510	Natural Resources Law	3
LAW 511	Climate Change Law & Policy	2
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 576	Intro to Capital Lawyering	2
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2 or 3

JD Concentrations

J.D. 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.

Questions?

Office of Student Affairs
Email (sacstudentaffairs@pacific.edu) | 916.739.7089

Business Concentration

The demands and complexities of a global economy require a strong basis in business law. To fulfill the Business Concentration, students complete a series of courses designed to equip new lawyers with the skills and knowledge necessary to succeed in a legal career with a business emphasis. This concentration is for students interested in pursuing a general business practice or a specialized business practice such as bankruptcy, employment, real estate, international business, or other types of business law.

How to Apply

Apply by submitting the online application (http://mcgeorge.edu/Business_Concentration_Form.htm), which requires that you attach your resume. This application should be submitted at your earliest stages of planning but, in no event, after the Add/Drop Deadline of your final law-school term. Students may schedule an appointment with the Faculty Director to plan their required curriculum.

Requirements & Curriculum

Students must complete the required and elective courses designated below. With the approval of the Director of the Business Concentration, a tax or business course of at least two (2) units, not included on the list of electives, may be substituted.

A minimum of 12 units must be completed to qualify for the concentration.

Required Core Courses

LAW 151	Business Associations	4
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Core Courses (complete one course)

LAW 210	Business Planning	2-3
LAW 225	Bankruptcy	2-3
LAW 255	Federal Securities Regulations	3
LAW 264	Commercial Real Estate Transactions	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
LAW 675	U.S. & International Sale of Goods	2

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 240	Insurance 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 645	International Trade- Public Aspects	3
LAW 647	International Economic Law	2
LAW 695	Foreign Investment and Development	3
Externship with a business law focus (advanced written approval required)		3

12 units minimum

Questions?

Contact Christine Manolakas, Director of the Business Concentration
cmanolakas@pacific.edu | 916.739.7110

Capital Lawyering Concentration

Capital Lawyering Concentration students complete a series of required and elective courses specially designed to train them to work in and around California's legislature and Governor's Office; in local, state and federal agencies; in private firms that specialize in political law or lobbying; in nonprofit agencies that engage in issue advocacy; and in law firms with regulatory practices in areas such as communications, energy, the environment, health, and employment. The curriculum ensures that students graduate with real-life experience and on-the-job contacts within the government and capital lawyering community. Students also participate in Capital Center student groups, attend Capital Center events, and network with Capital Center alumni in California, Washington, D.C., and elsewhere who work in capital lawyering careers.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Capital_Concentration_Application_Form.htm), As a Capital Lawyering Concentration student, you will meet regularly with the Concentration Director to plan your curriculum and activities.

Requirements & Curriculum

Capital Lawyering students complete a minimum of 14 units from the courses listed below.

Required Core Courses

LAW 517	Statutes and Regulations	3
LAW 576	Intro to Capital Lawyering	2

One Experiential Course, choose from:

LAW 820	Administrative Adjudication Clinic	2
LAW 853	Legislative & Public Policy Clinic ¹	2
LAW 961	Externship - Semester in Practice	2-14

Note: Evening students with day jobs that meet the requirements of the externship may receive a waiver of this requirement.

Students must take Introduction to Capital Lawyering, Lawmaking in California, and California Lobbying & Politics prior to the Clinic, or concurrently, with the permission of the Supervising Attorney.¹

General Electives		
LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 706	Persuasive Public Speaking	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3

State Law Electives		
LAW 513	California Lobbying & Politics	2
LAW 567	Election Law	2
LAW 568	California Initiative Seminar ²	2
LAW 822	Lawmaking in California	2
LAW 922	Pacific Legislative Law Review	2

Local Law Electives		
LAW 209	Local Agency Practice	2
LAW 235	Water Environmental Law Practice B	3
LAW 560	Land Use Planning	2

14 units minimum

Offered only when there is a California election with initiatives on the ballot.²

Questions?

Professor Dan Croxall, Director, Capital Lawyering Concentration
dcroxall@pacific.edu | 916.739.7169

Environmental Concentration

Environmental law lies at the intersection of environmental responsibility and society's use of and impact on the natural world. Local, national and international laws govern myriad aspects of environmental law and vary from an extremely specific to a very broad focus. The Environmental Concentration provides McGeorge students with an opportunity to deeply explore the body of knowledge necessary to pursue a career working in environmental issues or in environmental law.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Environmental_Concentration_Form.htm), which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Requirements and Curriculum

Students must complete the requirements listed below.

With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause. The Concentration requires a minimum of 13 units.

Requirement One

- Complete both core courses, Administrative Law (http://www.mcgeorge.edu/Students/Academics/Courses/Course_Descriptions.htm?500) and Environmental Law (<http://www.mcgeorge.edu/Students/Academics/Courses/>

Course_Descriptions.htm?507), preferably during their second year if enrolled in the full-time day program, or their third year if enrolled in the part-time evening program.

- Complete at least five (5) units of elective course offerings. Students are encouraged to participate in an Environmental Law Externship. A maximum of three (3) units may be earned toward the elective courses requirement in an Environmental Law Externship.
- Complete the capstone seminar during their third year if enrolled in the full-time day program, or their fourth year if enrolled in the part-time evening program. The capstone seminar will be offered during the Spring semester and will require a substantial scholarly paper.

Required Core Course (complete both courses)

LAW 500	Administrative Law	3
LAW 507	Environmental Law	3

Capstone Courses

LAW 509	Special Topics in Environmental Law	2
		or
		3

ELECTIVE COURSES (complete 5 units)

Strongly Recommended

Externship with an environmental or water law focus (Advance written approval required; a maximum of three Externship units may be earned towards the elective courses requirement)	3
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Additional Electives

LAW 230	Water Resources Law	2-3
LAW 235	Water Environmental Law Practice B	3
LAW 501	CA Enviro. Cases & Places	2
LAW 510	Natural Resources Law	3
LAW 560	Land Use Planning	2
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3

13 units minimum

Questions?

Contact Rachael Salcido (http://www.mcgeorge.edu/Rachael_Salcido.htm), Director of the Environmental Law Concentration
rsalcido@pacific.edu | 916.739.7354

Health Concentration

Substantial changes in our dynamic healthcare system create job opportunities for health lawyers in a variety of settings. Students in this concentration gain a strong foundation in health law and policy. They acquire the professional skills to represent individual and institutional clients or to work for a state or federal regulatory agency. Because health law is interdisciplinary, students will have the opportunity to take courses with medical students as well as students in other disciplines. These opportunities provide students with insight into the professional and ethical challenges faced by those providing health care to their patients as well as understanding the importance of legal and regulatory compliance. Students will gain supervised, practical experience in a healthcare field placement or legal clinic.

How to Apply

Apply by submitting the online application (http://mcgeorge.edu/Health_Concentration_Form.htm), which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning,

and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Students must complete the required and elective courses designated below. Membership and participation in the McGeorge Health Law Association is encouraged. With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause.

The Concentration requires a minimum of 13 units.

Required Core Courses (complete all)		UNITS
LAW 500	Administrative Law	3
LAW 570	Health Law	3
Experiential Courses (complete one course)		
Legal Clinic or Externship with a health law focus (advance written approval required)		
ELECTIVE COURSES (complete one course)		
LAW 304	Mental Health - Policy and Law	2
LAW 533	Global Health Law	2
LAW 572	Public Health Law	3
LAW 573	Bioethics and the Law	1
LAW 578	Navigating HR in Health Care	2
LAW 579	Affordable Care Act Seminar	2
LAW 710	HIPAA Privacy - Health Law	2
LAW 745	Elder Law and Social Policy	3
13 units minimum		

Questions?

Contact Professors Emily Whelan Parento (http://www.mcgeorge.edu/Emily_Whelan_Parento.htm) & Melissa Brown (http://www.mcgeorge.edu/Melissa_Brown.htm), Directors of the Health Concentration
Email (mbrown1h@pacific.edu) | 916.739.7378

Intellectual Property Concentration

Intellectual property law is one of the most dynamic fields in the legal profession – for lawyers with and without undergraduate degrees in science. In order to meet the growing demand for lawyers in this area of practice, McGeorge offers courses in intellectual property law and a specialized curriculum leading to a J.D. degree with an Intellectual Property Concentration. Careers in Intellectual Property Law include:

- Patent Lawyer
- Copyright Lawyer
- Entertainment Lawyer
- Trademark Lawyer
- Intellectual Property Litigator
- Media Lawyer
- Trademark Examiner
- Patent Examiner
- In-house Counsel for movie studios and biotech, publishing, software, and Internet companies
- Artist's Representative

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Intellectual_Property_Concentration_Form.htm), which requires that you

attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

CORE COURSES (complete three courses)		UNITS
LAW 265	Copyright Law	2-3
LAW 266	Patent Law	3
LAW 275	Survey of Intellectual Property Law	3
LAW 285	Trademark Law	2
ELECTIVE COURSES (complete two courses)		
LAW 267	Patent Prosecution	2
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 290	Computer and Internet Law	2-3
LAW 297	Sports Law	2
LAW 680	International Intellectual Property	1-3
14 units minimum		

Questions?

Contact Michael Mireles (http://www.mcgeorge.edu/Michael_S_Mireles.htm), Director of the Intellectual Property Concentration
Email (mmireles@pacific.edu) | 916.739.7154

International Concentration

Globalization is transforming the practice of law, obliging an increasing proportion of legal professionals to learn how to respond to the challenges presented by transnational and intercultural practice. McGeorge's International Concentration offers a strong foundation for a broad array of careers, whether your interests draw you toward public service or the private sector, to work abroad or in California, to litigation, transactions or a legislative/regulatory practice. Students who complete the concentration requirements will graduate with a solid grounding in public and private international law, in-depth exposure to at least one specialized doctrinal area, and advanced skills training that can help to provide a bridge to practice.

Explore an International Concentration

- Requirements & Curriculum (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/International_Concentration/International_Concentration_Requirements_and_Curriculum.htm)
- International Concentration Faculty (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/International_Concentration/International_Concentration_Faculty.htm) – Students are encouraged to consult with the Faculty Director of the Concentration Program, and with professors teaching any of the listed courses, to learn more about how the specific courses may further their academic interests and career goals. The Faculty Director, in consultation with the International Studies Committee, is authorized to approve appropriate substitutions of courses or units when necessary to accommodate the specific career goals and interests of individual students, as well as to provide academic counseling. Omar Dajani (http://www.mcgeorge.edu/Omar_M_Dajani.htm) and Jarrod Wong (http://www.mcgeorge.edu/Jarrod_Wong.htm) are the Faculty Advisors for the International Concentration. If you are interested in

the Concentration Program, you should contact Professors Dajani and Wong.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/International_Concentration_Form.htm), which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the concentration and how it fits into your career goals). This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Related Activities

At McGeorge, you may interact with J.D. and LL.M. students from many other countries on campus. Students with an international interest participate in a number of co-curricular and extracurricular activities, including:

- International Moot Court Competition Teams (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Competition_Teams.htm) – Each year, McGeorge fields moot court competition teams in competitions whose subject matter involves international law issues. For the Jessup International Moot Court Competition, held each spring, students prepare a written brief and compete at oral argument on a dispute involving public international law.
- McGeorge International Law Society – McGeorge's International Law Society is a student organization (http://www.mcgeorge.edu/Students/Student_Life/Student_Organizations.htm) that brings together those interested in international law. Members meet informally to discuss current international legal trends and the society sponsors speakers on current international topics. For example, the Society brought speakers from throughout North America to campus to discuss implications of NAFTA when it was near adoption.

Students must complete at least 15 units in the course categories designated below. With prior written approval, the Concentration Directors may vary the requirements of this program in individual cases for good cause.

CORE COURSES (9 units)

COURSE	DESCRIPTION	UNITS
LAW 600	Public International Law	3

At least two of the following courses

LAW 625	International Business Transactions	3
LAW 635	Transnational Litigation	3
LAW 647	International Economic Law	2

SPECIALIZED DOCTRINAL COURSES (minimum 3 units)

LAW 042	Central American Migration ¹	2
LAW 043	U.S./Lat Amer.Foreign Relation ¹	2
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 375	U.S. Taxation of International Transactions	3
LAW 401	Comparative E.U. and U.S. Constitutional Law	1
LAW 403	Corrupt Foreign Practices	1
LAW 404	Global Infrastructure Development	1
LAW 515	Conflict of Laws	3
LAW 550	Immigration Law and Policy	3
LAW 611	Fundamental Rights in Europe and the United States ²	2
LAW 614	International Protection of Human Rights	3

LAW 619	International Criminal Law	2-3
LAW 620	International Environmental Law	3
LAW 630	International Banking	2
LAW 654	European Union Law for International Business ²	1
LAW 662	Commercial Law for Foreign Investors in Guatemala ¹	2
LAW 694	International Dispute Resolution ²	1
LAW 695	Foreign Investment and Development	3
LAW 705	Introduction to Space Law	1

EXPERIENTIAL AND CAPSTONE COURSES (minimum 3 units)

LAW 608	International and Foreign Legal Research	1-2
LAW 621	International Water Resources Law Seminar	3
LAW 631	International Negotiations	2
LAW 637	International Commercial Arbitration	1-3
LAW 669	Lawyering Across Borders ¹	2
LAW 681	International Business Agreements	1
LAW 689	International Investor - State Arbitration	3
LAW 865	Immigration Clinic	3

Typically offered during Inter-American Summer Program in Guatemala.¹

Typically offered during McGeorge Summer Program in Salzburg.²

15 units minimum

Questions?

Contact Professors Omar Dajani & Jarrod Wong, Directors of the International Concentration

Email: odajani@pacific.edu or jwong@pacific.edu

Phone: 916.739.7018 or 916-739-7231

Tax Concentration

Description

Benjamin Franklin once remarked that nothing was certain except death and taxes. A basic understanding of tax law is a valuable asset upon entering the legal profession. Graduates with the Tax Concentration find employment opportunities as tax, business, or estate planning specialists in private firms, accounting firms, corporations, real estate entities, charitable organizations, and state and federal government.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Tax_Concentration_Form.htm), which requires that you attach your resume. This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. Students may schedule an appointment with the Faculty Director to plan their required curriculum and activities.

Curriculum

Students must complete the required and elective courses designated below. With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause.

COURSE	DESCRIPTION	UNITS
CORE COURSES (complete all)		
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Shareholders	3
LAW 314	Taxation of Partnerships and S Corporations	3
ELECTIVE COURSES (complete one course)		
LAW 302	Estate and Gift Tax/Estate Planning	3
LAW 325	Taxation of Real Estate Transactions	3

LAW 375	U.S. Taxation of International Transactions	3
Externship with a tax law focus (advanced written approval required)		
12 units minimum		

Questions?

Contact Professor Christine Manolakas (http://www.mcgeorge.edu/Christine_Manolakas.htm), Faculty Director, Tax Concentration
Email (cmanolakas@pacific.edu) | 916.739.7110

Trial & Appellate Advocacy Concentration

Students who wish to become litigators receive specialized practical training to prepare for careers in litigation, civil and/or criminal trial and appellate work, or dispute resolution. A wide range of courses enables students to learn and demonstrate competencies in writing, appellate and trial advocacy, evidence, trial preparation and conduct, alternative dispute resolution, negotiation, and counseling and representation of clients.

How to Apply

Apply by submitting the online application (http://www.mcgeorge.edu/Trial_and_Appellate_Advocacy_Concentration_Form.htm), which requires that you attach your resume. This application should be submitted at your earliest stages of planning, and in no case may be submitted after the Add/Drop Deadline of your final law school term. The Faculty Director will schedule a meeting with the applicant if required.

Explore a Criminal Justice Concentration

- Requirements & Curriculum (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/Trial_and_Appellate_Advocacy_Concentration/Trial_and_Appellate_Advocacy_Concentration_Requirements_and_Curriculum.htm)
- Trial & Appellate Advocacy Concentration Faculty (http://www.mcgeorge.edu/Students/Academics/Areas_of_Specialty/Concentrations/Trial_and_Appellate_Advocacy_Concentration/Trial_and_Appellate_Advocacy_Faculty.htm)

Related Activities

Externships (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Externships.htm) – Students perform on-site legal work as externs under the supervision of externship supervisors in government agencies that specialize in criminal law and civil litigation, including local, state and federal agencies such as the California Attorney General's Office, the Sacramento County District Attorney's Office and the U.S. Attorney's Office.

Legal Clinics (http://www.mcgeorge.edu/Students/Academics/Experiential_Learning/Legal_Clinics.htm) – McGeorge features legal clinics that allow students to represent clients in actual criminal or civil law proceedings under the supervision of a professor expert in a specific field. Our Federal Defender Clinic is one of only two in the country where students defend misdemeanor charges in U.S. District Court. The Prisoner Civil Rights Mediation Clinic and the Criminal Appellate Advocacy Clinic also allow students to work with real-world clients.

Students must complete the required and elective courses designated below. With prior written approval, the Concentration Director may vary the requirements of this program in individual cases for good cause. A minimum of 18 units are required for the Trial & Appellate Advocacy Concentration.

CORE COURSES

LAW 182	Global Lawyering Skills II	2
LAW 812	Trial Advocacy (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 801	Arbitration: Advocacy and Practice	1
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 826	Negotiating Disputes Into Deals	2
Capstone (complete one)		
LAW 807	Advanced Appellate Advocacy Seminar	2
LAW 815	Advanced Trial Advocacy	3
LAW 970	Mock Trial Team	1-3
LAW 972	Moot Court Competition Teams	2
Experiential (complete one course)		
Legal Clinic Externship with a litigation or ADR focus (advance written approval required) ¹		3
ELECTIVE COURSES (complete one)		
LAW 209	Local Agency Practice	2
LAW 400	Advanced Criminal Procedure	2
LAW 410	White Collar Crime	2
LAW 441	Trial Skills in Family Law	2
LAW 442	Alternatives to Litigation in Family Law	2
LAW 465	Federal Habeas Corpus	3
LAW 480	Capital Punishment Law	3
LAW 490	Expert and Scientific Evidence	2
LAW 541	Civil Rights Litigation	2-3
LAW 545	Federal Courts	3
LAW 561	Representing Local Agencies	1
LAW 619	International Criminal Law	2-3
LAW 706	Persuasive Public Speaking	2
LAW 709	Criminal Law Defenses	2
LAW 882	California Parole Hearings and Litigation	1
18 units minimum		

1 Students who have been granted a waiver from the graduation experiential requirement are not relieved of this Concentration experiential requirement. However, they may apply for such waiver, submitting proof of substantial other practicum/experiential courses beyond those already included in the Concentration requirements. Application must be made to the Faculty Director in writing via email.

Questions?

Contact Professor Jay Leach (http://www.mcgeorge.edu/Thomas_J_Leach.htm), Director, Trial & Appellate Advocacy Concentration
Email (jleach@pacific.edu) | 916.739.7002

UNITS

PUBLIC POLICY PROGRAMS

MPA

The Master of Public Administration (MPA) prepares professionals for successful careers in management and leadership positions and as advocates for change in making and implementing public policies. The 30-unit core curriculum emphasizes the foundations of public action based in statutes and regulations, value clarity, strategic leadership, analytical skills, and systemic change. Students may also elect an additional 6-12 units for a concentration as a basis for launching a career or developing expertise in a field of their interest.

MPP

The McGeorge Master of Public Policy Program (MPP) is a two-year full-time degree program. Students are required to complete 48 units of interdisciplinary courses to earn the degree. Year One curriculum includes seven required courses and an externship. In the fall semester of year one, students will receive limited tuition waiver support to participate as research assistants analyzing features or California water and health policy arenas. During the summer after Year One, students will participate in a required internship with a policy focus. Year Two features six required courses, three elective courses in concentration areas such as water, health and sustainability, and an internship.

Questions?

Contact Distinguished Professor of Public Policy John J. Kirlin (http://www.mcgeorge.edu/John_J_Kirlin.htm)
Email (publicpolicy@pacific.edu) | 916.340.6192

MPA

MPA Requirements

All core courses in four areas, including:

LAW		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC ADMINISTRATION/LEADERSHIP		
PUB 251	Values, Roles and Skills	3
PUB 241	Leaders, Organization Behavior	3
PUB 242	Systemic Change	3
PUB 252	Strategic Public Management	4
PUBLIC POLICY		
PUB 211	Conflicted, Complex, Uncertain	3
PUB 214	Budgets, Financial Management	3
PUB 212	Routines and Exceptions	3
ANALYTIC TOOLS		
PUB 221	Economic Concepts and Tools	3
PUB 233	Public Manager Analytics	3

MPA with Concentration

Total Units: You must complete 36-40 units, depending on concentration chosen

Required Courses: The core above and required courses as shown in: http://mcgeorge.edu/Future_Students/MPA_and_MPP_Programs/MPA_Program_Attributes/MPA_Curriculum.htm

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) | 916.340.6192

MPA

MPA Requirements

All core courses in four areas, including:

LAW		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC ADMINISTRATION/LEADERSHIP		
PUB 251	Values, Roles and Skills	3
PUB 241	Leaders, Organization Behavior	3
PUB 242	Systemic Change	3
PUB 252	Strategic Public Management	4
PUBLIC POLICY		
PUB 211	Conflicted, Complex, Uncertain	3
PUB 214	Budgets, Financial Management	3
PUB 212	Routines and Exceptions	3
ANALYTIC TOOLS		
PUB 221	Economic Concepts and Tools	3
PUB 233	Public Manager Analytics	3

MPA with Concentration

Total Units: You must complete 36-40 units, depending on concentration chosen

Required Courses: The core above and required courses as shown in: http://mcgeorge.edu/Future_Students/MPA_and_MPP_Programs/MPA_Program_Attributes/MPA_Curriculum.htm

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) | 916.340.6192

UNDERGRADUATE PROGRAMS

Degrees Offered

Bachelor of Science

Majors Offered

Organizational Behavior (BS)

(Undergraduate and Pharmacy)

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

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

University of the Pacific's Four-Year Guarantee

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

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

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

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

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

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

Academic Residence Requirement

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

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

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

Academic Standing

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

Good Standing:

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

Good Standing with Warning:

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

Probation:

If prior semester is 'Good Standing':

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

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

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

Subject to Disqualification (temporary status):

If prior semester is 'Good Standing':

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

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

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

Disqualified:

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

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

Acquisition of Graduate Credit as an Undergraduate

Undergraduates can open a graduate transcript (i.e., receive credit in graduate-level courses while an undergraduate) if they meet all of the following conditions. The undergraduate student must:

- be within 9 units of completing the baccalaureate degree.
- be in the last two semesters of the baccalaureate degree at University of the Pacific.
- submit the completed *Evaluation of Degree Requirements* form 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.
- be admitted into a graduate or credential program and receive approval of the *Application to Receive Graduate Credit as an Undergraduate Student* by the Office of the Registrar before the last day to add classes of the last semester as an undergraduate.

Additional regulations for receiving graduate credit as an undergraduate are as follows:

- Coursework will not count for graduate credit if the student fails to complete the baccalaureate degree by the second semester of taking graduate credit.
- Students who do not complete the baccalaureate degree by the second semester when graduate courses are taken will not be admitted into the graduate program and cannot take additional graduate course work until the baccalaureate degree has been awarded.
- The total number of graduate credits for the semester cannot exceed the maximum *graduate* course load of the department providing graduate coursework. This includes coursework taken at other schools.
- 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 upper division (100 numbered) courses.
- Undergraduate students cannot register in graduate-only courses (numbered 200 and above) unless this petition is approved by the Office of the Registrar **prior** to registration.
- The tuition rate for the entire semester is at the undergraduate rate.
- Units cannot be retroactively transferred from an undergraduate to a graduate program. (The approval must be obtained prior to the beginning of the last day to add classes of the last semester.)
- 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 counted in the undergraduate grade point average (*unless the baccalaureate degree is not completed*).
- There is no guarantee that graduate units earned as an undergraduate 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 courses and complete a term that begins after receiving the baccalaureate 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.)

Symbo	GPA	Definition
A	4.0	Outstanding work, highly meritorious
A-	3.7	
B+	3.3	
B	3.0	Very good but not outstanding
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	Barely passing but counts toward graduation
F	0.0	Failure. Grade count in the grade point average must be repeated with a satisfactory grade to receive credit toward graduation. Also, an F is a default grade given when an instructor does not report a grade.
AU/ AW		Audit/Audit Withdrawal
I		Incomplete work is work not complete due to extenuating and hardship circumstances which prevent the completion of the work assigned within the regular time of the term. Each incomplete grade assigned must be accompanied with a contract statement agreed to by both instructor and student as to: a.) what work remains to be completed, b.) how it is to be evaluated, and c.) a time indicated for completion within but no later than the following deadlines: for fall semester, by July 1 following; for spring semester, by November 1 following; for summer term, by January 1 following. If work is not completed within these stipulated times, the instructor can indicate a grade in lieu of the F/NC which automatically would be imposed with failure to complete the work. All incompletes must be made up before the last day of the semester in which the student intends to graduate.
N		Deferred grading
NC		No credit recognition. Represents unsatisfactory work under pass/no credit option. It is not assignable in the Conservatory of Music.
NG		No credit recognition. Represents unsatisfactory work under pass/no credit option. It is not assignable in the Conservatory of Music.
P		Passing work on the pass/no credit system. P grade is approved only for certain courses and programs of a college or school. Beginning Fall 2016, the University requires a minimum of C- or better to pass a course with a 'Pass/No Credit Grading Option'.
W		Authorized withdrawal from courses after the prescribed period.

Graduation Requirements for Bachelor's Degrees

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

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

Applies to non Law Undergraduate programs on the Sacramento campus.

The University of the Pacific is an independent institution. On the Stockton campus, 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:

Type	Cost
Tuition (1) per academic year 2017-2018, enrolled in 12 to 18 units in each semester	\$45,786
Wellness Center	\$280
ASUOP Student Fee	\$200
Activity & Recreation Fee	\$80
Room and Board	\$13,356
Total per academic year	\$59,702
School of Pharmacy and Health Sciences Annual Tuition (Eleven- month program, three terms)	\$73,716

¹ Arthur A. Dugoni School of Dentistry and McGeorge School of Law tuition and fee schedules are available by contacting those campuses.

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 \$5,094 annually.

The University reserves the right to change fees, modify its services or change its programs at any time and without prior notice.

Tuition – Undergraduate Students (per semester)

All schools except Pharmacy and Health Sciences

Type	Cost
Full-time (12 to 18 units)	\$22,893
Part-time (.5 to 8.5 units) per unit	\$1,579
Part-time (9 to 11.5 units) per unit	\$1,991
Excess units above 18 units, per unit	\$1,579
Engineering Co-op (full-time) Admitted prior to Fall 2016 tuition rate	\$11,446
Engineering Co-op (full-time) Admitted Fall 2016 tuition rate	\$5,724

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

Type	Cost
Full-time (12 to 19 units)	\$24,572
Part-time (.5 to 8.5 units) per unit	\$1,694
Part-time (9 to 11.5 units) per unit	\$2,136
Excess units above 19 units, per unit	\$1,694
Pharmacy Clerkship Rotation (full- time)	\$24,572
Pharmacy Technology Fee	\$330
Pharmacy Professional Fee (1)	\$325
Physical Therapy Fee	\$150

¹ Required of all students enrolled in the professional program with 12 units or more.

Tuition – Graduate Students (per semester)

Type	Cost
All schools (16 to 18 units) plus applicable fees	\$22,893
All schools (.5 to 15.5 units) per unit, plus applicable fees	\$1,430
Excess units above 18 units, per unit	\$1,430
Physical Therapy (12 to 18 units), plus applicable fees (Fall, Spring, Summer Terms)	\$22,893
Physical Therapy (1 to 11.5 units)	\$1,430

General Fees (per semester)

Student Health Insurance Plan \$1,596

Required for all students taking 9 or more units and for all international students with an F-1 Visa taking .5 units or more. It is optional for students enrolled in .5 to 8.5 units. The Student Health Insurance can be waived with proof of own health insurance if provided by the deadline and if the coverage meets University requirements.

Wellness Center Fee \$140

This fee is required for all students residing in University housing; and for all other students, both graduate and undergraduate, taking 9 units or more. It is optional for students enrolled in .5 to 8.5 units.

ASUOP Student Fee \$100

This fee is required for all undergraduate students residing in University housing and all undergraduates taking 9 units or more. It is optional for students enrolled in .5 to 8.5 units.

ASUOP Graduate Student Fee \$30

This fee is required for all graduate students and doctoral candidates taking 8.5 units or more. It is optional for students enrolled in .5 to 8.0 units.

Activity & Recreation Fee \$40

This fee is required for all students taking 9 units or more.

Course Audit Fee, per class \$50

Instructor permission is required. Auditing is not available in participation courses such as applied music, physical education, art courses of an applied nature, etc. The student must indicate a desire to audit the course at the time of registration.

Engineering/Computer Science Fee \$150

This fee is required for all students enrolled in the School of Engineering and Computer Science. Students are exempt from the fee while enrolled full time in the off-campus cooperative education program.

Business School Fee \$20

This fee is required for all Business Majors.

Conservatory Fee \$250

This fee is required for all Conservatory Majors.

Practice Room Fee \$10

This fee is required for all Conservatory Majors.

Applied Music Fees

Private lesson¹ fees vary by instrument and are based upon length of lesson. Fees range from \$70 to \$375. Please check with the Conservatory to determine appropriate charges. Applied music lessons must be arranged through the Conservatory Office.

¹ Private lessons and applied class lessons for non-music majors are available only if faculty loads permit and must be arranged through the Conservatory Office.

Special Fees

(Partial List)

Type	Cost
Transcript Fee	\$5
Matriculation Fee	\$100
Petition Fee	\$25
Non-refundable, Credit by Exam Fee	\$50
Additional fee for successful Credit By Exam results	\$200

Undergraduate Confirmation Deposit

A deposit of \$70 is required for all new students once notification of acceptance to the University has been received. The deposit is applied toward the student's tuition and is nonrefundable after May 1.

Housing Deposit

A deposit of \$200 is required for all new students who apply to reside in campus housing. This should be paid once notification of acceptance to the University has been received. The deposit is applied towards the student's housing charges and is nonrefundable after May 1.

Financial Responsibility

Registration, when accepted by the University of the Pacific, constitutes a financial agreement between the student and the University. Registration is considered complete when the bill has been settled. Tuition, fees and other charges the student incurs including but not limited to, housing, meal plans, and bookstore charges are added to the student account and are considered a loan for an educational benefit.

When you register for courses with the University of the Pacific, you are responsible for all "charges" as they become due. The charges include but are not limited to tuition, fees, room and board, meal plans, Laptop Agreement, bookstore charges and library charges (herein "charges"). These charges are for your educational benefit and if you fail to satisfy your financial obligation to the University you will not be provided any benefits from the University. The benefits which may be terminated include but are not limited to, course registration, housing and meal plans, transcripts and diplomas. Any outstanding charges due on your student account will be transferred to a Student Note Loan balance with the Student Loan Department, of the University of the Pacific for servicing. This Student Note Loan balance is subject to daily interest, late fees, collection fees, credit bureau reporting and any legal fees or costs associated with any bankruptcy. Failure to pay these charges when due will result in loss of housing, suspension of meal plans, termination of enrolled student status and will result in being denied access to the deferred payment plan options. It is your responsibility to ensure that all financial aid is properly credited to your account. The University reserves

the right to increase their fees and charges. Registration constitutes my agreement to all the forgoing terms and conditions.

You agree, in order for us to service your account or to collect any amounts you may owe, we may contact you by telephone at any telephone number associated with your account, including wireless telephone numbers, which could result in charges to you. We may also contact you by sending text messages or e-mails, using any e-mail address you provide to us. Methods of contact may include using pre-recorded/artificial voice messages and/or use of an automatic dialing device, as applicable. I have read this disclosure and agree that the University of the Pacific or its appointed agents may contact me as described above.

In order to receive a bill that includes tuition and fees prior to the payment deadline, you must early register for courses. Please note that students with delinquent accounts are not permitted to register. It is the students' responsibility to pay by the deadline, regardless of receiving a statement. Students can obtain their current account balance by logging into *insidePacific*. The University sends monthly electronic billing statements. Students receive a monthly email notifying them that their statement is ready for viewing. This statement notification email is also sent to any Authorized Users that the student establishes. Authorized Users do not have access to any other student information through this site. The billing statement can be printed from the computers located in the lobby of the Finance Center or by a request to the Student Accounts Office.

All electronic correspondence is sent to the student's u.pacific.edu email address.

A dispute of any charge on your student account must be submitted in writing to the Student Accounts Office within sixty days from the date of billing. If you fail to comply within the sixty day time period, you may forfeit your rights to dispute the charge in the future.

Payment of Bills

Tuition, fees, and room and board, if applicable, are due in full by the payment deadline. The payment deadlines are August 1st for the fall semester and January 1st for the spring semester for general students. Payment deadline information for other programs is available online on the Student Business Services website located at go.pacific.edu/studentaccounts. Any outstanding balances from prior semesters must be paid in full as well as the current semester payment, by the deadline. Students who have not yet registered can estimate their payment amount by utilizing the Calculation Worksheets available at the Student Business Services website. Payments for the intended enrollment must be made by the deadline, even if the student has not completed their course registration. Late fees will be assessed for payments received after the deadline. Failure to complete financial obligations can result in the cancellation of registration.

The University offers two payment options. The first is payment in full of all charges, less any applicable financial aid, by the deadline. The second option is a four month payment plan. The Monthly Plan requires a 25% down payment in addition to a \$75 non-refundable, deferred fee per semester. Those who utilize the monthly payment plan must enroll **online** through *insidePacific* by the payment deadline. In order for a parent or guardian to enroll in the monthly payment plan, their student must officially establish them as an Authorized User. Subsequent monthly payments are due by the first of the month.

International students may **not** utilize the monthly payment plan. Payment in full is required by the payment deadline.

It is the student's responsibility to ensure that all financial aid is properly credited to his/her account.

Payments can be made by cash, paper check, money order, cashiers check, and electronic checks. Payments must be received by the deadline; postmarks are not acceptable. Payments by check or cash can be made in person at the Cashiers Office, located in the Finance Center. If making payment by mail, please send check or money order to the attention of Student Accounts. Please include the student's university identification number or send a copy of the statement, which can be downloaded and printed, in order to ensure proper payment application.

Students who have not paid in full, completed all financial aid requirements and/or enrolled in the monthly payment plan by the payment deadline, are assessed a \$150 late payment fee. A late fee of \$50 is assessed for any payments made after the due date.

Failure to make payments as agreed can result in the University of the Pacific canceling all financial arrangements, a student's registration, and denying all University services.

Any payment on the student account that is returned by a financial institution for any reason can lead to cancellation of registration. If registration is cancelled for the semester, the student will not receive credit for those courses. A returned payment fee of \$25 is assessed for the first returned payment. Any payment returned subsequently is assessed a \$35 returned payment fee. After two (2) returned payments, the University can suspend both electronic and paper check writing privileges and institute collection and/or legal actions against the payer. The student's account is then placed on a finance hold thus preventing the student from receiving any services from the University.

The University requires that all accounts be paid in full by the end of the semester. Any account that remains delinquent is transferred to the Student Loan Department for servicing. Once the account is transferred, the Student Account Note or balance is subject but not limited to, principal, interest, late charges, collection fees, credit bureau reporting, and any legal fees associated with the collection of the debt. In accordance with California state law, all unpaid balances accrue 10% interest, per annum, on the balance remaining on the date of transfer. Students are responsible for all fees associated in the collection of the debt. A student with a balance due to the University is not allowed any benefits from the University including but not limited to, registration for courses, copies of transcripts or diplomas, and utilization of University housing and meals, until the balance is paid in full. In addition, all institutional loans or other loans guaranteed by the Federal Government must be in good (current) standing and exit interviews completed prior to the release of diploma or transcripts.

If payments exceed charges on a student account, the account is said to have a credit balance. Credit balances are to be returned to the student based upon the method of payment. The student account is not to be used as a means for cash advances or payments to third parties. Upon request, credit balances resulting from cash payments will be refunded to the student. A credit balance that results from a check payment is refunded after 14 business days. Credit balances that result from *refundable* student loans and scholarships are also refunded upon request. All financial aid must be disbursed on the student account before a refund is processed. Refunds are issued on a weekly basis.

Refund of Tuition and Fees

The following refund schedule pertains only to tuition charges and is applicable when the student drops below full time enrollment or **officially**

withdraws from the University. Students who intend to withdraw must notify the Office of the Registrar.

Refunds are based upon a percentage of calendar days. Calendar days of a semester may vary from semester to semester. For exact dates, please refer to the Student Accounts website or contact their office.

Notification and withdrawal before classes begin – No charge.

First day of classes until last day to add – \$150 clerical charge.

After 50% of calendar days no refund, 100% penalty.

Fees are non-refundable after the last day to add courses for the semester.

Housing and meal plan charges are refunded on a prorated basis as determined by the Office of Residential Life & Housing. Refunds are based upon per diem charges and actual approved check out date.

If the student reducing units or withdrawing from the University is a financial aid recipient, the student's financial aid award may be adjusted according to federal and state regulations and University policy. If the student has received more federal financial aid dollars than earned, the unearned aid must be returned to the federal financial aid program or programs from which it was paid. The funds remaining on the student account after federal financial aid is returned might not cover all the charges on the account. Any remaining balance is owed to the University and is due and payable immediately. The Financial Aid Office can provide additional information related to changes in financial aid awards.

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

Fall 2017

(All Schools and Colleges except Pharmacy, Law and Dental)

Description	Date(s)
Orientation and Registration	
Graduate Student	(Registration) June 14 and (Orientation) August 25
Session 1 (Freshmen)	June 20 - 21
Session 2 (Freshmen)	June 23 - 24
Transfer Student Orientation	August 21 - 22
International Student Orientation	August 21 - 22
Session 3 (Freshmen)	August 23 - 24
Payment Deadline for Fall 2017	August 1
Classes Begin	August 28
# Registration	August 28
Labor Day Holiday	September 4
# Last Day to Add Classes	September 8
# Last Day for Pass/No Credit or Letter Grade Option	September 8
# Last day to drop classes without record of enrollment	September 8
Deadline for Application for Graduation Fall 2017 (Graduate)	September 8
Census Date	October 1
Fall Student Break	October 6
Spring 2018 Schedule of Classes available Online	October 9

* Advising for Spring 2018 Registration for continuing students	October 16 - November 3
Last Day for Pro-Rated Refund	October 19
Homecoming (classes in session)	October 20 - 22
Last day to Withdraw	October 30
* Early Registration Appointments begin date for continuing students Spring 2018	October 30
Thanksgiving Break	November 22 - 24
Classes Resume	November 27
Classes End	December 8
Final Examination Period	December 11 - 15
Deadline for Application for Graduation Spring 2018/Summer 2018 (Graduate)	December 15
Deadline to file Petition to Walk in May 2018 Commencement (Summer 2018 Graduate)	December 15

Spring 2018

(All Schools and Colleges except Pharmacy, Law and Dental)

Description	Date(s)
Payment Deadline for Spring 2018	January 1
International Student Orientation	January 9 - 10
New Student/Transfer Orientation and Registration	January 9 - 10
Graduate Student Orientation	January 12
Martin Luther King Jr. Holiday	January 15
Classes Begin	January 16
# Registration	January 16
# Last Day to Add Classes	January 26
# Last Day for Pass/No Credit or Letter Grade Option	January 26
# Last day to drop classes without record or enrollment	January 26
President's Day Holiday	February 19
Census Date	March 1
Last Day for Pro-Rated Refund	March 9
Summer 2018/Fall 2018 Schedule of Classes Available Online	March 12
Spring Break	March 12 - 16
Classes resume	March 19
* Advising for Summer 2018/Fall 2018 for continuing students	March 19 - April 6
Last day to withdraw	March 29
* Summer 2018 registration opens for continuing students (no appointments)	April 2
* Early Registration Appointments begin date for continuing students - Fall 2018	April 2
Deadline for Application for Graduation Fall 2018/ Spring 2019/Summer 2019 (Undergraduate)	April 6
Classes End	May 1
Study Day	May 2
Final Examination Period	May 3 - 9
Commencement	May 12

Advisers should arrange to be available on this day.

* Limited to Currently enrolled students.

School of Pharmacy and Health Sciences including Physician Assistants

Pharmacy Fall 2017

Description	Date(s)
Early Registration Fall 2017 - Incoming 1st year students	June 14 - September 8
Early Registration Fall 2017 - Incoming graduate students	June 14 - September 8
Payment deadline for Fall 2017	August 1
Advanced Pharmacy Practice Experiences	August 14 - December 15
Orientation	August 23 - 25
Classes Begin	August 28
# Registration	August 28
Labor Day Holiday	September 4
# Last Day to Add Classes	September 8
# Last Day to Drop Classes without record of enrollment	September 8
Census Date	October 1
Pharmacy Spring 2018 Schedule of Classes Available Online	October 9
Midterm Exams	October 9 - 13
Last Day for Pro-rated refund	October 16
* Advising for Pharmacy Spring 2018	October 16 - 20
* Early Registration Pharmacy Spring 2018	October 22 - January 19
Last Day to Withdraw	October 30
Thanksgiving Break	November 22 - 24
Classes End	December 1
Final Examination Period	December 4 - 8

Pharmacy Spring 2018

Description	Date(s)
Payment deadline for Pharmacy Spring 2018	December 1
Deadline for Application for Graduation Spring 2018/Summer 2018 (Graduate)	December 15
Classes Begin	January 8
# Registration	January 8
Advanced Pharmacy Practice Experiences	January 8 - May 11
Martin Luther King Jr. Holiday	January 15
# Last Day to Add Classes	January 19
# Last Day to Drop Classes without record of enrollment	January 19
Midterm Exams	February 12 - 16
President's Day Holiday	February 19
Pharmacy Summer 2018 Schedule of Classes Available Online	February 19
Last Day for Pro-Rated Refund	February 23
* Advising for Pharmacy Summer 2018	February 26 - March 2
Census Date	March 1
Last day to Withdraw	March 5
* Early Registration for Pharmacy Summer 2018	March 5 - May 4
Classes End	April 4

Deadline for Application for Graduation Fall 2018/ Spring 2019/Summer 2019 (Professional)	April 6
Final Examination Period	April 6 - 12

Pharmacy Summer 2018

Description	Date(s)
Payment deadline for Pharmacy Summer 2018	April 1
Deadline for Application for Graduation Fall 2018/ Spring 2019/Summer 2019 (Professional)	April 6
Classes Begin	April 23
# Registration	April 23
# Last Day to Add Classes	May 4
# Last Day to Drop Classes without record of enrollment	May 4
Commencement	May 19
Pharmacy Fall 2018 Schedule of Classes Available Online	May 21
* Advising for Pharmacy Fall 2018	May 29 - June 8
Memorial Day Holiday	May 28
Midterm Exams	June 4 - 8
Last Day for Pro-Rated Refund	June 12
Census Date	September 1
* Early Registration for Pharmacy Fall 2018	June 13 - September 7
Early registration Pharmacy Fall 2018 - Incoming 1st year students	June 13 - September 7
Early registration Pharmacy Fall 2018 - Incoming graduate students	June 13 - September 7
Last Day to Withdraw	June 22
Fourth of July Holiday Observed	July 4
Classes End	July 24
Final Examination Period	July 26 - August 1

Organizational Behavior

Evening and Hybrid Degree Completion Programs

The Degree Completion Program in Organizational Behavior is designed to meet the needs of adult students who may have started, but never finished their college degree. Adult students who complete this program earn a bachelor of science degree with a major in organizational behavior. The major is offered in an intensified lock-step, cohort format designed for students who have already earned between 60 and 70 college semester units. The program is offered in either a hybrid or traditional face-to-face format, offering flexibility to adult students. Both the hybrid and evening class format provides adults the opportunity to complete their undergraduate education without interfering with employment.

The program focuses on the interdisciplinary study of social interaction and social change, which incorporates group dynamics involved in planning for change in businesses and organizations in the 21st century. The Organizational Behavior major combines courses from various disciplines within the University in order to provide students with the organizational and business skills necessary to work effectively within a variety of organizations. Students complete their degree over a 20-month period by taking two 3-unit classes every eight weeks.

This program is not open to current Pacific students and requires an interview of each applicant. There is a special reduced tuition for this program. If you are interested in the program but have not earned the minimum transfer units, please contact CPCE at (209) 946-2424 for academic advising.

Degree Requirements

The bachelor of science degree requires 124 units of credit that includes completion of the academic major, the University General Education Program and elective units, as well as writing, reading, quantitative skills proficiency requirements and the University diversity requirement. Students must earn a minimum grade point average (GPA) of 2.00 in all college work taken for the degree at Pacific and in courses taken as requirements in the major. A maximum of 20 units may be earned through a combination of concurrent enrollment in classes at other colleges and universities while enrolled at Pacific (maximum transfer unit policy applies), including transferable online and extension courses from other regionally accredited colleges and universities, and military courses evaluated by the American Council on Education. A residency requirement stipulates that a minimum of 32 of the last 40 units taken for completion of the undergraduate degree must be taken at Pacific.

Bachelor Of Science Major In Organizational Behavior

Students must complete a minimum of 124 units with a Pacific cumulative and major/program grade point average of 2.0 in order to earn the bachelor of science degree with a major in organizational behavior.

I. General Education Requirements

PACS 003, which is required of all transfer students, is met by ORGB 178 within the major.

Students must complete a minimum of 30 units and 9 courses that include one course from each subdivision below:

Social and Behavioral Sciences

IA. Individual and Interpersonal Behavior

IB. U.S. Studies

IC. Global Studies

Arts and Humanities

IIA. Language and Literature

IIB. Worldviews and Ethics

IIC. Visual and Performing Arts

Natural Sciences and Mathematics

IIIA. Natural Sciences

IIIB. Mathematics and Formal Logic

IIIC. Science, Technology and Society

or a second IIIA Natural Sciences course

Note: 1) No more than 2 courses from a single discipline may be applied to meet the requirements of the general education program.

II. Diversity Requirement

Students must complete one diversity course (3-4 units)

Note: 1) Courses may be used also to meet general education and/or major/minor requirements.

III. Fundamental Skills

Students must demonstrate competence in:

Writing

Quantitative analysis

IV. Major Requirements: 54 units

ECON 051	Economic Principles and Problems	3
ORGB 023	Computer Concepts and Applications	3
ORGB 100	Introduction Seminar	3
ORGB 105	Organizational Social Psychology	3
ORGB 109	Organiz., Managerial Developmt	3
ORGB 110	Acct & Fin Statement Analysis	3
ORGB 120	Critical Thinking for Adults	3
ORGB 130	Professional Communication	3
ORGB 135	Principles and Marketing	3
ORGB 145	Issues in Human Resource Management	3
ORGB 149	Introduction to Organizational Communication	3
ORGB 150	Applied Professional Writing	3
ORGB 155	Issues in Decision Making	3
ORGB 175	Res. Meth.: Quant. & Qual.	3
ORGB 176	Applied Research	3
ORGB 177	Organizational Structure, Design and Analysis	6
ORGB 178	Intro to Ethical Theories (Pacific Seminar 3 Requirement)	3

Organizational Behavior Courses

ORGB 023. Computer Concepts and Applications. 3 Units.

This general introduction course to computers focuses on applications in word processing and spreadsheets. The students also study the basic concepts of computer architecture, the internet, and network communications. Students explore graphical design concepts with Web pages and PowerPoint presentations.

ORGB 100. Introduction Seminar. 3 Units.

This course is an introduction to the Organizational Behavior major taught in the intensified eight-week format. It is a team-taught course with faculty from Sociology, the Library and the Center for Professional and Continuing Education. The aim of the course is to acquaint students with topics, research and issues typical of the field and to acquaint them with the skills and learning resources needed to complete the program. It includes an introduction to the contemporary library and the concepts of the research process that include the use of databases essential for social science research.

ORGB 105. Organizational Social Psychology. 3 Units.

Students study the sociological way in which the structure of organizations impinge upon the lives of individuals. Special attention will be given to the structural determinants of motivation, opportunity, power and participation within organizations. Organizational culture (roles and images), the processes of organizational change, and the recent efforts to improve the quality of work life and productivity in organizations is examined.

ORGB 109. Organiz., Managerial Developmt. 3 Units.

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication, and performance systems. A comprehensive review of these processes, as well as others, allows students to examine their role in organizations.

ORGB 110. Acct & Fin Statement Analysis. 3 Units.

This course addresses the accounting process of recording, summarizing, analyzing and interpreting financial information. Students learn how financial statements are prepared and how they assist in the financial decision making process. Emphasis is placed on financial statement analysis.

ORGB 120. Critical Thinking for Adults. 3 Units.

This course is intended to help students become more expert at making solid arguments and identifying weaknesses in one's own as well as arguments of others. Students learn to formulate a claim clearly and precisely, identify assumptions, evaluate the breadth of a claim, explain the logic of an argument and identify logical assumptions and evaluate the significance of a claim for others.

ORGB 130. Professional Communication. 3 Units.

This course is designed to help students become more effective communicators in professional and business settings. It covers the skills necessary for communication in the work environment and modern society.

ORGB 135. Principles and Marketing. 3 Units.

The objective of this course is to increase the understanding of the Public Relations field. Emphasis is placed on marketing theory and practice, function in organizations, and PR's role in society.

ORGB 145. Issues in Human Resource Management. 3 Units.

This course explores the issues and challenges that face the human resource area in any organization. Emphasis is placed on the challenge of attracting and retaining qualified, competent employees. Organizational change and its impact on employee motivation and performance is also addressed.

ORGB 149. Introduction to Organizational Communication. 3 Units.

The purpose of this course is to provide you with current theory and research in the area of organizational communication. Organizational communication has been an established discipline with a focus on how people create and develop relational messages and exchange them with other organizational members through selective channels. The course will help students understand various approaches to investigating organizational communication, obtain a better understanding of organizational communication behavior so they can develop an ability to diagnose, prevent and address communication problems. Organizational communication issues covered in the course include socialization, superior-subordinate communication, verbal communication, nonverbal communication, network and channels, symbolic behavior, listening, interpersonal communication, small group and team communication, effective leadership in organizations and new communication technology.

ORGB 150. Applied Professional Writing. 3 Units.

Would you like to be able to produce clear, concise and persuasive documents? This course helps you do that. Success with any professional writing task depends on your ability to identify your audience, understand their needs and plan how to meet those needs effectively. This course also covers proofreading and revising while it addresses the most commonly used forms in professional writing such as letters, memos and proposals.

ORGB 155. Issues in Decision Making. 3 Units.

This course provides a study of decision-making theory applied to individuals and organizations. The course provides a comprehensive theory of how people cope with decisional conflicts concerning management of organizations, career choice, marriage and a variety of other significant choices.

ORGB 175. Res. Meth.: Quant. & Qual.. 3 Units.

The objective of this course is to introduce students to fundamentals of communication research. Special emphasis is on understanding the "logic" of the research process. Students develop skills in research design, data collection and analysis, and learn how to apply quantitative and qualitative research methods to solving problems. This course also helps students understand the role of ethics in communication research.

ORGB 176. Applied Research. 3 Units.

The purpose of this course is to help the student synthesize and integrate the learning experiences acquired in organizational behavior studies and evaluate the research and current topics relative to major emphasis areas. Students are expected to do a literature review, analyze data, write empirical reports, conduct training and workshops, and present research results.

ORGB 177. Organizational Structure, Design and Analysis. 6 Units.

This course explores the organizational structure of human societies and the influence of organizations on individuals and groups. Analysis of the form and structure of formal organizations and the relationship between organizations, social class and social institutions in contemporary society is emphasized. Case studies of private, public and non-profit organizations are included.

ORGB 178. Intro to Ethical Theories. 3 Units.

This course provides students the opportunity to become familiar with how they and others think about moral issues and make moral choices. There is a dual emphasis on the analysis of personal moral development and the role of ethics in organizations.

ORGB 191. Independent Study. 1-4 Units.

Data Science

Phone: (209) 946-2992

Location: San Francisco and Sacramento

Website: Data Science (<http://www.pacific.edu/analytics>)

Degrees Offered

Master of Science in Data Science

Data Science Program Overview

The MS in Data Science prepares graduates for careers in data analytics and related fields. This is science (as opposed to business) based program that is focused on developing students' math foundation in statistics and linear algebra, and computer programming to prepare them for coursework in topics like machine learning, fraud detection, sentiment analysis, and data visualization.

This 32-unit, 4-semester degree culminates in the Capstone Project, in which students work on an analytics problem with a sponsoring company.

Prerequisite entry requirements include:

- A Bachelors degree
- Educational qualifications and/or work experience in:
 - Statistics
 - Linear Algebra
 - Computer programming (any language, although Python and R are the preferred languages)
- In addition, international students must also have:
 - The US equivalent of a GPA of 3.0 or above
 - TOEFL (or equivalent) English language proficiency. A minimum score of 90 or a score of at least 550 (213 on the computer-based test) is required

Data Science Program Educational Objectives

The MS in Data Science prepares graduates for careers in data analytics and related fields. This is done by developing students' math foundation in statistics and linear algebra.

The education that students receive will allow them after graduation to:

- Extract value from data to assist organizations in predicting future events, understand past performance, and optimize processes;
- Apply the methods of data mining, data wrangling, programming, quantitative methods, modeling, and machine learning to prepare very large data sets for analysis;
- Apply the scientific method to develop and test hypotheses using mathematical and statistical principles;
- Deliver in skilled communication the results and findings through informative visualizations to project stakeholders.

Master of Science in Data Science

Students must complete a minimum of 32 units with a Pacific cumulative grade point average of 3.0 to earn the master of science in data science degree.

Semester 1

ANLT 201	Linear Algebra for Data Science	2
ANLT 202	Frequentist Statistics	1
ANLT 208	Research Methods for Data Science	1
ANLT 212	Analytics Computing for Data Science	2
ANLT 224	Data Wrangling	1
ANLT 242	Relational Databases	1
ANLT 283	Weekly Hot Topics	1

Semester 2

ANLT 203	Bayesian Statistics	1
ANLT 210	Software Methods for Data Science	1
ANLT 222	Machine Learning for Data Science	2
ANLT 232	Introduction to Data Visualization	1
ANLT 243	NoSQL Databases	1
ANLT 272	Healthcare Case Studies	1
ANLT 283	Weekly Hot Topics	1

Semester 3

ANLT 214	Data Engineering for Data Science	2
ANLT 276	Emphasis Case Studies	1
ANLT 283	Weekly Hot Topics	1

Select three of the following:

ANLT 205	Consumer Analytics	3
ANLT 206	Sentiment Analysis and Opinion Mining	
ANLT 207	Time Series Analysis	
ANLT 273	Fraud Detection	
ANLT 274	Customer Analytics	
ANLT 275	Text Mining	

Semester 4

ANLT 233	Dynamic Visualization	1
ANLT 234	Analytics Storytelling for Data Science	1
ANLT 282	Capstone Project	6

Analytics Courses

ANLT 201. Linear Algebra for Data Science. 2 Units.

Linear algebra is the generalized study of solutions to systems of linear equations. In this course, students will begin by focusing on developing a conceptual understanding of computational tools from linear algebra, which are frequently employed in the analysis of data. These tools include: formulating linear systems as matrix-vector equations, solving systems of simultaneous equations using technology, performing basic computations involving matrix algebra, solving eigenvalue-eigenvector problems using technology, diagonalization, and orthogonal projections. Students will then be exposed to more advanced topics, such as singular value decomposition, principle component analysis, Random Walk, Markov Chains, and applications of linear algebra in data mining. The use of software to perform computations will be emphasized. Prerequisite: Admission into the Data Science program or permission of Program Director.

ANLT 202. Frequentist Statistics. 1 Unit.

A survey of regression, linear models, and experimental design. Topics include simple and multiple linear regression, single- and multi-factor studies, analysis of variance, analysis of covariance, model selection, and diagnostics. This class will focus more on the application of regression methods than the underlying theory through the use of modern statistical programming languages. Prerequisite: ANLT 201.

ANLT 203. Bayesian Statistics. 1 Unit.

This course introduces Bayesian statistical methods that enable data analysts and scientists to combine information from similar experiments, account for complex spatial, temporal, and other relationships, and also incorporate prior information or expert knowledge into a statistical analysis. This course explains the theory behind Bayesian methods and their practical applications, such as social network analysis, predicting crime risk, or predicting credit fraud. The course emphasizes data analysis through the use of modern analytic programming languages. Prerequisite: ANLT 202.

ANLT 205. Consumer Analytics. 1 Unit.

This course introduces the techniques used to analyze consumer shopping and buying behavior using transactional data in industries like retail, grocery, e-commerce, and others. Students will learn how to conduct item affinity (market basket) analysis, trip classification analysis, RFM (recency, frequency, monetary) analysis, churn analysis, and others. This class will teach students how to prepare data for these types of analyses, as well as how to use machine learning and statistical methods to build the models. The class is an experiential learning opportunity that utilizes real-world data sets and scenarios. Prerequisite: ANLT 222.

ANLT 206. Sentiment Analysis and Opinion Mining. 1 Unit.

This course introduces the algorithms and methods used to analyze the subjective opinions and sentiments of the author of a free text document such as a tweet, blog post, or article. The class will examine the applications of this type of analysis as well as its benefits and limitations. Sentiment analysis is closely tied to text mining and uses techniques such as natural language processing, text analysis, and computational linguistics for feature extraction and preprocessing of the data. Students will explore the current state of usage of sentiment analysis, as well as future implications and opportunities. Prerequisite: ANLT 222.

ANLT 207. Time Series Analysis. 1 Unit.

This course introduces the theory and application of statistical methods for the analysis of data that have been observed over time. Students will learn techniques for working with time series data and how to account for the correlation that may exist between measurements that are separated by time. The class will concentrate on both univariate and multivariate time series analysis, with a balance between theory and applications. Students will complete a time series analysis project using real-world scenario and data set. Prerequisite: ANLT 222.

ANLT 208. Research Methods for Data Science. 1 Unit.

Students learn about research design, qualitative and quantitative research, and sources of data. Topics will include a variety of research topics, including such things as data collection procedures, measurement strategies questionnaire design and content analysis, interviewing techniques, literature surveys; information databases, probability testing, and inferential statistics. Students will prepare and present a research proposal (with emphasis on technical writing/presentation principles) as part of the course.

ANLT 210. Software Methods for Data Science. 1 Unit.

Students learn the tools, methodology, and etiquette in developing data science applications, tools, and analytical workflows in collaborative environments. Data scientists are at the nexus of software engineering, science, and business. In order to thrive in this world, they must work collaboratively across these fields and skill sets, while ensuring that work is accessible and digestible to everyone involved. Moreover, they must ensure their work is production-worthy and extensible. This course teaches all of the elements, both technical and conceptual, to create productive, helpful, and professional data scientists.

ANLT 212. Analytics Computing for Data Science. 2 Units.

This course introduces computational data analysis using multi-paradigm programming languages. By the end of the course, students will tackle complex data analysis problems. The course emphasizes the use of programming languages for statistical and machine learning analysis, and predictive modeling. Graphical analytics tools will also be used. The course will also cover the various packages for accessing data that come with the various languages, manipulating and preparing data for analysis, conducting statistical and machine learning analyses, and graphically plotting and visualizing data and analytical results. The course emphasizes hands-on data and analysis using a variety of real-world data sets and analytical objectives. Prerequisite: Admission into the Data Science program or permission of Program Director.

ANLT 214. Data Engineering for Data Science. 2 Units.

This course introduces students to data warehousing architectures, big data processing pipelines and in-memory analytic techniques as an alternative to traditional warehouse approaches. The class will provide an overview of conventional data warehousing architectures, focusing on those processing pipeline technologies that enable the management of both SQL and NoSQL data. Students will learn how to design systems to manage large volumes of poly-structured data including temporal, spatial, spatiotemporal, and multidimensional data. The class will also provide an overview of the benefits of in-memory analytics, focusing on cloud computing and cluster computing architectures and associated modern toolsets. Students will learn how to design in-memory systems to iterative graphs, complex multistage applications, fault tolerant solutions, and to use modern cloud based analytic platform services. Prerequisite: Successful Completion of Second Semester of Master of Science in Data Science.

ANLT 222. Machine Learning for Data Science. 2 Units.

Machine learning is the artificial intelligence discipline for uncovering patterns and relationships contained in large data sets. Students will be exposed to the supervised learning methods such as neural networks and decision trees. Practical application of these techniques will be tools like R and Python. Students will also learn: proper techniques for developing, training, and cross-validating predictive models; bias versus variance; and will explore the practical usage of these techniques in business and scientific environments. Students will also be introduced to unsupervised learning – the class of machine learning for uncovering patterns and relationships in data without labeling the data or establishing a preconceived set of classes or results. Students will learn through hands-on programming projects. Prerequisite: Successful Completion of First Semester of Master of Science in Data Science.

ANLT 224. Data Wrangling. 1 Unit.

This course will teach you how to retrieve data from disparate sources, combine it into a unified format, and prepare it for effective analysis. This aspect of data science is often estimated to be upwards of 80% of the effort in a typical analytics process. Students will learn how to read data from a variety of common storage formats, evaluate its quality, and learn various techniques for data cleansing. Students will also learn how to select appropriate features for analysis, transform them into more usable formats, and engineer new features into more powerful predictors. This class will also teach students how to split the data set into training and validation data for more effective analytical modeling.

ANLT 232. Introduction to Data Visualization. 1 Unit.

This course introduces tools and methods for visualizing data and communicating information clearly through graphical means. The class covers various data visualizations and how to select the most effective one depending on the nature of the data. Students will practice using the data visualization methodology by walking through a case study with the instructor and then practicing the steps on their own. Students will work with modern analytic graphics packages, and will be introduced to open source libraries, and to commercial visualization products. Prerequisite: ANLT 213.

ANLT 233. Dynamic Visualization. 1 Unit.

This course introduces advanced visualization techniques for developing dynamic, interactive, and animated data visualization. Students will learn a variety of techniques for the visualization of complicated data sets. These techniques are valuable for visualizing genomic data, social or other complex networks, healthcare data, business dynamics changing over time, weather and scientific data, and others. Often the visual presentation of data is enhanced when it is made interactive and dynamic, allowing users to “move through” the data and manipulate the data graphically for exploratory analysis. This presentation often involves web application development, and students will be exposed to these rudiments as well as tools that enable faster development of data visualization. Prerequisite: ANLT 234.

ANLT 234. Analytics Storytelling for Data Science. 1 Unit.

This course builds upon ANLT 232. It will dive into how visualizations should be presented differently when presenting to lay people, business executives, and a technical group. It will also consider visualizations meant for exploratory analysis versus persuasive argument versus survey, or “30,000 foot” analysis. Working alone and in teams, students will create visualizations using their own findings and using provided case studies. Prerequisite: ANLT 232.

ANLT 242. Relational Databases. 1 Unit.

This course introduces relational database management systems (RDBMS) and the structured query language (SQL) for manipulating data stored therein. The class is focused on the applied use of SQL by data scientists to extract, manipulate and prepare data for analysis. Although this class is not a database design class, students will be exposed to entity-relationship (ER) models and the benefits of third normal form (3NF) data modeling. The class employs hands-on experiential learning utilizing the modern relational database querying languages and graphical development environments.

ANLT 243. NoSQL Databases. 1 Unit.

This course will examine different non-relational (NoSQL) database paradigms, such as Key-Value, Document, Column-family, and Graph databases. Students will learn about advantages and disadvantages of the different approaches. The class will include hands-on experience with a representative sample of NoSQL databases. Computing developments that spurred the existence of NoSQL databases, such as big data, distributed and cloud computing will also be discussed. Prerequisite: ANLT 242.

ANLT 272. Healthcare Case Studies. 1 Unit.

This course is a culmination of the first semester of the MS Analytics program. It provides an experiential learning opportunity that ties together the statistical, computational analytics and database concepts in a series of case studies in the Healthcare sector. Students will examine four separate case studies of the use of data analytics in healthcare. Students will work in teams to dissect these case studies and evaluate the business opportunity, the analysis methodology, the raw data, the feature engineering and data preparation, and the analytical outcomes. Students will present their evaluation and make recommendations for improvements in the analysis and related opportunities. Prerequisites: ANLT 203, ANLT 212, ANLT 243.

ANLT 273. Fraud Detection. 1 Unit.

This course introduces the use of analytics to detect fraud in a variety of contexts. This class shows how to use machine learning techniques to detect fraudulent patterns in historical data, and how to predict future occurrences of fraud. Students will learn how to use supervised learning, unsupervised learning, and social network learning for these types of analyses. Students will be introduced to these techniques in the domains of credit card fraud, healthcare fraud, insurance fraud, employee fraud, telecommunications fraud, web click fraud, and others. The course is experiential and will apply concepts taught in prior data wrangling and machine learning courses using real-world data sets and fraud scenarios. Prerequisite: ANLT 222.

ANLT 274. Customer Analytics. 1 Unit.

This course introduces the techniques used to analyze consumer shopping and buying behavior using transactional data in industries like retail, grocery, e-commerce, and others. Students will learn how to conduct item affinity (market basket) analysis, trip classification analysis, recommender systems, RFM (recency, frequency, monetary) analysis, churn analysis, and others. This class will teach students how to prepare data for these types of analyses, as well as how to use machine learning and statistical methods to build the models. The class is an experiential learning opportunity that utilizes real-world data sets and scenarios. Prerequisite: ANLT 222.

ANLT 275. Text Mining. 1 Unit.

This course introduces the essential elements of text mining, or the extension of standard predictive methods to unstructured text. The class will explore the use of text mining in domains such as digital security, bioinformatics, law, marketing, and social media. Students will be exposed to information retrieval, lexical analysis, pattern recognition, meta-data tagging, and natural language processing (NLP). A large portion of this class will be devoted to the data preparation and wrangling methods needed to transform unstructured text into a suitable structure for analysis. Prerequisite: ANLT 222.

ANLT 276. Emphasis Case Studies. 1 Unit.

This course is a culmination of the second semester in the Master of Science in Analytics program. It provides an experiential learning opportunity that ties together the statistical, computational analytics and database concepts in a series of case studies in the finance, manufacturing, telecommunications and retail sectors. Students will examine four separate case studies of the use of data analytics. Students will work in teams to dissect these case studies and evaluate the business opportunity, the analysis methodology, the raw data, the data and feature engineering and data preparation, and the analytical outcomes. Students will present their evaluation and make recommendations for improvements in the analysis and related opportunities. Prerequisite: Successful Completion of First Semester of Master of Science in Analytics (Fall).

ANLT 282. Capstone Project. 6 Units.

This course is a culmination of all modules in the MS Analytics program. It provides an experiential learning opportunity that connects all of the materials covered in the MS Analytics program. Students will be formed into teams and assigned to an industry sponsored project. Capstone projects will be agreed in advance with sponsoring companies and will represent real-world business issues that are amenable to an analytic approach. These projects will be conducted in close oversight by the sponsoring company, as well as, a University faculty member and may be conducted on the sponsoring company's premises using their preferred systems and tools, at the sponsoring company's discretion. Prerequisite: Successful completion of Semester 2 (Spring).

ANLT 283. Weekly Hot Topics. 1 Unit.

This course consists of a set of weekly presentations and discussions around key analytic issues and current case studies. These hot topics will be presented by a combination of guest speakers – industry luminaries in the area of analytics – and University of the Pacific faculty members, including the MS Analytics program director. Many of these topics will be drawn from relevant real-world contemporary analytic stories that reinforce specific elements of the academic content being taught and cannot be predicted in advance.

Doctorate of Education Degree Program

Doctorate of Education

The following Concentration (Specialization/Cognate) is offered:

- Educational and Organizational Leadership

Admissions Requirement

1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work
2. An appropriate degree from an accredited university (masters for admission to doctoral programs).
3. A completed application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation that attests to the candidate's ability to undertake doctoral studies.
4. Departmental interviews are required for the EdD program.
5. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education.
6. Some programs may have additional requirements. Please contact the Department Chair for that program for additional information.

For experienced educators who desire to prepare for positions as supervisors, consultants, vice principals, principals, or district office staff, the School of Education offers programs meeting the requirements for the Preliminary Administrative Services Credential. The credential programs may be combined with the master's degree or the doctorate in education.

Program Stages

The successful completion of EDUC 356 (Option A) or EDUC 327 (Option B) with the production of a quality problem statement and literature review advances the student to Doctoral Candidacy.

Dissertation

An acceptable dissertation must be based on an original investigation. It must present either a contribution to knowledge and/or understanding,

or an application of existing knowledge to the candidate's special field of study. The dissertation must be submitted by the appropriate deadlines as stated in the current Graduate Academic Calendar. As noted above, students admitted to the EdD program in the Benerd School of Education require a minimum of 2 units and maximum of 5 units of Dissertation units (EDUC 399) that are completed after the dissertation proposal has been completed.

Period of Candidacy

The maximum time allowed for completion of an EdD program is governed by the following: All requirements for the Doctor of Education degree must be completed within nine years after the first day of the semester of enrollment in EdD coursework at Pacific as a provisionally admitted doctoral student. Failure to complete within nine years requires the student to petition the department and the Graduate School for continuation in the doctoral program. If the petition is approved, the student will be required to register for five additional units of EDUC 399 Dissertation. Students who do not meet these deadlines are dropped from the doctoral program.

Final Oral Examination

A final oral examination, conducted by the candidate's dissertation committee, is held in accordance to the deadline established by the Graduate School. This oral exam concerns itself with the candidate's dissertation. Supplemental information is available in the Benerd School of Education department offices.

Semester Hour Requirements

A minimum of 56 doctoral units is required for the EdD degree. Some (usually no more than 6) post master degree units may be approved by petition for transfer from another university and count toward the 56 doctoral units.

Credit value of the dissertation: Not less than 2 nor more than 5 units.

Grade Point Average Requirements

Grade point average of at least 3.0 in all work taken while in graduate studies is required. Preferably this should be 3.5.

Minimum Residence

The period of residence work represents an opportunity to secure additional competency in the area of specialization as well as the development of an acceptable dissertation. Residency requirement can be met by taking 18 units of coursework within 12 calendar months.

Courses Outside the Field of Education

Related graduate courses outside the field of education may count towards the EdD upon prior approval of the advisor and the Dean of the School of Education.

Doctorate of Education

The Doctorate of Education (EdD) requires a minimum of 56 units with a Pacific cumulative grade point average of 3.0. Students must complete the doctoral core courses as well as a dissertation proposal and defense.

Based upon state and federal laws, additional units and requirements may be necessary for those students electing to earn a credential, certification or license along with the graduate degree (e.g., teaching credential, administration credential, licensed educational psychologist, or licensed psychologist). Students interested in earning a credential, certification or license should work closely with advisor and credential staff. Student may choose to specialize in one or more areas. Students will be required to complete a dissertation at the conclusion of the program.

I. Core

Option A - A minimum of 21 units. Required option for all concentrations with the exception of Educational Psychology and Specialization in Counseling Psychology.

EDUC 202	Statistical Thinking and Communication	3
EDUC 322	Qualitative Research Design and Methods	3
EDUC 325	Quantitative Research Design and Methods	3
EDUC 352	Applied Inquiry I	3
EDUC 354	Applied Inquiry II	3
EDUC 356	Applied Inquiry III	3
EDUC 358	Applied Inquiry IV	3

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

EDUC 201	Techniques of Research	3
EDUC 202	Statistical Thinking and Communication	3
EDUC 304	Program Evaluation	3
EDUC 325	Quantitative Research Design and Methods	3
EDUC 326	Applied Multiple Regression	3
EDUC 327	Structural Equation Modeling	3
EDUC 352	Applied Inquiry I	3

II. Research and Dissertation

(Minimum 5 units)

EDUC 399	Doctoral Dissertation	2-5
Education Electives related to Dissertation at 200-300 level		0-3

III. Concentration

Students may elect the following concentration. In order to earn a concentration, students must fulfill the general requirements listed above as well as specific concentration requirements listed below.

Educational and Organizational Leadership

Select 18 units from the following:		18
EDUC 360	Seminar: Trends, Issues and Dynamics of Change	
EDUC 363	Seminar: Personnel Issues	
EDUC 364	Seminar: Educational Policy Making and Politics	
EDUC 365	Seminar: Administration of Higher Education	
EDUC 367	Seminar: Cultural Diversity and Educational Administration	
EDUC 368	Seminar: Administering Complex Organizations	
EDUC 372	Program and Organization Evaluation	
EDUC 380	Innovation in Organizational Leadership	
EDUC 381	Law in Higher Education	
EDUC 382	Leadership in Higher Education	

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.

Education Courses

EDUC 010. Dean's Seminar. 1 Unit.

A basic introduction to the career of teaching and the programs and methodologies of the School of Education including educational requirements, professional orientation, career opportunities and school and university regulations.

EDUC 011. Children's Literature. 3 Units.

Students examine various genres of quality literature for children from preschool through eighth grade. Emphasis is on how books affect the growing child and on ways to develop children's appreciation and comprehension of stories as well as to extend their subject matter knowledge.

EDUC 100. Introduction to Language. 4 Units.

This course is an introduction to the central role of language in cultures and societies. Emphasis is on social and regional language variation, language and prejudice, gender and social class differences in conversation styles, the history and evolution of languages, and societal attitudes toward language and socio-political-economic influences on language use. Students gain more precision in their academic language development as they explore English grammatical structures and develop an appreciation of the work sociolinguists do through conversational analysis. As part of the University of the Pacific's general education program (1-A), this is a library intensive course. This means that students do library research, using online and other sources to meet some of the course requirements. (GE1A)

EDUC 129. Seminar: Cultural Basis of Conflict in Education. 3 Units.

Analysis of cultural diversity in American classrooms. Not open to doctoral students. (ETHC)

EDUC 130. Technology Enhanced Learning Environments. 2 Units.

This course focuses on basic skills and software for creating multimedia projects, completing assignments in all education courses, and meeting the state's technology standards for teachers. All assignments in this course relate to building the structure and first section of a candidate's teacher education electronic portfolio. Thereafter, candidates add sections to the portfolio during other courses and activities in their programs of study, which includes evidence that they have met the state's technology standards. Upon graduation, the portfolios are archived in the BSE, and candidates can create a DVD of their entire portfolio or of parts they wish to use. This course is a prerequisite to Admission to Teacher Education.

EDUC 131. First and Second Language Acquisition/Linguistic Foundations. 4 Units.

This course is an introduction to first and second language development, using a compare and contrast framework. It covers theoretical perspectives in first and second language acquisition and explores the relationship between theories and practice in language learning and teaching. This course addresses pedagogical implications of various theories of second language acquisition and discusses socio-cultural factors that influence second language learning. In addition, there is particular attention given to language structure (phonology, morphology, semantics, and syntax) as it relates to the language development of native speakers of English as well as English language learners. This course includes a fieldwork component for which students work with young elementary students off campus once a week during the semester. Prerequisite: EDUC 100.

EDUC 140. Transformational Teaching and Learning. 4 Units.

This is an introductory course that explores the complex relationships within and among local, state, and national levels of public instruction. The course introduces historical, legal, and social issues that affect diverse educational settings. Topics include key movements and legal cases of prominence in American education; demographic information about learners and schools in California; home, family and school partnerships; and professional stages in teaching careers (e.g., subject matter preparation, teacher education, initial licensure, induction programs, and professional development). The course also includes an introduction to “reflective practice”; an overview of stages in human development; prominent learning and motivation theories; the characteristics of learners with exceptional needs; and individual differences among learners, which include English language learners. This course is taken by students interested in Multiple Subject, Single Subject and/or Educational Specialist credentials. It is a prerequisite to Admission to Teacher Education, but it is open to all students at the University. Fieldwork requires fingerprint review and clearance at local districts and TB clearance. There are fees for these services.

EDUC 141. Transformational Teaching and Learning Practicum. 2 Units.

This supervised practicum is taken concurrently with EDUC 140: Transformational Teaching and Learning. Students examine the community, school, and classroom contexts and how they influence the teaching and learning process. Translation of current learning theories into practice are analyzed and applied. Students interact with K – 12 students and teachers in public school settings.

EDUC 142. Visual Arts in Education. 3 Units.

This course assists students in developing an understanding of the visual arts and how they interface with children’s development through age 18. The course acquaints students with Visual Arts curriculum in the K-12 classroom. A philosophical emphasis is placed upon the interface of visual arts with children’s development. The course explores such concepts and processes as aesthetic perception, creative expression, visual arts heritage and aesthetic valuing, and media and materials, suitable for children through age 18. Prerequisite: Sophomore standing. (GE2C)

EDUC 150. Teaching and Assessment. 4 Units.

This course supports reflective teaching and learner-centered principles and practices in the K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge. This course is taken concurrently with EDUC 153, Teaching STEM, for Multiple Subject candidates. EDUC 150 is taken by Education Specialist candidates. (EDUC 153 is not taken by Special Education candidates, unless they are planning to earn a Multiple Subject Credential.) Prerequisite: EDUC 140. Fingerprint and TB test clearance is required.

EDUC 153. Teaching Science, Technology, Engineering, and Mathematics. 4 Units.

Methods and curriculum presented for teaching science, technology, engineering and mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum framework; essential mathematics, technology, engineering, life, physical, and earth science themes, concepts, and skills; instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, including mainstreamed and culturally diverse learners; needs of diverse learners, including mainstreamed and culturally diverse learners; principles and practices of evaluation of students’ learning. Fieldwork is required. Prerequisite: EDUC 140.

EDUC 154. Productive Learning Environments for Diverse Secondary Classrooms. 2 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Prerequisites: Instructor approval or C & I department permission; minimum 2.5 GPA, fingerprint and TB test clearance.

EDUC 155. Teaching in the Content Areas I. 3 Units.

This is the first of a three-part course for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment are emphasized for fostering effective teaching and learning.

EDUC 156. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.

This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 157. TESOL Theory and Practice. 4 Units.

This course provides a link between theory and practice in the teaching of ESL. Aspects of language learning is discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum that is appropriate for the teaching situation.

EDUC 160. Productive Learning Environments for Diverse Classrooms. 2 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Senior standing or permission of instructor.

EDUC 161. Literacy Development (Multiple Subject). 4 Units.

This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Twenty-four hours of fieldwork is required. This course is taken prior to Directed Teaching (Professional Practice). Prerequisite: admission to Teacher Education program with fingerprint and TB test clearance.

EDUC 162. Literacy Assessment (Multiple Subject). 2 Units.

This course investigates the uses of ongoing instructional diagnostic strategies in reading and language arts that guide teaching and assessment. Topics include early intervention techniques appropriate for a classroom setting and guided practice of these techniques. Fieldwork is required and shared with EDUC 161. This course is taken prior to Directed Teaching and may be taken with EDUC 161 concurrently. Prerequisite: admission to Teacher Education with fingerprint and TB test clearance.

EDUC 163. Teaching English Learners. 4 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 100, 140, and 150, or instructor/C & I department permission; minimum GPA of 2.5; Fingerprint and TB test clearance. (ETHC)

EDUC 164. Introduction to Bilingual Education. 4 Units.

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. Prerequisites: EDUC 100 and EDUC 131. (ETHC)

EDUC 165. Teaching in the Content Areas II. 2 Units.

This is the second of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. The emphasis in this course is on content-specific practices. Candidates join their respective professional organizations and participate in those organizations' professional development experiences. In addition to whole class meetings, candidates meet in content-specific seminars with practitioners in their content areas on a regular basis.

EDUC 166. Teaching English Learners, Single Subject. 3 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-12 classrooms. Teachers develop appropriate strategies and approaches for developing language proficiency and link their practice to the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 140 or instructor/C & I department permission; minimum 2.5 GPA; Fingerprint and TB test clearance. (ETHC)

EDUC 167. Adolescent Development. 3 Units.

This course is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well being. The influence of family, peers, school, and the broader community on development are explored as well. Implications of current understandings of adolescent development on teaching, learning, and assessment are emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 168. Microcomputers in Education. 3 Units.

This course introduces the student to the major concepts and applications related to the use of microcomputers in education. Students learn basic operations, terminology and capabilities of microcomputers within an educational context. Key issues related to the use of instructional technology are discussed. Application and evaluation of software for classroom instruction and management is investigated.

EDUC 169. Microcomputers and Curriculum Design. 3 Units.

Issues related to the educational application of instructional technology and its impact on education is investigated. Students do in-depth analyses of software applications and their validity in relation to learning models and the current curriculum. Students evaluate how new technologies may effect change in curriculum. Various projects that relate to evaluation of software, teaching strategies and research in new technologies are required. Prerequisite: EDUC 168 or permission of instructor.

EDUC 170. Professional Practice. 2-10 Units.

Professional practice is a full-day of Student Teaching in public schools. Candidates for a Single Subject and Multiple Subject Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates are approved for Student Teaching. Prerequisites: EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC172 (concurrently); SPED 125X (concurrently) with grades of "C" or higher; a minimum GPA of 2.5.; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter/waiver program) and approved; approval of a Certificate of Clearance with TB test clearance and program assessments completed prior to Directed Teaching; Directed Teaching approval process must be completed with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department's Director of Field Experiences.

EDUC 171. Professional Practice Music. 2-10 Units.

This course is a full-day of Student Teaching in public schools. Candidates for a Single Subject Music Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates may be approved for Student Teaching. Prerequisites are EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC 171 (concurrently); SPED 125X (concurrently) with grades of "C" or higher; a minimum GPA of 2.5; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter/waiver program) and approved; approval of a Certificate of Clearance with TB test clearance program assessments completed prior to Directed Teaching; completed Directed Teaching approval process with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than EDUC 172 and SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department's Director of Field Experiences.

EDUC 172. Professional Practice Seminar. 2-10 Units.

Students reflect upon and integrate the Directed Teaching experience in large and small group settings for the SB 2042 Credential. Topics include multicultural education, child abuse, school law, interpreting standardized test scores, professional associations and negotiations, discipline plans, lesson planning and conferencing skills. This course may be taken concurrently with EDUC 170/EDUC 270.

EDUC 175. Teaching in the Content Areas III. 2 Units.

This course is the culminating part of a three-part course for Single Subject credential candidates that develops professional, reflective practices and abilities for teaching in single subject classrooms schools. It is taken concurrently with the professional practice practicum (student teaching). Emphasis in the first two parts of the course is placed on acquiring and practicing general and content-specific knowledge, skills, and ethical values associated with managing contemporary, culturally diverse secondary classroom environments. The course is co-taught by University faculty and K-12 Content Area Specialists. In the third and final portion of the course, candidates integrate and synthesize prior learning and independently teach grades 7 – 12 students in their professional practice placements. University and Grades 7 – 12 Content Area Specialists supervise and support candidates and continue to lead seminar sessions. The capstone assessment that leads to the Level I teaching credential, the Performance Assessment for California Teachers (PACT) Teaching Event (TE) is completed as part of this course.

EDUC 180. Workshop Learning: Issues Group Leadership. 1 Unit.

This course is designed to support the learning and leadership model, Peer-Led Team Learning (PLTL). The course topics include practical information (understanding motivation, managing time, dealing with dominating students, learning styles, group dynamics, study skills, helping students improve critical thinking, develop logical reasoning, and prepare for tests), a foundation in learning theory, and guidance about the specific components of the workshop lessons.

EDUC 181. ECE: Social Justice/Diversity. 3 Units.

This course is conducted as an undergraduate level seminar that is designed to examine key normative issues in the area of social justice, diversity and multiculturalism with an emphasis in early childhood education. The relation of social diversity (race, ethnicity, gender, language, societal attitudes and class) to equality in education and education reform movements is viewed from multiple contexts. Topics explored are diversity, sociopolitical aspects of history and the impact on education, and specifically, early childhood education and multiculturalism. A practicum is required in this course. (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 189. Practicum. 2-4 Units.**EDUC 191. Independent Study. 1-4 Units.****EDUC 192. Preliminary Fieldwork. 1-3 Units.**

Consent of department chair.

EDUC 192A. Elementary Education Fieldwork. 1-3 Units.

Consent of department chair.

EDUC 192B. Secondary Education Fieldwork. 1-3 Units.

Consent of department chair.

EDUC 192D. Early Childhood Education Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 192E. Reading Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 192F. Bilingual Education Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 192G. Cross-cultural Education Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 195A. Pedagogical Seminar. 3 Units.

Investigation of the role that subject matter knowledge and its representations play in teaching. Emphasis on self-assessment of subject matter knowledge. Focus on moral and ethical dimensions of teaching and learning. Prerequisite: completion of a minimum of 8 units in a concentration for the diversified major or multiple subjects wavier program. Senior status or second semester junior status required. Permission of department chair.

EDUC 197. Research in Education. 1-4 Units.**EDUC 197D. Research in Education. 1-4 Units.****EDUC 201. Techniques of Research. 3 Units.**

Students study the various research methodologies that include qualitative, descriptive, causal-comparative, survey, correlational and experimental. Emphasis is on learning to read and comprehend research published in professional journals. The content includes understanding how basic descriptive and inferential statistics are applied to address quantitative research questions.

EDUC 202. Statistical Thinking and Communication. 3 Units.

The objectives of this course are to review basic descriptive statistics and solidify students' understanding of inferential techniques commonly employed in educational research. Students will learn how to conduct appropriate statistical analyses, interpreting output produced by SPSS statistical software. Students will gain confidence in reading results sections of journal articles and learn to communicate using statistical terminology. Analysis of results sections of journal articles will demonstrate that the student can recognize situations, for which various statistical techniques are applicable, explain the reasoning underlying the choice of those techniques, interpret results, and critically evaluate whether the authors' conclusions logically follow from the data analysis conducted and the statistical information presented. Students are expected to learn the power of statistical analysis.

EDUC 204. Pluralism in American Education. 3 Units.

This course is a multi-disciplinary examination of the effects of cultural and social pluralism on educational policy, philosophy, classroom instruction and professional ethics in American public education, both historically and as contemporary issues. (ETHC)

EDUC 205. Urban Issues in Education. 3 Units.

This course is designed to enhance educators' awareness of and applied expertise in effectively addressing the issues facing youth attending public schools in urban settings. The focus is on developing, implementing and evaluating interventions using evidence based practices framework, which impact the achievement gap. The complex and multilayered issues of educational equity across diverse cultures will be analyzed. Participants will examine the varied cultural experiences of students and their communities and how learning and behavior is influenced in the classroom.

EDUC 207. Sociology of Education. 3 Units.

Students study the sociology of education and the classroom.

EDUC 209. Curriculum Theory. 3 Units.

Students examine curriculum from various philosophical and learning theory points of view. Models and rationales of curriculum are explored. Historical perspectives and specialized areas of the curriculum are examined in terms of present and future societal needs, and methods of curriculum dissemination are delineated.

EDUC 211. Project Management. 2 Units.

This course provides knowledge and skills necessary to manage projects related to learning and change initiatives. Emphasis will be on tools, techniques, and steps of managing projects through an applied project management process.

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 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. Organizational Analysis. 3 Units.

This course provides knowledge and skills of the process and techniques used to conduct an analysis to identify societal, organizational, departmental and individual performance needs.

EDUC 236. Performance Improvement. 3 Units.

This course provides knowledge and skills to move from analysis of performance problems to identifying, selecting, and developing interventions that improve performance of individuals, groups, and organizations to achieve strategic and tactical goals. Prerequisite: EDUC 236.

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. 3 Units.

Development of skills and knowledge to partner with others in their professional development, with the aim of helping people reach their goals and enhance performance through exploration of ideas and dialogue. Focus on theory, research and applied techniques to facilitate an evidence-based coaching process.

EDUC 240. Introduction to Student Affairs. 3 Units.

This course is a comprehensive introduction and overview of student affairs and functions within institutions of higher education. Emphasis is on studying the history and evolution of the student affairs movement, gaining an understanding of the multiple roles of the student affairs practitioner, creating an awareness of the best practices in student personnel, and developing knowledge of current issues regarding students and student services functions in higher education.

EDUC 241. Student Development Theory. 3 Units.

This course is a forum for students to critically examine and evaluate current student development theories, research, and implications for practice. The course content includes study of attitudes and characteristics of American college students and their various cultures. This course also explores current issues in higher education as they impact student affairs roles and practice.

EDUC 242. College Student Environment. 3 Units.

Students examine the characteristics and attitudes of traditional and non-traditional American college students and the effect of the college environment on students. Students study the historical and contemporary characteristics of students, understand the characteristics and needs of various sub-populations, and research the effects of college and its environments on students.

EDUC 243. Legal Issues in Higher Education Student Affairs. 3 Units.

This course provides an overview of legal issues in American higher education, specifically those related to Student Affairs. This course is designed to ensure that students have the opportunity to learn basic legal principles necessary to function in an administrative or managerial capacity in post-secondary institutions. Administrative arrangements, policy issues, and case law are reviewed and discussed.

EDUC 244. Assessment in Student Affairs. 3 Units.

Study of the elements of program assessment with an emphasis on models for practice in co-curricular programs. Emphasis is on practical and collaborative applications in university settings as well as analysis and critical reflection on assessment trends and movements.

EDUC 245. Counseling Theories in College Student Affairs. 3 Units.

This course offers a critical and comprehensive study of current counseling theories and their application for student affairs practitioners.

EDUC 246. Teaching as Reflective Inquiry I. 2 Units.

Teaching as Reflective Inquiry I is the first of a three-part course in which preservice teachers are introduced to the concept of teacher research. First, participants critically analyze readings and teacher-inquiry products of experienced teacher researchers. They then conduct a mini-inquiry into their own practices that emerge as a result of their participation in the summer experience. These activities set the stage for more advanced consideration and application of teacher inquiry methods in parts II and III of the course, that lead to a culminating project during the professional practice practicum.

EDUC 250. Teaching Assessment. 3-4 Units.

This course supports reflective teaching and learner-centered principles and practices in K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge. Prerequisites: EDUC 140; Fingerprint and TB test results.

EDUC 253. Teaching Science, Technology, Engineering and Mathematics (STEM). 4 Units.

Methods and curriculum presented for teaching science, technology, engineering and mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum frameworks; essential mathematics, technology, engineering, life, physical, and earth science themes, concepts, and skills; instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, including mainstreamed and culturally diverse learners; principles and practices of evaluation of students' learning. Fieldwork is required.

EDUC 254. Productive Learning Environments for Diverse Secondary Classrooms. 3 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Pre-service teachers will survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Prerequisites: Minimum GPA 2.5, Fingerprint and TB test clearance. Permission of instructor or curriculum and instruction department.

EDUC 255. Teaching in the Content Areas I. 3 Units.

This is the first of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates will begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment will be emphasized for fostering effective teaching and learning.

EDUC 256. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.

This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 257. TESOL Theories and Practices. 4 Units.

This course is designed to provide a link between theory and practice in the teaching of ESL. Aspects of language learning are discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum which is appropriate for the teaching situation.

EDUC 259. Teaching English Learners - Single Subject. 3 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in secondary classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 140; minimum 2.5 GPA; Fingerprint and TB test clearance.

EDUC 260. Productive Learning Environments for Diverse Classrooms. 3 Units.

Core course concepts and activities taught include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. K-12 preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher wellbeing and self-care. Senior standing or permission of instructor.

EDUC 261. Literacy Development. 4 Units.

This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Twenty-four hours of fieldwork is required. This course is taken prior to Directed Teaching (Professional Practice). Prerequisite: admission to Teacher Education program with fingerprint and TB test clearance.

EDUC 262. Advanced Methods in Bilingual Education. 3 Units.

This course provides a critical interpretation of current practice in bilingual education, based on theory and research.

EDUC 263. Teaching English Learners. 4 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 100, 140, and 150, or instructor/C & I department permission; minimum GPA of 2.5; Fingerprint and TB test clearance.

EDUC 264. Introduction to Bilingual Education. 4 Units.

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. (ETHC)

EDUC 265. Teaching in the Content Areas II. 2 Units.

This is the second of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. The emphasis in this course is on content-specific practices. Candidates join their respective professional organizations and participate in those organizations' professional development experiences. In addition to whole class meetings, candidates meet in content-specific seminars with practitioners in their content areas on a regular basis.

EDUC 266. Teaching as Reflective Inquiry II. 2 Units.

Teaching as Reflective Inquiry II is the second of a three-part course in which preservice teachers continue to learn and apply the principles of teacher research. Participants examine their teaching practices and generate inquiry questions that examine their impact on student achievement in their year-long professional practice placements (student teaching). This semester's emphases include the development of research questions, research methods, design and data collection that lead to a year-long study.

EDUC 267. Understanding Adolescents in School Contexts. 3 Units.

This course is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well being. The influence of family, peers, school, and the broader community on development are explored as well. Implications of current understandings of adolescent development on teaching, learning, and assessment is emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 270. Professional Practice. 1-10 Units.

EDUC 270 offers student teaching for the SB 2042 Multiple Subject credential in public schools, for full-day placement. The placement requires additional assignments and action research for the MEd Degree. Prerequisites are completion of prerequisite coursework with grade "C" or higher, minimum GPA of 3.0, admission to Teacher Education/Credential Candidacy, CBEST passed, subject matter completed and approved, approval of a Certificate of Clearance, TB test clearance, program assessments completed, completion of Directed Teaching approval process and clearance by the Director of Field Experiences. The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework permitted other than EDUC 172 and SPED 125X and weekend and vacation workshops, except that a candidate must petition in advance to the Curriculum and Instruction Department's Director of Field Experiences for enrollment in an additional concurrent course. The course is open only to MEd Degree candidates. Corequisites are EDUC 172 and SPED 125X.

EDUC 271. Professional Practice Music. 2-10 Units.

EDUC 271 offers Student Teaching or Internship for the Music Single Subject credential. The Music Education Department Chair approves one or more semesters of Directed Teaching and assigns number of units for each semester. The total over one or more semesters must be ten (10) units. This course is open to Master of Education candidates. Prerequisites: 1) Student Teaching; 2) Internship 1) Completion of all prerequisite coursework with grade of "C" or higher; minimum GPA of 2.5; Admission to Teacher Education/Credential Candidacy; CBEST passed; subject matter completed and approved; approval of a Certificate of Clearance; TB test clearance; program assessments completed; completion of Directed Teaching approval process and clearance by the Director of Field Experiences and Music Education Department Chair. The United States Constitution requirement must be completed to apply for a teaching credential. 2) Completion of all prerequisite coursework from 1) with grade of "C" or higher; minimum GPA of 3.0 in Teacher Education courses is required, and the United States Constitution requirement must be completed prior to enrolling in an internship. A contract from the district and a Memorandum of Understanding between the district and the University of the Pacific are required. Corequisites: CURR 195x and SPED 125X. These corequisites must be taken once, if Directed Teaching is split over two or more semesters.

EDUC 272. Professional Practice Seminar. 2-10 Units.

This course is a reflection upon and integration of the Directed Teaching experience in large and small group settings for the SB 2042 Credential. Topics include multi-cultural education, child abuse, school law, interpreting standardized test scores, professional associates and negotiations, discipline plans, lesson planning and conferencing skills. Prerequisite: EDUC 170 or EDUC 270.

EDUC 274. Action Research. 3 Units.

This course focuses on methods of designing and conducting action research in education. Topics include: characteristics of action research, data collection and analysis, determining trustworthiness, and ethical issues related to action research. Students will engage in action research to learn how to develop actionable knowledge. This course is a component in the set of research courses required for master and doctoral students.

EDUC 275. Teaching in Content Areas III. 3 Units.

This is the culminating part of a multi-course series for Single Subject credential candidates following full-time professional practice (student teaching). The goal of this course is to enhance and extend the general and content-specific knowledge, skills, and dispositions acquired in the previous courses in this series and during professional practice. The use of general and content-specific educational technology is emphasized, allowing candidates to explore a variety of ways to integrate technology into instruction. During the course, candidates examine the National Educational Technology Standards (NETS). Further, issues shaping today's technology uses in education are surveyed and discussed.

EDUC 276. Teaching as Reflective Inquiry III. 3 Units.

Teaching as Reflective Inquiry III is the culminating section of a three-part course in which preservice teachers continue to apply principles of teacher research. This is also the capstone course for the M.Ed. Participants continue to conduct action research, initiated in the prior semester, on their impact on student achievement. At the semester's conclusion, participants submit research reports and make presentations of their findings to panels made up of University and K-12 faculty.

EDUC 277. Diversity and Constituency in Educational Administration. 3 Units.

Students explore the values and concerns of the many diverse communities that constitute a school community and they learn effective ways to involve various communities in the participation of school life are presented.

EDUC 278. Educational Organization and Diverse Constituencies. 3 Units.

Organizational patterns and issues that are related to the administration of educational organizations are presented. Particular emphasis is placed on effectively involving diverse stakeholders into the organizational culture of educational institutions.

EDUC 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 289. Practicum. 2-4 Units.

Graduate students may enroll in library research with consent of the department chair.

EDUC 290. Technology in Educational Administration. 3 Units.

In this course student explore a variety of technological applications related to educational administration, teaching, and learning.

EDUC 291. Graduate Independent Study. 1-4 Units.

Graduate students may enroll in library research with consent of the department chair.

EDUC 292. Advanced Fieldwork. 1-6 Units.

Prerequisite: Consent of the department chair.

EDUC 292A. Elementary Education Fieldwork. 1-6 Units.**EDUC 292B. Secondary Education Fieldwork. 1-6 Units.****EDUC 292C. Student Affairs Field Experience. 1-3 Units.**

Student Affairs Field Experience allows students to experience a variety of professional roles under the guidance of mentorship of a qualified Student Affairs or Higher Education Administration practitioner. Field experience serves as a complement to students classroom learning and integrates classroom theories and ideas with practical applications.

EDUC 292D. Early Childhood Education Fieldwork. 1-6 Units.**EDUC 292E. Field Experience in Administration and Supervision. 1-4 Units.**

This course offers experience in practical on-the-job administrative and supervisory functions at a school site. One unit over each of three semesters is required. This field experience is open only to administrative credential candidates at the University. Permission of department.

EDUC 292F. Reading Fieldwork. 1-6 Units.**EDUC 292H. Special Projects Fieldwork. 1-6 Units.****EDUC 292L. Advanced Fieldwork in Bilingual Education. 1-6 Units.****EDUC 293Z. Special Topics. 1-4 Units.****EDUC 295A. Seminar: Middle School Curriculum. 3 Units.**

Students review curricular issues in middle schools in the United States, that include an analysis of curricular concepts and the social, economic and political forces, that may shape forth-coming curricular design. Specific content includes historical and philosophical foundation; curriculum trends, alternative approaches; and curriculum materials analysis.

EDUC 295B. Seminar: Secondary Curriculum. 3 Units.

Students review the curriculum issues in middle and secondary schools in the United States, that include an analysis of curriculum concepts and the social, economic and political forces that may shape forthcoming curricular design. Specific content includes historical and philosophical foundations, curriculum trends, alternative approaches, curriculum materials, analysis and issues that relate to adolescence.

EDUC 295C. Seminar: Educational Planning, Delivery, Assessment. 3 Units.

The role of the administrator as the instructional leader is the focus. Facets of the instructional program include curriculum planning, programmatic issues, delivery systems and assessment and evaluation.

EDUC 295E. Seminar: Teaching Reading and Writing. 3 Units.

Students examine current theory, research, trends, and issues in the teaching of reading and writing. Students translate theory and research in practice through observation of and participation with children in reading and writing activities. Prerequisites: previous coursework in reading, writing, or language development. Graduate standing.

EDUC 295G. Seminar: Elementary Curriculum. 3 Units.

Students review curricular issues in elementary schools in the United States, that include an analysis of curricular concepts and the social, economic, and political forces, that may shape forthcoming curricular design. Specific content includes historical and philosophical foundation, curriculum trends, alternative approaches, and curriculum materials analysis.

EDUC 295M. Seminar: Instructional Design and Development. 3 Units.

This course provides understanding and application in the design, development and evaluation of instruction for education and/or performance improvement, with focus on postsecondary, workplace, and other organizational settings.

EDUC 296. Leadership Integrative Capstone. 3-4 Units.

This course provides the culminating experience of the program, including leadership-related professional fieldwork project and integration of research, theory, and practice.

EDUC 297. Graduate Research in Education. 1-3 Units.**EDUC 299. Master's Thesis. 1-4 Units.****EDUC 302. Issues in Teacher Education. 3 Units.**

Students review and analyze current curricular topics related to pre-service and in-service teacher preparation.

EDUC 304. Program Evaluation. 3 Units.

Students examine selection design and the use of formal and informal devices for the purpose of making diagnosis of learner strengths and weaknesses, measuring learner progress and making summative evaluations of learner achievement, both on an individual and larger scale basis.

EDUC 306. Curriculum Materials Development. 3 Units.

Students design and develop appropriate curriculum materials for to achieve program and course objectives.

EDUC 308. Issues in Curriculum and Instruction. 3 Units.

Students explore crucial issues and trends in curriculum and instruction, their historical origins, current manifestations and implications for teaching and learning in effective schools.

EDUC 314. Contemporary Issues in Schooling and Education. 3 Units.

The intent of this course is to further inquiry into the ways in which school policies and practices have historically been initiated and implemented. In addition attention is paid to the role teachers and students play in the operationalizing of policies and research-based practices. Attention to review of pertinent readings is also emphasized.

EDUC 316. Interdisciplinary Curriculum Inquiry. 3 Units.

This course is designed to engage doctoral students in understanding the interrelationships between content areas and how teaching and learning are manifested through the use of interdisciplinary curricular strategies.

EDUC 318. Research in Classroom Context. 3 Units.

This course focuses on how to develop skills and knowledge related to conducting research in culturally and ethnically diverse classroom settings. Emphasis is placed on the collection and analysis of data, primarily through observations, interviews and curriculum documents. Students design and implement a study in a classroom context and present their work both in oral and written form.

EDUC 319. Curriculum Analysis. 3 Units.

Development of specific skills necessary for in-depth, formal analysis of any given Curriculum, focusing on origins, theoretical perspectives, implementation, enactment, and evaluation.

EDUC 320. Advanced Curriculum Studies. 3 Units.

This course is intended to be a capstone research course in curriculum studies. Emphasis is placed on critical analysis of curriculum issues and subsequent research-based and theoretical perspectives relative to areas of doctoral scholarship.

EDUC 321. Writing for Publication. 3 Units.

Focus on the relationship between formal inquiry and the development of research-based scholarship. Emphasis on manuscript development for the purpose of submitting to an academic journal for publication consideration.

EDUC 322. Qualitative Research Design and Methods. 3 Units.

This course focuses on methods of designing and conducting qualitative research in education. Topics include: characteristics of qualitative research, data collection and analysis, determining validity and reliability, and ethical issues related to qualitative research. Students will engage in qualitative research at off-campus field sites. This course is a component in the set of research courses required for all Ed.D. students. Prerequisites: EDUC 201 with a "B" or better or equivalent and EDUC 202.

EDUC 323. Advanced Qualitative Research. 3 Units.

This course builds upon the Qualitative Research Design (EDUC 322) course. Students engage in research and theory related to specific qualitative research methodologies and methods related to their areas of interest. The course readings and activities are designed to prepare students to develop and implement a high quality qualitative study. Prerequisite: EDUC 322.

EDUC 325. Quantitative Research Design and Methods. 3 Units.

This course exposes students to and develops their ability to conceptualize a broader range of research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure that quantitative design and analysis strategies might inform than those typically introduced in a first course (e.g., EDUC 201). Topics emphasized in the course relate to (a) the purpose and principles of research design; (b) the use of multivariate approaches and analysis; and (c) the construction and validation of measuring instruments. Students learn both to critically examine published research as well as to design methods for studies proposed to validly address research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure. Prerequisite: EDUC 202.

EDUC 326. Applied Multiple Regression. 3 Units.

This course acquaints the student with the use of the general linear model as a data analytic tool. Students learn how to generate the interpret output produced by SPSS statistical software in conducting (a) multiple regression analyses involving both continuous and categorical independent variables; and (b) logistic regression analyses involving categorical dependent variables. Prerequisite: EDUC 202 or equivalent course.

EDUC 327. Structural Equation Modeling. 3 Units.

This course is designed to build upon knowledge and skills in multivariate statistical analysis and introduce students to structural equation modeling. Students will develop conceptual as well as practical understandings of structural equation modeling (SEM), and will learn basic SEM techniques to analyze data. Students will also develop skills in writing results from an SEM analysis. Prerequisites: EDUC 325, EDUC 326.

EDUC 330. Advanced Human Development I. 3 Units.

This course focuses on the developmental period of early childhood development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's development.

EDUC 331. Advanced Human Development II. 4 Units.

This course focuses on the developmental period of middle childhood and adolescent development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's and adolescent's development.

EDUC 332. Advanced Human Development III. 2 Units.

This course focuses on adult development, aging and long term care. The course examines theoretical and research-based knowledge of the influences of biological, social, cognitive affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in adult development, aging and long term care.

EDUC 334. Theories of Multicultural Marriage and Family Therapy. 3 Units.

This course prepares mental health clinicians to assess functioning in and design and implement interventions for couples and families by studying major theories of couples and family therapy.

EDUC 335. Psychotherapeutic Interventions. 3 Units.

This course provides an overview of counseling and psychotherapeutic theories, principles, and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in the selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, and the development of a personal model of counseling.

EDUC 336. Group Counseling. 3 Units.

This course prepares mental health professionals to use direct methods and techniques of group counseling for children, adolescents, adults, and elder adults.

EDUC 337. Crisis Intervention. 3 Units.

This course reviews counseling theory and basic listening and responding skills and contrast them with crisis counseling practices. It also examines various programmatic approaches to the primary and secondary prevention of educational failure and the promotion of health and mental health. The focus is on the enhancement of individual and family competence following a crisis event. The course explores the underlying knowledge base, models for implementing prevention, specific examples of techniques and programs designed to intervene before, during and after a crisis event. Also covered is policy questions, and evaluation issues. Specific attention is given to concepts of stress, coping, and resiliency. Programs such as suicide prevention, crisis intervention, drug and alcohol education, sexuality education, child abuse prevention, and others are closely examined and criticized.

EDUC 338. Consultation Methods. 3 Units.

This course prepares school psychologists to provide mental health consultation to school personnel and parents. Various consultation methodologies will be studied with applications particularly appropriate to children in the public school system.

EDUC 340. Introduction to School Psychology. 1 Unit.

This course serves as an introduction to the specialization of school psychology. It is intended to give the student an overview of the field of school psychology focusing on the role and function of the school psychologist in the public schools and other settings. Topics include the history of school psychology, Pupil personnel services in schools, service delivery models, school psychology, organizations, research traditions in school psychology, international school psychology, ethical and legal issues, publications and resources in school psychology.

EDUC 341. History and Systems in Psychology. 3 Units.

This course explores major developments and ideas in the history of psychology as an academic discipline. Although our focus is on psychology, this course also introduces students to the history and foundations of the profession of school psychology, including education, special education, health care, and related fields. This course examines the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and the confluence of those ideas into the various systems we have today. This survey course includes such topics as of the history of psychology from the early Greek philosophers, through the beginnings of modern science and philosophy, through the early approaches to psychology, to psychology in its most contemporary form.

EDUC 342. Law and Professional Ethics for Mental Health Professionals. 3 Units.

This course is designed for students in credential and licensing graduate programs in human services and mental health professions. Students will study approaches to ethical decision-making in addition to learning relevant law and regulation and existing ethical codes of behavior.

EDUC 343. Psychopathology and Wellness Promotion. 3 Units.

This course will examine a variety of mental disorders from a variety of perspectives, including the biomedical model of mental disorders and diagnostic categories while emphasizing sociocultural viewpoints and developmental experiences. The predominant treatments, including educational interventions, for the major disorders will also be covered, as well as primary and secondary prevention of mental disorders and the promotion of health and mental health in public schools and the community.

EDUC 344. Data-Based Decision Making I: Behavioral Assessment and Intervention. 3 Units.

This course introduces the graduate student to the systematic processes used by school psychologists and educators to collect and analyze data and write an intervention plan. For students in the School Psychology program, this course is accompanied by one unit of EDUC 396 School Psychology Field Work. Students will learn various methods of data collection, including interviews, systematic observations, and review of records, designing interventions, implementing interventions, and analyzing interventions. Particular attention is given to collecting and analyzing behavioral data within a response to intervention (RTI) framework.

EDUC 345. Data-Based Decision Making II: Academic Assessment and Intervention. 3-4 Units.

This course introduces graduate students to the systematic processes used by school psychologists, educators, mental health professionals and other school personnel to collect and analyze academic data and design and implement academic interventions. Students learn various methods of academic assessment including academic data collection (including curriculum based assessment and other standardized and norm referenced tests), designing academic interventions, implementing academic interventions, analyzing the outcomes of academic interventions, and writing academic support plans. Particular attention is given to collecting and analyzing academic data within a response to intervention (RTI) framework.

EDUC 346. Psychological Assessment. 3 Units.

This course prepares mental health professionals to use psychological testing and assessment information in a problem solving process, and to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Students will also be exposed to process and procedures identified in referral and state laws related to special education services.

EDUC 347. Behavior and Personality Assessment. 3 Units.

This course is designed to help students gain proficiency in the administration, scoring, and interpretation of several instruments commonly used in behavioral and personality assessment. The writing of professional reports, theoretical aspects and measurement of behavior and personality, and legal and ethical issues will be addressed.

EDUC 348. Neuropsychology. 3 Units.

This course provides a general overview of: brain-based behavior; neuroanatomy and physiology; conceptualizing psychoeducational and psychological assessment data from a neuropsychological perspective; the effects and uses of psychotropic agents; and information on neuropathology.

EDUC 349. Psychopharmacology for Mental Health Professionals. 2 Units.

This course surveys the physiological and behavioral effects of the major classes of psychoactive drugs, including therapeutic agents and drugs of abuse, mechanisms of action, side effects, effects on the fetus, and collaborating with other health and mental health professionals and families. The main focus of this course is on psychoactive anxiety disorders, schizophrenia, and substance abuse.

EDUC 350. Social Psychology. 3 Units.

This course is designed to introduce students to current social psychology theory, concepts, and research. A broad range of theoretical topics will be covered, including research methodology, the self, attributions and social perception, social cognition, attitudes, social influence, attraction and interpersonal relationships, pro-social behavior, and aggression. Additionally, issues of diversity, such as prejudice, stereotypes, and group dynamics/relations, will be addressed. The relevance of these social psychology concepts as foundational for the practice of professional psychology will be highlighted.

EDUC 352. Applied Inquiry I. 3 Units.

In this course students work collaboratively in learning communities to identify and explore general and specific educational/social/political issues that affect learners/learning outcomes for key educational constituencies. Each student identifies a preliminary issue/problem/concern for his/her dissertation project and engages in early exploration of foundational issues, key theories, and seminal emerging research on these topics.

EDUC 353. Models of Epistemology and Inquiry. 3 Units.

This course addresses the epistemological frameworks that support and inform any systematic process of inquiry. The focus is not so much on how research is conducted (an issue of methodology) but more on how a researcher thinks about the world and about the process of knowing (an issue of theory and mode of inquiry) in educational administration and in other educational fields. Prerequisite: Graduate Status.

EDUC 354. Applied Inquiry II. 3 Units.

This course provides doctoral students with an overview of assumptions/limitations/strengths and claims of educational research. Further, it provides them with an overview of quantitative and qualitative methodologies (data collection and analysis strategies) and of the relevance of these for specific problems and questions. Prerequisite: EDUC 352. Prerequisite, may be taken concurrently: EDUC 202.

EDUC 356. Applied Inquiry III. 3 Units.

This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a refined problem statement and draft literature review. Prerequisites: EDUC 354.

EDUC 358. Applied Inquiry IV. 3 Units.

This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a defense ready dissertation proposal. Prerequisite: EDUC 356.

EDUC 359. Dissertation Boot Camp. 3 Units.

This course is ideal for doctoral candidates who have an approved dissertation proposal and seek support in writing their dissertation. This course also benefits doctoral students who are in the process of completing their dissertation proposal. This course facilitates intensive, focused writing time, and provides participants with strategies and structure to overcome common roadblocks in the dissertation process. Prerequisite: Approved dissertation research proposal or instructor approval.

EDUC 360. Seminar: Trends, Issues and Dynamics of Change. 3 Units.

Students examine current issues and the impact of change in administration of educational programs.

EDUC 361. Seminar: Ethics, Law and Finance. 3 Units.

Students examine the relationships between ethics, law, and finance and how they impact decision-making in educational institutions.

EDUC 362. Seminar: Administration of Instructional Programs. 3 Units.

The seminar course covers instructional leadership, staff development, educational program planning/evaluation, curriculum designs and instructional delivery strategies, monitoring and evaluating student progress, and the use of instructional time and resources.

EDUC 363. Seminar: Personnel Issues. 3 Units.

This seminar course explores personnel management, resource allocations, employee evaluation, collective bargaining, staffing, staff development, and conflict mediation.

EDUC 364. Seminar: Educational Policy Making and Politics. 3 Units.

Students examine issues and techniques relative to policy formulation and implementation. The political, social and economic forces that impact policy decisions are emphasized.

EDUC 365. Seminar: Administration of Higher Education. 3 Units.

Students study administrative, educational and personnel problems and issues in community colleges and four-year institutions.

EDUC 366. Seminar: Communication 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: Cultural Diversity and Educational Administration. 3 Units.

Students explore techniques for working with culturally diverse student, community and faculty populations.

EDUC 368. Seminar: Administering Complex Organizations. 3 Units.

This course provides an in-depth examination of the theory, research, and practice of administering and leading complex organizations.

EDUC 369. Seminar: District Office Administration. 3 Units.

This seminar provides an in-depth examination of the structure, functions, politics, and purpose of school district administration.

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 373. Economics of Education. 3 Units.

This course prepares students to analyze alternative methods of assessing the contributions of education to economic growth, education and inequality, education production functions, cost analysis and planning, and economic aspects of innovation.

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 375. Advanced Student Development Theory. 3 Units.

This course serves as a context for students to become knowledgeable about and to critically examine and evaluate contemporary Student Affairs and higher education theories focused on student learning growth, and change during the college experience.

EDUC 376. Critical and Contemporary Issues in Student Affairs. 3 Units.

This course serves as a context for students to become knowledgeable about and to critically examine and evaluate contemporary Student Affairs and higher education issues, trends, research, and implications for practice.

EDUC 380. Innovation in Organizational Leadership. 3 Units.

This course provides knowledge, practice, and experience in cross-sector innovation tools to impact organizations and institutions through leading the development of new ideas, processes, products, and/or services.

EDUC 381. Law in Higher Education. 3 Units.

This course prepares students to examine the legal dimensions of the collegiate-level decision process. Administrative arrangements, policy issues and case law are analyzed.

EDUC 382. Leadership in Higher Education. 3 Units.

This course prepares doctoral students with the attitudes and skills to analyze leadership theories, challenges and strategies in higher education.

EDUC 384. Spousal and Partner Abuse, Detection, and Intervention. 1 Unit.

This course addresses the causes, assessment, treatment, statistics and legal issues concerning intimate partner violence.

EDUC 385. Alcoholism and Chemical Substance Abuse Dependency. 1 Unit.

This course describes the most commonly abused substances as well as the signs of abuse and addiction and the most effective treatment principles and therapeutic techniques.

EDUC 386. Child Abuse Assessment and Reporting. 1 Unit.

This course provides information on identifying, assessing, and reporting child abuse and neglect, including the laws governing mandated reporting. This course also covers prevention and treatment of child abuse and neglect.

EDUC 387. Human Sexuality. 1 Unit.

This course reviews the basic anatomy, sexual function and response, and challenges and disorders of sexual function. Diagnostic formulations and treatments for the disorders that clinicians are most likely to encounter in clinical practice are also presented. Finally, challenges and complexities of sexuality within special populations are reviewed.

EDUC 388. Counseling Practicum. 1-6 Units.

Counseling Practicum entails the supervised application of psychological procedures in appropriate settings.

EDUC 389. Curriculum Practicum. 2-4 Units.**EDUC 391. Graduate Independent Study. 1-4 Units.****EDUC 391D. Graduate Independent Study. 1-4 Units.****EDUC 391E. Graduate Independent Study. 1-4 Units.****EDUC 391F. Graduate Independent Study. 1-4 Units.****EDUC 392. Internship and Advanced Field Experience in Administration. 1-4 Units.**

Permission of department chair.

EDUC 393C. Special Topics. 1-3 Units.**EDUC 393D. Special Topics. 1-4 Units.****EDUC 393E. Special Topics. 1-4 Units.****EDUC 393F. Special Topics. 1-4 Units.****EDUC 393G. Special Topics. 1-4 Units.****EDUC 393H. Special Topics. 1-4 Units.****EDUC 393I. Special Topics. 1-4 Units.****EDUC 394. Seminar: Doctoral Research in Educational Administration. 3 Units.**

The goal of this semester is to have doctoral students develop an acceptable dissertation proposal. Faculty members lead discussions, provide individual assistance, and collaborate on individual student progress with the aim to assist the student in the proposal development process. The seminar is divided into group sessions and individual meetings with student selected dissertation advisors. Prerequisite: Permission of department chair.

EDUC 396. School Psychology Fieldwork. 1-4 Units.

Fieldwork in School Psychology entails the supervised application of school psychological procedures in schools and related settings.

EDUC 397. Graduate Research in Education. 1-4 Units.**EDUC 398. School Psychology Internship. 1-4 Units.**

Students perform duties of a school psychologist in multicultural school settings under the direct supervision of a credentialed school psychologist. Placement must be half-or full-time. Prerequisites: Students must have an intern credential and permission of the instructor before beginning an internship.

EDUC 398B. QSA Projects. 1 Unit.

Doctoral students develop and complete each of three proposed QSA projects. Students work with a mentor and two department faculty in conducting research relevant to three proposed projects. Doctoral students must have completed the approval of the Qualifying Scholarly Activity proposal (CURR 397Ap) or may have permission to be concurrently enrolled in CURR 397B. Students may enroll more than one time in CURR 397B until all three QSA projects have been completed and defended.

EDUC 398C. Dissertation Proposal Development. 1 Unit.

This course is open to a doctoral student who has successfully completed all coursework and three Qualifying Scholarly Activities after taking CURR 397A and CURR 397B. The student prepares and defends the dissertation proposal and Institutional Review Board (IRB) proposal. The student concurrently enrolls in a minimum of one unit of CURR 399: Doctoral Dissertation.

EDUC 398D. Qualifying Scholarly Activities. 1 Unit.

EDUC 398 provides doctoral candidacy qualifying requirement to demonstrate competence in research and subject matter. Students (a) identify a research area and level, (b) complete a scholarly annotated bibliography, (c) respond to a question in the form of a scholarly paper, and (d) orally defend the response to the question.

Master of Arts in Education

Degree Program

Master of Arts in Education

Concentration Offered

- Organizational Learning and Effectiveness

Admissions Requirement

1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work
2. A Bachelor's degree from an accredited university
3. A complete application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation that attests to the candidate's ability to undertake graduate studies
4. Departmental interview, if required.
5. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education

For experienced educators who desire to prepare for positions as supervisors, consultants, vice principals, principals, or district office staff, the School of Education offers programs meeting the requirements for the Preliminary and Professional Clear Administrative Services Credentials. The credential programs may be combined with the master's degree or the doctorate in education.

Master of Arts in Education

The Master of Arts (MA) in Education requires a minimum of 32 units, of which 18 units must be in courses 200 or above and from the Benerd School of Education, with a Pacific cumulative grade point average of 3.0.

Based upon state and federal laws, additional units and requirements may be necessary for those students electing to earn a credential, certification or license along with the graduate degree (e.g., teaching credential, and administration credential). Students interested in earning a credential, certification or license should work closely with their advisor and the credential staff. The requirements of some concentration options may also be guided by external standards that direct completion of specified courses and achievement of specific learning outcomes.

I. Theoretical Core:

Select one of the following: 2-4

EDUC 140	Transformational Teaching and Learning
EDUC 154/254	Productive Learning Environments for Diverse Secondary Classrooms
EDUC 204	Pluralism in American Education
EDUC 220	Seminar: Social Class Effects in Education
EDUC 230	Leading in Diverse Contexts

Select one of the following: 2-4

EDUC 150	Teaching and Assessment
EDUC 167/267	Adolescent Development
EDUC 209	Curriculum Theory
EDUC 216	Nature and Conditions of Learning
EDUC 237	Organizational Learning

II. Field Experience and/or Research:

Select 4-6 units from the following:

4-6

Research Course Options:

EDUC 201	Techniques of Research
EDUC 202	Statistical Thinking and Communication
EDUC 221	Research in Second Language Acquisition
EDUC 246 & EDUC 266 & EDUC 276	Teaching as Reflective Inquiry I and Teaching as Reflective Inquiry II and Teaching as Reflective Inquiry III
EDUC 274	Action Research
EDUC 304	Program Evaluation
Other approved research courses	

Field Experience Course Options:

EDUC 170/270	Professional Practice
or EDUC 171/271	Professional Practice Music
SPED 198M & SPED 298M	Directed Teaching: Mild/Moderate and Directed Teaching: Special Education (Mild/Moderate)
or SPED 198S/298S	Directed Teaching: Moderate/Severe
SPED 298IM	Internship: Mild/Moderate
SPED 298IS	Internship: Moderate/Severe

Note: 1.) Students will not receive credit for EDUC 170 /EDUC 270 and EDUC 171/EDUC 271. 2.) Students will not receive credit for SPED 198M/SPED 298M and SPED 198S/SPED 298S.

III. Capstone Experience

Students will be required to complete a capstone experience (e.g., oral exam, portfolio, thesis, action research project and/or written comprehensive exam). The capstone experience will be determined within each concentration. 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 select the following concentration. In order to earn a concentration, students must fulfill the general requirements listed above as well as specific concentration requirements listed below.

Organizational Learning and Effectiveness

EDUC 235	Organizational Analysis	3
EDUC 236	Performance Improvement	3
EDUC 237	Organizational Learning	3
EDUC 238	Organizational Change and Consulting	3

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.

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 (I-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. (GETA)

EDUC 129. Seminar: Cultural Basis of Conflict in Education. 3 Units.

Analysis of cultural diversity in American classrooms. Not open to doctoral students. (ETHC)

EDUC 130. Technology Enhanced Learning Environments. 2 Units.

This course focuses on basic skills and software for creating multimedia projects, completing assignments in all education courses, and meeting the state's technology standards for teachers. All assignments in this course relate to building the structure and first section of a candidate's teacher education electronic portfolio. Thereafter, candidates add sections to the portfolio during other courses and activities in their programs of study, which includes evidence that they have met the state's technology standards. Upon graduation, the portfolios are archived in the BSE, and candidates can create a DVD of their entire portfolio or of parts they wish to use. This course is a prerequisite to Admission to Teacher Education.

EDUC 131. First and Second Language Acquisition/Linguistic Foundations. 4 Units.

This course is an introduction to first and second language development, using a compare and contrast framework. It covers theoretical perspectives in first and second language acquisition and explores the relationship between theories and practice in language learning and teaching. This course addresses pedagogical implications of various theories of second language acquisition and discusses socio-cultural factors that influence second language learning. In addition, there is particular attention given to language structure (phonology, morphology, semantics, and syntax) as it relates to the language development of native speakers of English as well as English language learners. This course includes a fieldwork component for which students work with young elementary students off campus once a week during the semester. Prerequisite: EDUC 100.

EDUC 140. Transformational Teaching and Learning. 4 Units.

This is an introductory course that explores the complex relationships within and among local, state, and national levels of public instruction. The course introduces historical, legal, and social issues that affect diverse educational settings. Topics include key movements and legal cases of prominence in American education; demographic information about learners and schools in California; home, family and school partnerships; and professional stages in teaching careers (e.g., subject matter preparation, teacher education, initial licensure, induction programs, and professional development). The course also includes an introduction to "reflective practice"; an overview of stages in human development; prominent learning and motivation theories; the characteristics of learners with exceptional needs; and individual differences among learners, which include English language learners. This course is taken by students interested in Multiple Subject, Single Subject and/or Educational Specialist credentials. It is a prerequisite to Admission to Teacher Education, but it is open to all students at the University. Fieldwork requires fingerprint review and clearance at local districts and TB clearance. There are fees for these services.

EDUC 141. Transformational Teaching and Learning Practicum. 2 Units.

This supervised practicum is taken concurrently with EDUC 140: Transformational Teaching and Learning. Students examine the community, school, and classroom contexts and how they influence the teaching and learning process. Translation of current learning theories into practice are analyzed and applied. Students interact with K – 12 students and teachers in public school settings.

EDUC 142. Visual Arts in Education. 3 Units.

This course assists students in developing an understanding of the visual arts and how they interface with children's development through age 18. The course acquaints students with Visual Arts curriculum in the K-12 classroom. A philosophical emphasis is placed upon the interface of visual arts with children's development. The course explores such concepts and processes as aesthetic perception, creative expression, visual arts heritage and aesthetic valuing, and media and materials, suitable for children through age 18. Prerequisite: Sophomore standing. (GE2C)

EDUC 150. Teaching and Assessment. 4 Units.

This course supports reflective teaching and learner-centered principles and practices in the K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge. This course is taken concurrently with EDUC 153, Teaching STEM, for Multiple Subject candidates. EDUC 150 is taken by Education Specialist candidates. (EDUC 153 is not taken by Special Education candidates, unless they are planning to earn a Multiple Subject Credential.) Prerequisite: EDUC 140. Fingerprint and TB test clearance is required.

EDUC 153. Teaching Science, Technology, Engineering, and Mathematics. 4 Units.

Methods and curriculum presented for teaching science, technology, engineering and mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum framework; essential mathematics, technology, engineering, life, physical, and earth science themes, concepts, and skills; instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, including mainstreamed and culturally diverse learners; needs of diverse learners, including mainstreamed and culturally diverse learners; principles and practices of evaluation of students' learning. Fieldwork is required. Prerequisite: EDUC 140.

EDUC 154. Productive Learning Environments for Diverse Secondary Classrooms. 2 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Prerequisites: Instructor approval or C & I department permission; minimum 2.5 GPA, fingerprint and TB test clearance.

EDUC 155. Teaching in the Content Areas I. 3 Units.

This is the first of a three-part course for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment are emphasized for fostering effective teaching and learning.

EDUC 156. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.

This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 157. TESOL Theory and Practice. 4 Units.

This course provides a link between theory and practice in the teaching of ESL. Aspects of language learning is discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum that is appropriate for the teaching situation.

EDUC 160. Productive Learning Environments for Diverse Classrooms. 2 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Senior standing or permission of instructor.

EDUC 161. Literacy Development (Multiple Subject). 4 Units.

This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Twenty-four hours of fieldwork is required. This course is taken prior to Directed Teaching (Professional Practice). Prerequisite: admission to Teacher Education program with fingerprint and TB test clearance.

EDUC 162. Literacy Assessment (Multiple Subject). 2 Units.

This course investigates the uses of ongoing instructional diagnostic strategies in reading and language arts that guide teaching and assessment. Topics include early intervention techniques appropriate for a classroom setting and guided practice of these techniques. Fieldwork is required and shared with EDUC 161. This course is taken prior to Directed Teaching and may be taken with EDUC 161 concurrently. Prerequisite: admission to Teacher Education with fingerprint and TB test clearance.

EDUC 163. Teaching English Learners. 4 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 100, 140, and 150, or instructor/C & I department permission; minimum GPA of 2.5; Fingerprint and TB test clearance. (ETHC)

EDUC 164. Introduction to Bilingual Education. 4 Units.

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. Prerequisites: EDUC 100 and EDUC 131. (ETHC)

EDUC 165. Teaching in the Content Areas II. 2 Units.

This is the second of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. The emphasis in this course is on content-specific practices. Candidates join their respective professional organizations and participate in those organizations' professional development experiences. In addition to whole class meetings, candidates meet in content-specific seminars with practitioners in their content areas on a regular basis.

EDUC 166. Teaching English Learners, Single Subject. 3 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-12 classrooms. Teachers develop appropriate strategies and approaches for developing language proficiency and link their practice to the California English language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 140 or instructor/C & I department permission; minimum 2.5 GPA; Fingerprint and TB test clearance. (ETHC)

EDUC 167. Adolescent Development. 3 Units.

This course is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well being. The influence of family, peers, school, and the broader community on development are explored as well. Implications of current understandings of adolescent development on teaching, learning, and assessment are emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 168. Microcomputers in Education. 3 Units.

This course introduces the student to the major concepts and applications related to the use of microcomputers in education. Students learn basic operations, terminology and capabilities of microcomputers within an educational context. Key issues related to the use of instructional technology are discussed. Application and evaluation of software for classroom instruction and management is investigated.

EDUC 169. Microcomputers and Curriculum Design. 3 Units.

Issues related to the educational application of instructional technology and its impact on education is investigated. Students do in-depth analyses of software applications and their validity in relation to learning models and the current curriculum. Students evaluate how new technologies may effect change in curriculum. Various projects that relate to evaluation of software, teaching strategies and research in new technologies are required. Prerequisite: EDUC 168 or permission of instructor.

EDUC 170. Professional Practice. 2-10 Units.

Professional practice is a full-day of Student Teaching in public schools. Candidates for a Single Subject and Multiple Subject Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates are approved for Student Teaching. Prerequisites: EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC 172 (concurrently); SPED 125X (concurrently) with grades of "C" or higher; a minimum GPA of 2.5.; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter/waiver program) and approved; approval of a Certificate of Clearance with TB test clearance and program assessments completed prior to Directed Teaching; Directed Teaching approval process must be completed with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department's Director of Field Experiences.

EDUC 171. Professional Practice Music. 2-10 Units.

This course is a full-day of Student Teaching in public schools. Candidates for a Single Subject Music Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates may be approved for Student Teaching. Prerequisites are EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC 171 (concurrently); SPED 125X (concurrently) with grades of "C" or higher; a minimum GPA of 2.5; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter/waiver program) and approved; approval of a Certificate of Clearance with TB test clearance program assessments completed prior to Directed Teaching; completed Directed Teaching approval process with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than EDUC 172 and SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department's Director of Field Experiences.

EDUC 172. Professional Practice Seminar. 2-10 Units.

Students reflect upon and integrate the Directed Teaching experience in large and small group settings for the SB 2042 Credential. Topics include multicultural education, child abuse, school law, interpreting standardized test scores, professional associations and negotiations, discipline plans, lesson planning and conferencing skills. This course may be taken concurrently with EDUC 170/EDUC 270.

EDUC 175. Teaching in the Content Areas III. 2 Units.

This course is the culminating part of a three-part course for Single Subject credential candidates that develops professional, reflective practices and abilities for teaching in single subject classrooms schools. It is taken concurrently with the professional practice practicum (student teaching). Emphasis in the first two parts of the course is placed on acquiring and practicing general and content-specific knowledge, skills, and ethical values associated with managing contemporary, culturally diverse secondary classroom environments. The course is co-taught by University faculty and K-12 Content Area Specialists. In the third and final portion of the course, candidates integrate and synthesize prior learning and independently teach grades 7 – 12 students in their professional practice placements. University and Grades 7 – 12 Content Area Specialists supervise and support candidates and continue to lead seminar sessions. The capstone assessment that leads to the Level I teaching credential, the Performance Assessment for California Teachers (PACT) Teaching Event (TE) is completed as part of this course.

EDUC 180. Workshop Learning: Issues Group Leadership. 1 Unit.

This course is designed to support the learning and leadership model, Peer-Led Team Learning (PLTL). The course topics include practical information (understanding motivation, managing time, dealing with dominating students, learning styles, group dynamics, study skills, helping students improve critical thinking, develop logical reasoning, and prepare for tests), a foundation in learning theory, and guidance about the specific components of the workshop lessons.

EDUC 181. ECE: Social Justice/Diversity. 3 Units.

This course is conducted as an undergraduate level seminar that is designed to examine key normative issues in the area of social justice, diversity and multiculturalism with an emphasis in early childhood education. The relation of social diversity (race, ethnicity, gender, language, societal attitudes and class) to equality in education and education reform movements is viewed from multiple contexts. Topics explored are diversity, sociopolitical aspects of history and the impact on education, and specifically, early childhood education and multiculturalism. A practicum is required in this course. (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 189. Practicum. 2-4 Units.**EDUC 191. Independent Study. 1-4 Units.****EDUC 192. Preliminary Fieldwork. 1-3 Units.**

Consent of department chair.

EDUC 192A. Elementary Education Fieldwork. 1-3 Units.

Consent of department chair.

EDUC 192B. Secondary Education Fieldwork. 1-3 Units.

Consent of department chair.

EDUC 192D. Early Childhood Education Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 192E. Reading Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 192F. Bilingual Education Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 192G. Cross-cultural Education Fieldwork. 1-3 Units.

Permission of department chair.

EDUC 195A. Pedagogical Seminar. 3 Units.

Investigation of the role that subject matter knowledge and its representations play in teaching. Emphasis on self-assessment of subject matter knowledge. Focus on moral and ethical dimensions of teaching and learning. Prerequisite: completion of a minimum of 8 units in a concentration for the diversified major or multiple subjects wavier program. Senior status or second semester junior status required. Permission of department chair.

EDUC 197. Research in Education. 1-4 Units.**EDUC 197D. Research in Education. 1-4 Units.****EDUC 201. Techniques of Research. 3 Units.**

Students study the various research methodologies that include qualitative, descriptive, causal-comparative, survey, correlational and experimental. Emphasis is on learning to read and comprehend research published in professional journals. The content includes understanding how basic descriptive and inferential statistics are applied to address quantitative research questions.

EDUC 202. Statistical Thinking and Communication. 3 Units.

The objectives of this course are to review basic descriptive statistics and solidify students' understanding of inferential techniques commonly employed in educational research. Students will learn how to conduct appropriate statistical analyses, interpreting output produced by SPSS statistical software. Students will gain confidence in reading results sections of journal articles and learn to communicate using statistical terminology. Analysis of results sections of journal articles will demonstrate that the student can recognize situations, for which various statistical techniques are applicable, explain the reasoning underlying the choice of those techniques, interpret results, and critically evaluate whether the authors' conclusions logically follow from the data analysis conducted and the statistical information presented. Students are expected to learn the power of statistical analysis.

EDUC 204. Pluralism in American Education. 3 Units.

This course is a multi-disciplinary examination of the effects of cultural and social pluralism on educational policy, philosophy, classroom instruction and professional ethics in American public education, both historically and as contemporary issues. (ETHC)

EDUC 205. Urban Issues in Education. 3 Units.

This course is designed to enhance educators' awareness of and applied expertise in effectively addressing the issues facing youth attending public schools in urban settings. The focus is on developing, implementing and evaluating interventions using evidence based practices framework, which impact the achievement gap. The complex and multilayered issues of educational equity across diverse cultures will be analyzed. Participants will examine the varied cultural experiences of students and their communities and how learning and behavior is influenced in the classroom.

EDUC 207. Sociology of Education. 3 Units.

Students study the sociology of education and the classroom.

EDUC 209. Curriculum Theory. 3 Units.

Students examine curriculum from various philosophical and learning theory points of view. Models and rationales of curriculum are explored. Historical perspectives and specialized areas of the curriculum are examined in terms of present and future societal needs, and methods of curriculum dissemination are delineated.

EDUC 211. Project Management. 2 Units.

This course provides knowledge and skills necessary to manage projects related to learning and change initiatives. Emphasis will be on tools, techniques, and steps of managing projects through an applied project management process.

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 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. Organizational Analysis. 3 Units.

This course provides knowledge and skills of the process and techniques used to conduct an analysis to identify societal, organizational, departmental and individual performance needs.

EDUC 236. Performance Improvement. 3 Units.

This course provides knowledge and skills to move from analysis of performance problems to identifying, selecting, and developing interventions that improve performance of individuals, groups, and organizations to achieve strategic and tactical goals. Prerequisite: EDUC 236.

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. 3 Units.

Development of skills and knowledge to partner with others in their professional development, with the aim of helping people reach their goals and enhance performance through exploration of ideas and dialogue. Focus on theory, research and applied techniques to facilitate an evidence-based coaching process.

EDUC 240. Introduction to Student Affairs. 3 Units.

This course is a comprehensive introduction and overview of student affairs and functions within institutions of higher education. Emphasis is on studying the history and evolution of the student affairs movement, gaining an understanding of the multiple roles of the student affairs practitioner, creating an awareness of the best practices in student personnel, and developing knowledge of current issues regarding students and student services functions in higher education.

EDUC 241. Student Development Theory. 3 Units.

This course is a forum for students to critically examine and evaluate current student development theories, research, and implications for practice. The course content includes study of attitudes and characteristics of American college students and their various cultures. This course also explores current issues in higher education as they impact student affairs roles and practice.

EDUC 242. College Student Environment. 3 Units.

Students examine the characteristics and attitudes of traditional and non-traditional American college students and the effect of the college environment on students. Students study the historical and contemporary characteristics of students, understand the characteristics and needs of various sub-populations, and research the effects of college and its environments on students.

EDUC 243. Legal Issues in Higher Education Student Affairs. 3 Units.

This course provides an overview of legal issues in American higher education, specifically those related to Student Affairs. This course is designed to ensure that students have the opportunity to learn basic legal principles necessary to function in an administrative or managerial capacity in post-secondary institutions. Administrative arrangements, policy issues, and case law are reviewed and discussed.

EDUC 244. Assessment in Student Affairs. 3 Units.

Study of the elements of program assessment with an emphasis on models for practice in co-curricular programs. Emphasis is on practical and collaborative applications in university settings as well as analysis and critical reflection on assessment trends and movements.

EDUC 245. Counseling Theories in College Student Affairs. 3 Units.

This course offers a critical and comprehensive study of current counseling theories and their application for student affairs practitioners.

EDUC 246. Teaching as Reflective Inquiry I. 2 Units.

Teaching as Reflective Inquiry I is the first of a three-part course in which preservice teachers are introduced to the concept of teacher research. First, participants critically analyze readings and teacher-inquiry products of experienced teacher researchers. They then conduct a mini-inquiry into their own practices that emerge as a result of their participation in the summer experience. These activities set the stage for more advanced consideration and application of teacher inquiry methods in parts II and III of the course, that lead to a culminating project during the professional practice practicum.

EDUC 250. Teaching Assessment. 3-4 Units.

This course supports reflective teaching and learner-centered principles and practices in K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge. Prerequisites: EDUC 140; Fingerprint and TB test results.

EDUC 253. Teaching Science, Technology, Engineering and Mathematics (STEM). 4 Units.

Methods and curriculum presented for teaching science, technology, engineering and mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum frameworks; essential mathematics, technology, engineering, life, physical, and earth science themes, concepts, and skills; instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, including mainstreamed and culturally diverse learners; principles and practices of evaluation of students' learning. Fieldwork is required.

EDUC 254. Productive Learning Environments for Diverse Secondary Classrooms. 3 Units.

Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Pre-service teachers will survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Prerequisites: Minimum GPA 2.5, Fingerprint and TB test clearance. Permission of instructor or curriculum and instruction department.

EDUC 255. Teaching in the Content Areas I. 3 Units.

This is the first of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates will begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment will be emphasized for fostering effective teaching and learning.

EDUC 256. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.

This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 257. TESOL Theories and Practices. 4 Units.

This course is designed to provide a link between theory and practice in the teaching of ESL. Aspects of language learning are discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum which is appropriate for the teaching situation.

EDUC 259. Teaching English Learners - Single Subject. 3 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in secondary classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours specific to this class are required. A grad of C or higher is required for passing this course. Prerequisites: EDUC 140; minimum 2.5 GPA; Fingerprint and TB test clearance.

EDUC 260. Productive Learning Environments for Diverse Classrooms. 3 Units.

Core course concepts and activities taught include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. K-12 preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher wellbeing and self-care. Senior standing or permission of instructor.

EDUC 261. Literacy Development. 4 Units.

This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Twenty-four hours of fieldwork is required. This course is taken prior to Directed Teaching (Professional Practice). Prerequisite: admission to Teacher Education program with fingerprint and TB test clearance.

EDUC 262. Advanced Methods in Bilingual Education. 3 Units.

This course provides a critical interpretation of current practice in bilingual education, based on theory and research.

EDUC 263. Teaching English Learners. 4 Units.

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 100, 140, and 150, or instructor/C & I department permission; minimum GPA of 2.5; Fingerprint and TB test clearance.

EDUC 264. Introduction to Bilingual Education. 4 Units.

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. (ETHC)

EDUC 265. Teaching in the Content Areas II. 2 Units.

This is the second of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. The emphasis in this course is on content-specific practices. Candidates join their respective professional organizations and participate in those organizations' professional development experiences. In addition to whole class meetings, candidates meet in content-specific seminars with practitioners in their content areas on a regular basis.

EDUC 266. Teaching as Reflective Inquiry II. 2 Units.

Teaching as Reflective Inquiry II is the second of a three-part course in which preservice teachers continue to learn and apply the principles of teacher research. Participants examine their teaching practices and generate inquiry questions that examine their impact on student achievement in their year-long professional practice placements (student teaching). This semester's emphases include the development of research questions, research methods, design and data collection that lead to a year-long study.

EDUC 267. Understanding Adolescents in School Contexts. 3 Units.

This course is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well being. The influence of family, peers, school, and the broader community on development are explored as well. Implications of current understandings of adolescent development on teaching, learning, and assessment is emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 270. Professional Practice. 1-10 Units.

EDUC 270 offers student teaching for the SB 2042 Multiple Subject credential in public schools, for full-day placement. The placement requires additional assignments and action research for the MEd Degree. Prerequisites are completion of prerequisite coursework with grade "C" or higher, minimum GPA of 3.0, admission to Teacher Education/Credential Candidacy, CBEST passed, subject matter completed and approved, approval of a Certificate of Clearance, TB test clearance, program assessments completed, completion of Directed Teaching approval process and clearance by the Director of Field Experiences. The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework permitted other than EDUC 172 and SPED 125X and weekend and vacation workshops, except that a candidate must petition in advance to the Curriculum and Instruction Department's Director of Field Experiences for enrollment in an additional concurrent course. The course is open only to MEd Degree candidates. Corequisites are EDUC 172 and SPED 125X.

EDUC 271. Professional Practice Music. 2-10 Units.

EDUC 271 offers Student Teaching or Internship for the Music Single Subject credential. The Music Education Department Chair approves one or more semesters of Directed Teaching and assigns number of units for each semester. The total over one or more semesters must be ten (10) units. This course is open to Master of Education candidates. Prerequisites: 1) Student Teaching; 2) Internship 1) Completion of all prerequisite coursework with grade of "C" or higher; minimum GPA of 2.5; Admission to Teacher Education/Credential Candidacy; CBEST passed; subject matter completed and approved; approval of a Certificate of Clearance; TB test clearance; program assessments completed; completion of Directed Teaching approval process and clearance by the Director of Field Experiences and Music Education Department Chair. The United States Constitution requirement must be completed to apply for a teaching credential. 2) Completion of all prerequisite coursework from 1) with grade of "C" or higher; minimum GPA of 3.0 in Teacher Education courses is required, and the United States Constitution requirement must be completed prior to enrolling in an internship. A contract from the district and a Memorandum of Understanding between the district and the University of the Pacific are required. Corequisites: CURR 195x and SPED 125X. These corequisites must be taken once, if Directed Teaching is split over two or more semesters.

EDUC 272. Professional Practice Seminar. 2-10 Units.

This course is a reflection upon and integration of the Directed Teaching experience in large and small group settings for the SB 2042 Credential. Topics include multi-cultural education, child abuse, school law, interpreting standardized test scores, professional associates and negotiations, discipline plans, lesson planning and conferencing skills. Prerequisite: EDUC 170 or EDUC 270.

EDUC 274. Action Research. 3 Units.

This course focuses on methods of designing and conducting action research in education. Topics include: characteristics of action research, data collection and analysis, determining trustworthiness, and ethical issues related to action research. Students will engage in action research to learn how to develop actionable knowledge. This course is a component in the set of research courses required for master and doctoral students.

EDUC 275. Teaching in Content Areas III. 3 Units.

This is the culminating part of a multi-course series for Single Subject credential candidates following full-time professional practice (student teaching). The goal of this course is to enhance and extend the general and content-specific knowledge, skills, and dispositions acquired in the previous courses in this series and during professional practice. The use of general and content-specific educational technology is emphasized, allowing candidates to explore a variety of ways to integrate technology into instruction. During the course, candidates examine the National Educational Technology Standards (NETS). Further, issues shaping today's technology uses in education are surveyed and discussed.

EDUC 276. Teaching as Reflective Inquiry III. 3 Units.

Teaching as Reflective Inquiry III is the culminating section of a three-part course in which preservice teachers continue to apply principles of teacher research. This is also the capstone course for the M.Ed. Participants continue to conduct action research, initiated in the prior semester, on their impact on student achievement. At the semester's conclusion, participants submit research reports and make presentations of their findings to panels made up of University and K-12 faculty.

EDUC 277. Diversity and Constituency in Educational Administration. 3 Units.

Students explore the values and concerns of the many diverse communities that constitute a school community and they learn effective ways to involve various communities in the participation of school life are presented.

EDUC 278. Educational Organization and Diverse Constituencies. 3 Units.

Organizational patterns and issues that are related to the administration of educational organizations are presented. Particular emphasis is placed on effectively involving diverse stakeholders into the organizational culture of educational institutions.

EDUC 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 289. Practicum. 2-4 Units.

Graduate students may enroll in library research with consent of the department chair.

EDUC 290. Technology in Educational Administration. 3 Units.

In this course student explore a variety of technological applications related to educational administration, teaching, and learning.

EDUC 291. Graduate Independent Study. 1-4 Units.

Graduate students may enroll in library research with consent of the department chair.

EDUC 292. Advanced Fieldwork. 1-6 Units.

Prerequisite: Consent of the department chair.

EDUC 292A. Elementary Education Fieldwork. 1-6 Units.**EDUC 292B. Secondary Education Fieldwork. 1-6 Units.****EDUC 292C. Student Affairs Field Experience. 1-3 Units.**

Student Affairs Field Experience allows students to experience a variety of professional roles under the guidance of mentorship of a qualified Student Affairs or Higher Education Administration practitioner. Field experience serves as a complement to students classroom learning and integrates classroom theories and ideas with practical applications.

EDUC 292D. Early Childhood Education Fieldwork. 1-6 Units.**EDUC 292E. Field Experience in Administration and Supervision. 1-4 Units.**

This course offers experience in practical on-the-job administrative and supervisory functions at a school site. One unit over each of three semesters is required. This field experience is open only to administrative credential candidates at the University. Permission of department.

EDUC 292F. Reading Fieldwork. 1-6 Units.

EDUC 292H. Special Projects Fieldwork. 1-6 Units.

EDUC 292L. Advanced Fieldwork in Bilingual Education. 1-6 Units.

EDUC 293Z. Special Topics. 1-4 Units.

EDUC 295A. Seminar: Middle School Curriculum. 3 Units.

Students review curricular issues in middle schools in the United States, that include an analysis of curricular concepts and the social, economic and political forces, that may shape forth-coming curricular design. Specific content includes historical and philosophical foundation; curriculum trends, alternative approaches; and curriculum materials analysis.

EDUC 295B. Seminar: Secondary Curriculum. 3 Units.

Students review the curriculum issues in middle and secondary schools in the United States, that include an analysis of curriculum concepts and the social, economic and political forces that may shape forthcoming curricular design. Specific content includes historical and philosophical foundations, curriculum trends, alternative approaches, curriculum materials, analysis and issues that relate to adolescence.

EDUC 295C. Seminar: Educational Planning, Delivery, Assessment. 3 Units.

The role of the administrator as the instructional leader is the focus. Facets of the instructional program include curriculum planning, programmatic issues, delivery systems and assessment and evaluation.

EDUC 295E. Seminar: Teaching Reading and Writing. 3 Units.

Students examine current theory, research, trends, and issues in the teaching of reading and writing. Students translate theory and research in practice through observation of and participation with children in reading and writing activities. Prerequisites: previous coursework in reading, writing, or language development. Graduate standing.

EDUC 295G. Seminar: Elementary Curriculum. 3 Units.

Students review curricular issues in elementary schools in the United States, that include an analysis of curricular concepts and the social, economic, and political forces, that may shape forthcoming curricular design. Specific content includes historical and philosophical foundation, curriculum trends, alternative approaches, and curriculum materials analysis.

EDUC 295M. Seminar: Instructional Design and Development. 3 Units.

This course provides understanding and application in the design, development and evaluation of instruction for education and/or performance improvement, with focus on postsecondary, workplace, and other organizational settings.

EDUC 296. Leadership Integrative Capstone. 3-4 Units.

This course provides the culminating experience of the program, including leadership-related professional fieldwork project and integration of research, theory, and practice.

EDUC 297. Graduate Research in Education. 1-3 Units.

EDUC 299. Master's Thesis. 1-4 Units.

EDUC 302. Issues in Teacher Education. 3 Units.

Students review and analyze current curricular topics related to pre-service and in-service teacher preparation.

EDUC 304. Program Evaluation. 3 Units.

Students examine selection design and the use of formal and informal devices for the purpose of making diagnosis of learner strengths and weaknesses, measuring learner progress and making summative evaluations of learner achievement, both on an individual and larger scale basis.

EDUC 306. Curriculum Materials Development. 3 Units.

Students design and develop appropriate curriculum materials for to achieve program and course objectives.

EDUC 308. Issues in Curriculum and Instruction. 3 Units.

Students explore crucial issues and trends in curriculum and instruction, their historical origins, current manifestations and implications for teaching and learning in effective schools.

EDUC 314. Contemporary Issues in Schooling and Education. 3 Units.

The intent of this course is to further inquiry into the ways in which school policies and practices have historically been initiated and implemented. In addition attention is paid to the role teachers and students play in the operationalizing of policies and research-based practices. Attention to review of pertinent readings is also emphasized.

EDUC 316. Interdisciplinary Curriculum Inquiry. 3 Units.

This course is designed to engage doctoral students in understanding the interrelationships between content areas and how teaching and learning are manifested through the use of interdisciplinary curricular strategies.

EDUC 318. Research in Classroom Context. 3 Units.

This course focuses on how to develop skills and knowledge related to conducting research in culturally and ethnically diverse classroom settings. Emphasis is placed on the collection and analysis of data, primarily through observations, interviews and curriculum documents. Students design and implement a study in a classroom context and present their work both in oral and written form.

EDUC 319. Curriculum Analysis. 3 Units.

Development of specific skills necessary for in-depth, formal analysis of any given Curriculum, focusing on origins, theoretical perspectives, implementation, enactment, and evaluation.

EDUC 320. Advanced Curriculum Studies. 3 Units.

This course is intended to be a capstone research course in curriculum studies. Emphasis is placed on critical analysis of curriculum issues and subsequent research-based and theoretical perspectives relative to areas of doctoral scholarship.

EDUC 321. Writing for Publication. 3 Units.

Focus on the relationship between formal inquiry and the development of research-based scholarship. Emphasis on manuscript development for the purpose of submitting to an academic journal for publication consideration.

EDUC 322. Qualitative Research Design and Methods. 3 Units.

This course focuses on methods of designing and conducting qualitative research in education. Topics include: characteristics of qualitative research, data collection and analysis, determining validity and reliability, and ethical issues related to qualitative research. Students will engage in qualitative research at off-campus field sites. This course is a component in the set of research courses required for all Ed.D. students. Prerequisites: EDUC 201 with a "B" or better or equivalent and EDUC 202.

EDUC 323. Advanced Qualitative Research. 3 Units.

This course builds upon the Qualitative Research Design (EDUC 322) course. Students engage in research and theory related to specific qualitative research methodologies and methods related to their areas of interest. The course readings and activities are designed to prepare students to develop and implement a high quality qualitative study. Prerequisite: EDUC 322.

EDUC 325. Quantitative Research Design and Methods. 3 Units.

This course exposes students to and develops their ability to conceptualize a broader range of research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure that quantitative design and analysis strategies might inform than those typically introduced in a first course (e.g., EDUC 201). Topics emphasized in the course relate to (a) the purpose and principles of research design; (b) the use of multivariate approaches and analysis; and (c) the construction and validation of measuring instruments. Students learn both to critically examine published research as well as to design methods for studies proposed to validly address research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure. Prerequisite: EDUC 202.

EDUC 326. Applied Multiple Regression. 3 Units.

This course acquaints the student with the use of the general linear model as a data analytic tool. Students learn how to generate the interpret output produced by SPSS statistical software in conducting (a) multiple regression analyses involving both continuous and categorical independent variables; and (b) logistic regression analyses involving categorical dependent variables. Prerequisite: EDUC 202 or equivalent course.

EDUC 327. Structural Equation Modeling. 3 Units.

This course is designed to build upon knowledge and skills in multivariate statistical analysis and introduce students to structural equation modeling. Students will develop conceptual as well as practical understandings of structural equation modeling (SEM), and will learn basic SEM techniques to analyze data. Students will also develop skills in writing results from an SEM analysis. Prerequisites: EDUC 325, EDUC 326.

EDUC 330. Advanced Human Development I. 3 Units.

This course focuses on the developmental period of early childhood development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's development.

EDUC 331. Advanced Human Development II. 4 Units.

This course focuses on the developmental period of middle childhood and adolescent development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's and adolescent's development.

EDUC 332. Advanced Human Development III. 2 Units.

This course focuses on adult development, aging and long term care. The course examines theoretical and research-based knowledge of the influences of biological, social, cognitive affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in adult development, aging and long term care.

EDUC 334. Theories of Multicultural Marriage and Family Therapy. 3 Units.

This course prepares mental health clinicians to assess functioning in and design and implement interventions for couples and families by studying major theories of couples and family therapy.

EDUC 335. Psychotherapeutic Interventions. 3 Units.

This course provides an overview of counseling and psychotherapeutic theories, principles, and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in the selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, and the development of a personal model of counseling.

EDUC 336. Group Counseling. 3 Units.

This course prepares mental health professionals to use direct methods and techniques of group counseling for children, adolescents, adults, and elder adults.

EDUC 337. Crisis Intervention. 3 Units.

This course reviews counseling theory and basic listening and responding skills and contrast them with crisis counseling practices. It also examines various programmatic approaches to the primary and secondary prevention of educational failure and the promotion of health and mental health. The focus is on the enhancement of individual and family competence following a crisis event. The course explores the underlying knowledge base, models for implementing prevention, specific examples of techniques and programs designed to intervene before, during and after a crisis event. Also covered is policy questions, and evaluation issues. Specific attention is given to concepts of stress, coping, and resiliency. Programs such as suicide prevention, crisis intervention, drug and alcohol education, sexuality education, child abuse prevention, and others are closely examined and criticized.

EDUC 338. Consultation Methods. 3 Units.

This course prepares school psychologists to provide mental health consultation to school personnel and parents. Various consultation methodologies will be studied with applications particularly appropriate to children in the public school system.

EDUC 340. Introduction to School Psychology. 1 Unit.

This course serves as an introduction to the specialization of school psychology. It is intended to give the student an overview of the field of school psychology focusing on the role and function of the school psychologist in the public schools and other settings. Topics include the history of school psychology, Pupil personnel services in schools, service delivery models, school psychology, organizations, research traditions in school psychology, international school psychology, ethical and legal issues, publications and resources in school psychology.

EDUC 341. History and Systems in Psychology. 3 Units.

This course explores major developments and ideas in the history of psychology as an academic discipline. Although our focus is on psychology, this course also introduces students to the history and foundations of the profession of school psychology, including education, special education, health care, and related fields. This course examines the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and the confluence of those ideas into the various systems we have today. This survey course includes such topics as of the history of psychology from the early Greek philosophers, through the beginnings of modern science and philosophy, through the early approaches to psychology, to psychology in its most contemporary form.

EDUC 342. Law and Professional Ethics for Mental Health Professionals. 3 Units.

This course is designed for students in credential and licensing graduate programs in human services and mental health professions. Students will study approaches to ethical decision-making in addition to learning relevant law and regulation and existing ethical codes of behavior.

EDUC 343. Psychopathology and Wellness Promotion. 3 Units.

This course will examine a variety of mental disorders from a variety of perspectives, including the biomedical model of mental disorders and diagnostic categories while emphasizing sociocultural viewpoints and developmental experiences. The predominant treatments, including educational interventions, for the major disorders will also be covered, as well as primary and secondary prevention of mental disorders and the promotion of health and mental health in public schools and the community.

EDUC 344. Data-Based Decision Making I: Behavioral Assessment and Intervention. 3 Units.

This course introduces the graduate student to the systematic processes used by school psychologists and educators to collect and analyze data and write an intervention plan. For students in the School Psychology program, this course is accompanied by one unit of EDUC 396 School Psychology Field Work. Students will learn various methods of data collection, including interviews, systematic observations, and review of records, designing interventions, implementing interventions, and analyzing interventions. Particular attention is given to collecting and analyzing behavioral data within a response to intervention (RTI) framework.

EDUC 345. Data-Based Decision Making II: Academic Assessment and Intervention. 3-4 Units.

This course introduces graduate students to the systematic processes used by school psychologists, educators, mental health professionals and other school personnel to collect and analyze academic data and design and implement academic interventions. Students learn various methods of academic assessment including academic data collection (including curriculum based assessment and other standardized and norm referenced tests), designing academic interventions, implementing academic interventions, analyzing the outcomes of academic interventions, and writing academic support plans. Particular attention is given to collecting and analyzing academic data within a response to intervention (RTI) framework.

EDUC 346. Psychological Assessment. 3 Units.

This course prepares mental health professionals to use psychological testing and assessment information in a problem solving process, and to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Students will also be exposed to process and procedures identified in referral and state laws related to special education services.

EDUC 347. Behavior and Personality Assessment. 3 Units.

This course is designed to help students gain proficiency in the administration, scoring, and interpretation of several instruments commonly used in behavioral and personality assessment. The writing of professional reports, theoretical aspects and measurement of behavior and personality, and legal and ethical issues will be addressed.

EDUC 348. Neuropsychology. 3 Units.

This course provides a general overview of: brain-based behavior; neuroanatomy and physiology; conceptualizing psychoeducational and psychological assessment data from a neuropsychological perspective; the effects and uses of psychotropic agents; and information on neuropathology.

EDUC 349. Psychopharmacology for Mental Health Professionals. 2 Units.

This course surveys the physiological and behavioral effects of the major classes of psychoactive drugs, including therapeutic agents and drugs of abuse, mechanisms of action, side effects, effects on the fetus, and collaborating with other health and mental health professionals and families. The main focus of this course is on psychoactive anxiety disorders, schizophrenia, and substance abuse.

EDUC 350. Social Psychology. 3 Units.

This course is designed to introduce students to current social psychology theory, concepts, and research. A broad range of theoretical topics will be covered, including research methodology, the self, attributions and social perception, social cognition, attitudes, social influence, attraction and interpersonal relationships, pro-social behavior, and aggression. Additionally, issues of diversity, such as prejudice, stereotypes, and group dynamics/relations, will be addressed. The relevance of these social psychology concepts as foundational for the practice of professional psychology will be highlighted.

EDUC 352. Applied Inquiry I. 3 Units.

In this course students work collaboratively in learning communities to identify and explore general and specific educational/social/political issues that affect learners/learning outcomes for key educational constituencies. Each student identifies a preliminary issue/problem/concern for his/her dissertation project and engages in early exploration of foundational issues, key theories, and seminal emerging research on these topics.

EDUC 353. Models of Epistemology and Inquiry. 3 Units.

This course addresses the epistemological frameworks that support and inform any systematic process of inquiry. The focus is not so much on how research is conducted (an issue of methodology) but more on how a researcher thinks about the world and about the process of knowing (an issue of theory and mode of inquiry) in educational administration and in other educational fields. Prerequisite: Graduate Status.

EDUC 354. Applied Inquiry II. 3 Units.

This course provides doctoral students with an overview of assumptions/limitations/strengths and claims of educational research. Further, it provides them with an overview of quantitative and qualitative methodologies (data collection and analysis strategies) and of the relevance of these for specific problems and questions. Prerequisite: EDUC 352. Prerequisite, may be taken concurrently: EDUC 202.

EDUC 356. Applied Inquiry III. 3 Units.

This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a refined problem statement and draft literature review. Prerequisites: EDUC 354.

EDUC 358. Applied Inquiry IV. 3 Units.

This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a defense ready dissertation proposal. Prerequisite: EDUC 356.

EDUC 359. Dissertation Boot Camp. 3 Units.

This course is ideal for doctoral candidates who have an approved dissertation proposal and seek support in writing their dissertation. This course also benefits doctoral students who are in the process of completing their dissertation proposal. This course facilitates intensive, focused writing time, and provides participants with strategies and structure to overcome common roadblocks in the dissertation process. Prerequisite: Approved dissertation research proposal or instructor approval.

EDUC 360. Seminar: Trends, Issues and Dynamics of Change. 3 Units.

Students examine current issues and the impact of change in administration of educational programs.

EDUC 361. Seminar: Ethics, Law and Finance. 3 Units.

Students examine the relationships between ethics, law, and finance and how they impact decision-making in educational institutions.

EDUC 362. Seminar: Administration of Instructional Programs. 3 Units.

The seminar course covers instructional leadership, staff development, educational program planning/evaluation, curriculum designs and instructional delivery strategies, monitoring and evaluating student progress, and the use of instructional time and resources.

EDUC 363. Seminar: Personnel Issues. 3 Units.

This seminar course explores personnel management, resource allocations, employee evaluation, collective bargaining, staffing, staff development, and conflict mediation.

EDUC 364. Seminar: Educational Policy Making and Politics. 3 Units.

Students examine issues and techniques relative to policy formulation and implementation. The political, social and economic forces that impact policy decisions are emphasized.

EDUC 365. Seminar: Administration of Higher Education. 3 Units.

Students study administrative, educational and personnel problems and issues in community colleges and four-year institutions.

EDUC 366. Seminar: Communication 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: Cultural Diversity and Educational Administration. 3 Units.

Students explore techniques for working with culturally diverse student, community and faculty populations.

EDUC 368. Seminar: Administering Complex Organizations. 3 Units.

This course provides an in-depth examination of the theory, research, and practice of administering and leading complex organizations.

EDUC 369. Seminar: District Office Administration. 3 Units.

This seminar provides an in-depth examination of the structure, functions, politics, and purpose of school district administration.

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 373. Economics of Education. 3 Units.

This course prepares students to analyze alternative methods of assessing the contributions of education to economic growth, education and inequality, education production functions, cost analysis and planning, and economic aspects of innovation.

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 375. Advanced Student Development Theory. 3 Units.

This course serves as a context for students to become knowledgeable about and to critically examine and evaluate contemporary Student Affairs and higher education theories focused on student learning growth, and change during the college experience.

EDUC 376. Critical and Contemporary Issues in Student Affairs. 3 Units.

This course serves as a context for students to become knowledgeable about and to critically examine and evaluate contemporary Student Affairs and higher education issues, trends, research, and implications for practice.

EDUC 380. Innovation in Organizational Leadership. 3 Units.

This course provides knowledge, practice, and experience in cross-sector innovation tools to impact organizations and institutions through leading the development of new ideas, processes, products, and/or services.

EDUC 381. Law in Higher Education. 3 Units.

This course prepares students to examine the legal dimensions of the collegiate-level decision process. Administrative arrangements, policy issues and case law are analyzed.

EDUC 382. Leadership in Higher Education. 3 Units.

This course prepares doctoral students with the attitudes and skills to analyze leadership theories, challenges and strategies in higher education.

EDUC 384. Spousal and Partner Abuse, Detection, and Intervention. 1 Unit.

This course addresses the causes, assessment, treatment, statistics and legal issues concerning intimate partner violence.

EDUC 385. Alcoholism and Chemical Substance Abuse Dependency. 1 Unit.

This course describes the most commonly abused substances as well as the signs of abuse and addiction and the most effective treatment principles and therapeutic techniques.

EDUC 386. Child Abuse Assessment and Reporting. 1 Unit.

This course provides information on identifying, assessing, and reporting child abuse and neglect, including the laws governing mandated reporting. This course also covers prevention and treatment of child abuse and neglect.

EDUC 387. Human Sexuality. 1 Unit.

This course reviews the basic anatomy, sexual function and response, and challenges and disorders of sexual function. Diagnostic formulations and treatments for the disorders that clinicians are most likely to encounter in clinical practice are also presented. Finally, challenges and complexities of sexuality within special populations are reviewed.

EDUC 388. Counseling Practicum. 1-6 Units.

Counseling Practicum entails the supervised application of psychological procedures in appropriate settings.

EDUC 389. Curriculum Practicum. 2-4 Units.

EDUC 391. Graduate Independent Study. 1-4 Units.

EDUC 391D. Graduate Independent Study. 1-4 Units.

EDUC 391E. Graduate Independent Study. 1-4 Units.

EDUC 391F. Graduate Independent Study. 1-4 Units.

EDUC 392. Internship and Advanced Field Experience in Administration. 1-4 Units.

Permission of department chair.

EDUC 393C. Special Topics. 1-3 Units.

EDUC 393D. Special Topics. 1-4 Units.

EDUC 393E. Special Topics. 1-4 Units.

EDUC 393F. Special Topics. 1-4 Units.

EDUC 393G. Special Topics. 1-4 Units.

EDUC 393H. Special Topics. 1-4 Units.

EDUC 393I. Special Topics. 1-4 Units.

EDUC 394. Seminar: Doctoral Research in Educational Administration. 3 Units.

The goal of this semester is to have doctoral students develop an acceptable dissertation proposal. Faculty members lead discussions, provide individual assistance, and collaborate on individual student progress with the aim to assist the student in the proposal development process. The seminar is divided into group sessions and individual meetings with student selected dissertation advisors. Prerequisite: Permission of department chair.

EDUC 396. School Psychology Fieldwork. 1-4 Units.

Fieldwork in School Psychology entails the supervised application of school psychological procedures in schools and related settings.

EDUC 397. Graduate Research in Education. 1-4 Units.

EDUC 398. School Psychology Internship. 1-4 Units.

Students perform duties of a school psychologist in multicultural school settings under the direct supervision of a credentialed school psychologist. Placement must be half-or full-time. Prerequisites: Students must have an intern credential and permission of the instructor before beginning an internship.

EDUC 398B. QSA Projects. 1 Unit.

Doctoral students develop and complete each of three proposed QSA projects. Students work with a mentor and two department faculty in conducting research relevant to three proposed projects. Doctoral students must have completed the approval of the Qualifying Scholarly Activity proposal (CURR 397Ap) or may have permission to be concurrently enrolled in CURR 397B. Students may enroll more than one time in CURR 397B until all three QSA projects have been completed and defended.

EDUC 398C. Dissertation Proposal Development. 1 Unit.

This course is open to a doctoral student who has successfully completed all coursework and three Qualifying Scholarly Activities after taking CURR 397A and CURR 397B. The student prepares and defends the dissertation proposal and Institutional Review Board (IRB) proposal. The student concurrently enrolls in a minimum of one unit of CURR 399: Doctoral Dissertation.

EDUC 398D. Qualifying Scholarly Activities. 1 Unit.

EDUC 398 provides doctoral candidacy qualifying requirement to demonstrate competence in research and subject matter. Students (a) identify a research area and level, (b) complete a scholarly annotated bibliography, (c) respond to a question in the form of a scholarly paper, and (d) orally defend the response to the question.

EDUC 399. Doctoral Dissertation. 1-15 Units.

Physician Assistant Studies

Program Offered

Master of Physician Assistant Studies

University of the Pacific is pleased to offer its Master of Physician Assistant Studies (MPAS) degree program on the Sacramento campus. This full-time, 27-month program is designed for professionals currently working in other areas of health care, individuals interested in a second career opportunity, and pre-health students interested in entering the fast-growing physician assistant (PA) field. Classes matriculate each January.

What is a Physician Assistant?

Physician assistants (PAs) are healthcare professionals licensed to practice medicine with physician collaboration. 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 numerous opportunities for interprofessional education through involvement with Pacific's highly regarded health-related 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 Policy

Admissions Policy & Practice

Our admissions and recruitment strategy reflects the mission of the Program and is aligned with school policy on fair admission practices.

The Program is an equal opportunity institution of higher learning and is firmly committed to nondiscrimination in its delivery of educational services and employment practices. In compliance with all applicable federal and state laws, such decisions will be made irrespective of the individual's race, color, religion, religious creed, ancestry, national origin,

age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, medical condition (cancer-related or genetic condition), disability and/or any other status protected by law. When necessary, the Program will reasonably accommodate an individual (including students) with disabilities if the educational program of the school and /or safely perform all essential functions, without undue hardship to the school and/or without altering fundamental aspects of its educational program.

Admission Process Timelines

- CASPA Application window: September 1-March 1
- CASPA Application deadline: March 1
- Interviews: January - May
- Letters of acceptance mailed: As accepted, no later than June 1

Preferential Factors

The program offers some preference to the following groups:

- Veterans
- Pacific alumni
- Residents of our geographic target area

Selection Process

We give some consideration to the background of the applicant and his or her suitability for successful completion of the program and to increase diversity in the student body. Additionally, in accordance with the history of the profession, we look favorably on veterans and those with significant clinical experience. We rely on thorough vetting of the applicant file via the Centralized Application Service for Physician Assistant Programs (CASPA), a subjective scoring system, and then a sequential interview process to select the most qualified applicants. Interviews will be conducted on various dates from February throughout May.

Semi-Rolling Admissions

If an applicant scores very highly in the initial screening, he or she may be granted an early interview. Applicants who are granted an early interview are eligible to be offered one of a set number of seats allocated for early acceptance. **To be considered for an early interview, complete applications must be submitted to CASPA by January 1.**

Applicants not offered an early interview, who meet interview criteria will be interviewed as part of the general applicant pool. **All complete applications received by the March 1 deadline will be considered for interview.** Once all invited candidates have been interviewed, the Admission Committee will meet to make final admission decisions.

Granting of Advanced Standing

The PA Program does not offer advanced standing. To ensure that graduates of the PA Program will be adequately prepared for clinical practice, students are expected to participate in and satisfactorily complete all aspects of the didactic and clinical curriculum.

Notification of Selection

Our primary method of communication is email. Those applicants invited for an early interview and offered a seat in the class will be notified as soon as the admissions committee has decided to offer one of the early selection seats to the applicant. For the remainder of the applicants, the admissions committee will meet once all interviews have been completed to make selections for the remainder of the seats in the class. The Program will send an acceptance email and letter offering a position, or a position on the alternate list, for the incoming class. The Program will likewise notify those candidates who were not selected as soon as practical.

Re-Application/Re-Enrollment

Classes are accepted once a year. Applicants not selected this cycle may reapply in the next application cycle. Applicants who have been in a previous class at the PA Program may apply for re-enrollment through the same process as other applicants unless conditions of dismissal from the prior class bar such action. All re-applicants will be required to submit a new application via CASPA including new evaluations and transcripts. Re-applicants are also required to interview again. All re-applicant strengths and weaknesses will be evaluated against those of other applicants in the current pool.

Prerequisites

Prerequisites for Admission to the Master of Physician Assistant Studies (MPAS) Degree Program

All of the following admission requirements must be completed prior to submission of an application to the Central Application Service for Physician Assistants (CASPA). The deadline to complete an application is March 1, 2017.

- 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)

Prerequisite Health Care Experience

- Minimum of 1,000 hours of health care experience

Please note: Health care experience hours may be in-progress at the time of application submission, but must be completed prior to enrollment.

Prerequisite Coursework

- All prerequisite coursework must be completed at an accredited US institution.
- A single course cannot be used to meet multiple requirements.
- No preference is given for coursework completed at 4-year institutions versus 2-year institutions.

Prerequisite Science Courses

Important! Pacific will NOT accept online or AP courses to fulfill science prerequisites.

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

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

Human Anatomy: One semester or quarter with lab is required. Total of 4 semester or 5 quarter units with lab (or combined Anatomy & Physiology).

Human Physiology: One semester or quarter with lab is required. Total of 4 semester or 5 quarter units with lab (or combined Anatomy & Physiology).

Microbiology: One semester or one quarter course. (Lab recommended, but not required.)

Recommended Courses:

Science Courses

- Immunology
- Genetics

- Biochemistry
- Molecular & Cell Biology
- Physics

Non-Science Courses

- Abnormal Psychology
- Life Span/Developmental Psychology
- Additional Math - Algebra and/or Calculus
- Additional Writing or English Composition
- Medical Terminology

International Applicants

Please note:

- All prerequisite course work must be completed at an accredited US institution.
- Baccalaureate degrees will be accepted from foreign institutions only if accompanied by a World Education Services (WES) evaluation of foreign training. CASPA also accepts the WES evaluation of transcripts.
- The entire curriculum is taught in the English language. If English is not your first language, you may be required to take the TOEFL and should submit your score with your CASPA application. The program will not accept applications with a TOEFL score less than 100. 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.

Student Health Admission Requirements

Students must fulfill the requirements listed below in compliance with the Program's policy for health and communicable disease clearance protocol.

Requirements for Physician Assistant Students

- **Health History and Physical Examination (paper form)**
 - Complete within 3 months of classes starting or at least once during career at Pacific.
 - Forms are found at <http://www.pacific.edu/immunizationcompliance>
 - Physical may be done at Pacific Health Services beginning August 1st as long as you are registered for fall classes and Cowell Wellness fee has been paid. Fees may be charged.
- **Hepatitis B**
 - *Three* documented vaccines (Blood test/titer will suffice if documentation is not available.)
 - *HepB Surface Antibody* blood test showing immunity (Must have even if you have had 3 vaccines.)
- **MMR (Measles, Mumps, Rubella)**
 - Two documented vaccines or blood test/titer showing immunity
- **Tdap Vaccine (Tetanus, Diphtheria, Acellular Pertussis)**
 - One documented vaccine in the last 10 years (Td will not be accepted)
 - If Tdap was given more than 10 years ago, then one recent documented Td booster
- **Varicella Vaccine (Chickenpox)**
 - Two documented vaccines or blood test/titer showing immunity

- Documentation of varicella is not acceptable in place of blood test/titer or vaccines

- **Influenza Vaccine**

- Documentation of the flu vaccine for the 2016-17 year

- **Tuberculosis Screening (see Tuberculosis Information below)**

- 2-step PPD screening within 3 months of starting school if no history of positive PPD test or disease
- Chest X-ray within 6 months of starting school if history of positive PPD test or disease

- **Meningitis Vaccine**

- Must complete the CA Meningitis Disclosure Form or have had the vaccine in the last 5 years
- Recommended if living in Residence Halls and not updated in last 5 years
- Submit documentation if you have been vaccinated for meningitis

Recommended

- **HPV Vaccine**

- Recommended for males and females, 26 years or younger. A series of three vaccines.

CDC Recommendation 2015 — Source: <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>

Mail documents to:

Pacific Health Services
University of the Pacific
3601 Pacific Ave
Stockton, CA 95211-0197

All health screening information may be made available, as required, to the Program, clinical preceptors and clinical rotation sites.

Students whose immunizations and titers are not up to date may be removed from classes or from clinical rotation(s) until the deficiency is corrected. Some clinical training sites require students with positive latent Tb test results to be treated. As a result, students who have not been treated may not be allowed to attend certain clinical rotations, which may result in a delay of completion of the Program.

Tuberculosis (TB) Screening

1. Have you had a positive TB (or PPD) test?
 - If **YES**, have a chest x-ray performed no more than 6 months prior to January 2017. Turn in a copy of the chest X-ray report with the rest of your documents. Turn in documentation of INH treatment if possible (INH treatment involves taking medicine for 6 to 9 months after a positive test).
 - If **NO**, go to #2
2. Have a TB (PPD) test placed by your provider. The test must be read by a provider or nurse within 48 to 72 hours of being placed. This must be done no more than 3 months prior to January 2017.
 - If it is negative, **go to step #3**
 - If it is positive, have a chest x-ray performed no more than 6 months prior to January 2017. Turn in a copy of the chest X-ray report with the rest of your documents. You have completed this requirement. Discuss INH treatment with your provider.

3. Have a SECOND TB (PPD) test placed by your provider 1 week after the first test was placed. **The second TB test must be placed no more than 3 weeks after the first test.** The test must be read by a provider or nurse within 48 to 72 hours of being placed.
 - If it is positive, have a chest x-ray performed no more than 6 months prior to January 2017. Turn in a copy of the chest X-ray report with the rest of your documents. You have completed this requirement. Discuss INH treatment with your provider.

Background Checks/Toxicology Screens

Satisfactory findings on a background check and toxicology screen are required for matriculation. Please note: felony convictions may preclude you from licensure.

Master of Physician Assistant Studies

Students must complete a minimum of 114 units with a Pacific cumulative grade point average of 3.0 in order to earn a master of physician assistant studies degree.

First Year

Spring		
MPAS 200	Clinical Medicine I - Foundations (Anatomy)	4
MPAS 201	Clinical Medicine I - Foundations (Pathophysiology)	4
MPAS 211	Pharmacology and Therapeutics I	3
MPAS 221	Behavioral Sciences I	2
MPAS 231	Professional Practice and the Health System I	1
MPAS 241	Clinical Skills I	4
Summer		
MPAS 202	Clinical Medicine II	8
MPAS 212	Pharmacology and Therapeutics II	3
MPAS 222	Behavioral Sciences II	2
MPAS 232	Professional Practice and the Health System II	1
MPAS 242	Clinical Skills II	4
Fall		
MPAS 203	Clinical Medicine III	8
MPAS 213	Pharmacology and Therapeutics III	3
MPAS 223	Behavioral Sciences III	2
MPAS 233	Professional Practice and the Health System III	1
MPAS 243	Clinical Skills III	4
Second Year		
Spring		
MPAS 205	Preparation for Clinical Practice	4
MPAS 215	Primary Care I	4
MPAS 216	Primary Care II	4
MPAS 219	Advanced Clinical Skills	4
Summer		
MPAS 217	Primary Care III	4
MPAS 225	Primary Care/Pediatrics	4
MPAS 235	Primary Care/Women's Health	4
MPAS 245	Primary Care/Behavioral and Mental Health	4
Fall		
MPAS 255	Internal Medicine	4
MPAS 265	Surgery	4
MPAS 275	Emergency Medicine	4
Elective Rotation		4

Third Year

Spring		
MPAS 218	Periodic and Summative Evaluations/Capstone	4
2 Elective Rotations		8
Total Hours		114

Physician Assistant Courses

MPAS 200. Clinical Medicine I - Foundations (Anatomy). 4 Units.

This course involves a detailed regional analysis of the structure of the human body that includes the lower/upper extremity, head/neck and trunk, thoracic/abdominal and pelvic cavities and the central nervous system. Functional correlates to the structures will also be presented and discussed. This course has a discussion component as well as a laboratory component using physical anatomy models, cadaver prosections, and computer/textbook anatomy programs/atlas.

MPAS 201. Clinical Medicine I - Foundations (Pathophysiology). 4 Units.

This course involves the detailed analysis of the structure, function and pathology of the organ systems of the body. Functional correlates to physician assistant and physical therapy care are included.

MPAS 202. Clinical Medicine II. 8 Units.

This is a two semester course that focuses on the preparation of the student in the etiology, pathophysiology, clinical manifestation, diagnosis and appropriate management of selected medical conditions, syndromes and diseases. The courses will follow an organ system approach including: otorhinolaryngology, dermatology, ophthalmology, neurology, cardiology, pulmonology, nephrology, urology, gastroenterology, endocrinology, hematology/oncology, orthopedics/rheumatology, infectious disease, genitourinary/renal, and reproductive systems. The following specialty areas will be interwoven as threads in applicable organ systems: pediatrics, geriatrics, genetics, nutrition, emergency medicine, and surgery. A case-based approach is used to familiarize the PA student with the variety of presentations seen and the treatment options available. The courses are integrated by organ system with the Pharmacology & Therapeutics, and Clinical Skills courses.

MPAS 203. Clinical Medicine III. 8 Units.

This is a two semester course that focuses on the preparation of the student in the etiology, pathophysiology, clinical manifestation, diagnosis and appropriate management of selected medical conditions, syndromes and diseases. The courses will follow an organ system approach including: otorhinolaryngology, dermatology, ophthalmology, neurology, cardiology, pulmonology, nephrology, urology, gastroenterology, endocrinology, hematology/oncology, orthopedics/rheumatology, infectious disease, genitourinary/renal, and reproductive systems. The following specialty areas will be interwoven as threads in applicable organ systems: pediatrics, geriatrics, genetics, nutrition, emergency medicine, and surgery. A case-based approach is used to familiarize the PA student with the variety of presentations seen and the treatment options available. The courses are integrated by organ system with the Pharmacology & Therapeutics, and Clinical Skills courses.

MPAS 205. Preparation for Clinical Practice. 4 Units.

This course will incorporate specific didactic and skills training during an intensive clinical preparatory period prior to the start of clinical rotations. Instruction will include participation in advanced case-based learning seminars focusing on complex clinical problems in various health care settings, to include transitions of care between settings. Students will participate in simulated clinical encounters that will include communication strategies (e.g. case presentations) for dealing with challenging clinical interactions.

MPAS 211. Pharmacology and Therapeutics I. 3 Units.

This is a three course series that focuses on pharmacokinetics, pharmacodynamics and pharmacotherapeutic concepts in the major drug classifications. Problem solving is emphasized through case studies designed to highlight proper drug selection, dosing and administration, legal requirements of prescribing, drug interactions, and physiologic implications. The courses are integrated by organ system with the Clinical Medicine and Clinical Skills courses.

MPAS 212. Pharmacology and Therapeutics II. 3 Units.

This is a three course series that focuses on pharmacokinetics, pharmacodynamics and pharmacotherapeutic concepts in the major drug classifications. Problem solving is emphasized through case studies designed to highlight proper drug selection, dosing and administration, legal requirements of prescribing, drug interactions, and physiologic implications. The courses are integrated by organ system with the Clinical Medicine and Clinical Skills courses.

MPAS 213. Pharmacology and Therapeutics III. 3 Units.

This is a three course series that focuses on pharmacokinetics, pharmacodynamics and pharmacotherapeutic concepts in the major drug classifications. Problem solving is emphasized through case studies designed to highlight proper drug selection, dosing and administration, legal requirements of prescribing, drug interactions, and physiologic implications. The courses are integrated by organ system with the Clinical Medicine and Clinical Skills courses.

MPAS 215. Primary Care I. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

MPAS 216. Primary Care II. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

MPAS 217. Primary Care III. 4 Units.

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

MPAS 218. Periodic and Summative Evaluations/Capstone. 4 Units.

This will be a continuing course throughout the four semesters of the clinical education phase of the program. The periodic evaluations will include end-of-rotation written examinations, OSCEs, and skills assessments. Summative evaluations will consist of a written comprehensive examination and a practical examination (OSCE). All course elements must be completed satisfactorily in order to pass the course and be progressed to graduation. The Capstone Project will continue from the research portion of the Behavioral Sciences course. Under the supervision of a faculty member, students will pose and answer a clinical question on a practice topic of their choice by completing a critical review of the medical literature, and will write a paper suitable for publication on the topic.

MPAS 219. Advanced Clinical Skills. 4 Units.

This will be a continuing course throughout the four semesters of the clinical education phase of the program. Instruction will include the application of advanced physical examination and clinical skills. Patient education and counseling through case-based learning seminars and standardized patient encounters will focus on effective communication, leadership, professional roles, interprofessional teams and scope of practice.

MPAS 221. Behavioral Sciences I. 2 Units.

This is a three semester course is designed to instruct the physician assistant student on major psychiatric and mental disorders. Human development across the lifespan will be reviewed to include both behavior and personality development. The course will examine social determinants of health including substance abuse, domestic violence, poverty, cultural diversity, sexuality, hospice and palliative care. Complementary and alternative medicine, health promotion & disease prevention, public health, evidence-based medicine, research designs, and critical review of the medical literature are discussed.

MPAS 222. Behavioral Sciences II. 2 Units.

This is a three semester course is designed to instruct the physician assistant student on major psychiatric and mental disorders. Human development across the lifespan will be reviewed to include both behavior and personality development. The course will examine social determinants of health including substance abuse, domestic violence, poverty, cultural diversity, sexuality, hospice and palliative care. Complementary and alternative medicine, health promotion & disease prevention, public health, evidence-based medicine, research designs, and critical review of the medical literature are discussed.

MPAS 223. Behavioral Sciences III. 2 Units.

This is a three semester course is designed to instruct the physician assistant student on major psychiatric and mental disorders. Human development across the lifespan will be reviewed to include both behavior and personality development. The course will examine social determinants of health including substance abuse, domestic violence, poverty, cultural diversity, sexuality, hospice and palliative care. Complementary and alternative medicine, health promotion & disease prevention, public health, evidence-based medicine, research designs, and critical review of the medical literature are discussed.

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 a three semester course that explores the factors affecting the development of the profession and the role of the PA in today's health care system globally, nationally and regionally. Emphasis is on credentialing, policies and regulations governing scope of practice, the development of professional organizations for physician assistants, and economics of health care delivery systems and policies. The use of health informatics to include the use of electronic medical/health records (EMR/EHR) will be reviewed. Issues in law and medical ethics will be covered to include challenges in health care leadership at various levels and within various organizational settings.

MPAS 232. Professional Practice and the Health System II. 1 Unit.

This is a three semester course that explores the factors affecting the development of the profession and the role of the PA in today's health care system globally, nationally and regionally. Emphasis is on credentialing, policies and regulations governing scope of practice, the development of professional organizations for physician assistants, and economics of health care delivery systems and policies. The use of health informatics to include the use of electronic medical/health records (EMR/EHR) will be reviewed. Issues in law and medical ethics will be covered to include challenges in health care leadership at various levels and within various organizational settings.

MPAS 233. Professional Practice and the Health System III. 1 Unit.

This is a three semester course that explores the factors affecting the development of the profession and the role of the PA in today's health care system globally, nationally and regionally. Emphasis is on credentialing, policies and regulations governing scope of practice, the development of professional organizations for physician assistants, and economics of health care delivery systems and policies. The use of health informatics to include the use of electronic medical/health records (EMR/EHR) will be reviewed. Issues in law and medical ethics will be covered to include challenges in health care leadership at various levels and within various organizational settings.

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: 1. History and physical examination - the knowledge necessary to perform a complete history and physical examination including appropriate documentation; 2. Diagnostic studies – ordering, performing and interpreting clinical laboratory, imaging and other procedures (e.g. ECG, spirometry, etc.); 3. Interprofessional education – case-based interaction with students from other disciplines; and 4. Procedural skills - instructs the student in the proper performance of common procedures within the PA scope of practice.

MPAS 242. Clinical Skills II. 4 Units.

This three semester course focuses on four main topic areas: 1. History and physical examination - the knowledge necessary to perform a complete history and physical examination including appropriate documentation; 2. Diagnostic studies – ordering, performing and interpreting clinical laboratory, imaging and other procedures (e.g. ECG, spirometry, etc.); 3. Interprofessional education – case-based interaction with students from other disciplines; and 4. Procedural skills - instructs the student in the proper performance of common procedures within the PA scope of practice.

MPAS 243. Clinical Skills III. 4 Units.

This three semester course focuses on four main topic areas: 1. History and physical examination - the knowledge necessary to perform a complete history and physical examination including appropriate documentation; 2. Diagnostic studies – ordering, performing and interpreting clinical laboratory, imaging and other procedures (e.g. ECG, spirometry, etc.); 3. Interprofessional education – case-based interaction with students from other disciplines; and 4. Procedural skills - instructs the student in the proper performance of common procedures within the PA scope of practice.

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.

COURSES

Courses listed in this catalog reflect the current course offerings (those courses offered in the current and past two academic years) as required by ABA Standards and Rules of Procedure for Approval of Law Schools, under Standard 509. (Standard 509 Required Disclosures, Interpretation 509-1)

Law Courses

Law Courses

LAW 042. Central American Migration. 2 Units.

At least three significant migration waves characterize the journey north for thousands of Central Americans. The first, provoked by Guatemala's bloody 36-year civil war, involved thousands of political asylum seekers in Mexico and the United States. In the second wave, natural disaster displaced thousands of environmental and economic refugees. Most recently, in the third wave, primarily women and children are fleeing Central America's largely private violence when their own governments refuse or are unable to protect them. This course focuses on the social and legal disruptions produced by these waves of migration in the receiving nations, with a focus on Mexico and the United States. Students study and critique the responses of the sending and receiving nations to the phenomena of mass Central American outmigration.

LAW 043. U.S./Lat Amer.Foreign Relation. 2 Units.

The United States has long exerted great influence on Central and South America, sometimes intervening in harmful ways. Examples include the CIA's overthrow of the government of Guatemala in 1954, the Bay of Pigs invasion of Cuba that led to an embargo that remains largely in effect today, the occupation of the Dominican Republic in 1965, interference with Chile's democratically elected government, and support of the Contra forces. This course examines selected legal issues relating to foreign relations including the role of treaties and customary international law, the authority and effectiveness of various U.S. and international decision-makers on foreign relations issues, the legality of the use of armed force and covert actions, and the humanitarian consequences of U.S. foreign policy toward Latin America in the past and going forward.

LAW 044. Environmental Protection and International Law in Latin America. 2 Units.

This course will examine critical issues in the relationship between environmental protection and international law in Latin America, with a primary focus on case studies in Guatemala and other Central American countries. The class will explore the relationship between human rights and environmental protection, the role of indigenous peoples and land tenure questions in environmental protection, biodiversity and forest conservation, and the relationship between free trade agreements and countries' right to permanent sovereignty over their natural resources. These themes will be explored by focusing on case studies that include disputes about mining, forest conservation to address climate change, protected natural areas, and biodiversity protection.

LAW 045. Int'l Environmental Law. 1 Unit.

This course explores international efforts to protect the global environment. It will cover the international legal regimes dealing with climate change, endangered species, hazardous substances, transboundary pollution, and other problems.

LAW 060. Business Ethics: The New Role of Corporate Lawyers. 1 Unit.

This course addresses the new role of corporate lawyers, socially responsible according to the modern theories of Legal ethics and to the UN recommendations. It will revise the opportunities and challenges for corporate lawyers, both in house or in law firms, in a globalized world. Finally, it will report good practices for lawyers in order to respond to negative impacts caused by human rights violations of multinational companies, and preventive good practices to avoid it. The course will examine the legal, ethical, policy, soft-law and jurisprudential issues associated with these matters. It will be taught through case law, descriptive readings, simulation exercises, and discussion.

LAW 061. Comparative Sexual Orientation and Gender Identity Law. 1 Unit.

This course provides a comparative overview of the regulation and treatment of gay, lesbian, bisexual and transgender persons. Topics will include the criminalization of sexual conduct as well as marriage and other relational rights. The course will look at developments in the United States (such as the recent decision of the United States Supreme Court mandating nationwide marriage equality) and compare them to developments in the European Union as well as in several other countries around the world. The course grade will be based on class participation (including an in-class presentation) and a take home exam.

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. 4 Units.

Questions of jurisdiction and venue; federal subject matter jurisdiction such as diversity and federal question jurisdiction; notice and code pleading; Federal Rules of Civil Procedure governing joinder of claims and parties; discovery; summary and default judgments; the right to a jury trial in civil matters; and issues of finality of judgments; appropriate examples drawn from California law.

LAW 110. Contracts. 4 Units.

Formation at common law and under the Uniform Commercial Code; consideration and other bases for enforcing promises; when writing is required; parole evidence and interpretation; unconscionability and other defenses; rights of third parties; excuses for nonperformance; conditions, performance and breach; damages.

LAW 115. Criminal Law. 2-4 Units.

The purpose of criminal law, the procedures by which it is enforced, and its substantive content, including offenses against the person, habitation and property; imputability and responsibility; modifying circumstances negating responsibility; and limitations on criminal capacity.

LAW 119. Make-up Class. 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 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.

A study of the theory and application of equitable remedies; the principles of equitable jurisdiction; the substantive law elements of restitution and damages. Course taught using online and distance technologies. Class will meet live online each week, after students complete an online pretest, to discuss assigned cases and materials, work through hypothetical problems and engage in discussion. There will be ample interaction with the professor and other students both inside and outside the formal structure of the course throughout its duration and there will be ample assessment of student effort and learning throughout the course. Limited Enrollment. Course to be taken during senior year.

LAW 200. Accounting for Lawyers. 2-3 Units.

This course provides exposure to principles of accounting from the perspective of the practicing attorney. Students will study the fundamentals of U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS), as well as an array of legal issues important to both transactional attorneys and litigators. Students who are Certified Public Accountants (CPAs) or undergraduate accounting majors may not enroll in this course. (P/F).

LAW 201. 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.

LAW 202. Principles of Legal Analysis I. 1 Unit.

This course, taught in conjunction with Criminal Law, focuses on (1) improving the legal skills necessary for law school and legal practice, including writing skills relevant to law school exams and the bar examination; and (2) enhancing comprehension of selected Criminal Law principles. Students will complete various assessment exercises and will receive detailed feedback on their work. By invitation based on first semester grades only or with Director approval. (JD preferred).

LAW 206. Corporate Governance. 3 Units.

This course examines the transformation of the governance of public corporations in the aftermath of recent corporate scandal. It will assess the role of directors and senior officers, and the responsibilities of those advising them. It will also examine the changing claims and rights of other stakeholders, including shareholders, creditors and employees. Students will examine the legal theories of the public corporation in order to assess recent reforms, and will situate domestic developments in light of international responses and approaches. Other key issues will include corporate social responsibility; the role of institutional investors; "shareholder democracy"; the roles of professionals advising boards; executive compensation; Sarbanes-Oxley; and other legislative and regulatory responses to Enron and other scandals. Selected case studies will round out coverage. Evaluation is by class participation, case study presentation, short research paper and final take-home examination. Prerequisite: LAW 150 or LAW 151.

LAW 208. Principles Legal Analysis II. 1 Unit.

This course 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 during the week before classes begin in August and 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 150 or LAW 151; LAW 300.

LAW 211. Entrepreneurial Management. 2-3 Units.

This practicum course introduces students to the process and skills of entrepreneurship and new company development from initial launch through final exit. Topics include 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. Weekly sessions will include not only thematic lectures and case discussions, but also in-depth discussions with leading Sacramento businesspeople on the topic of the week. Because this is a practicum course, students will learn not only through lectures and cases, but will also “learn by doing” in working on collaborative projects with Sacramento area entrepreneurs. The course concludes with a high profile public event in which students will have the opportunity to “showcase” their skills. The course is aimed at students seeking greater knowledge of business management skills and contexts.

LAW 212. Intro. to Legal Analysis. 2 Units.

This course provides students with an overview of the American legal system, including the sources and development of law as well as the dispute resolution process. The course further focuses on developing an understanding of how lawyers read and analyze cases, statutes, and legal documents and provides an introduction to legal reasoning. A primer on legal research with a focus on locating and evaluating the weight of legal sources is also included. (M.S.L., M.P.P. and M.P.A. only).

LAW 213. Entrepreneurial Ecosystem. 3 Units.

This practicum course brings together students from across the University of the Pacific’s graduate programs in law, business, policy, and education in order to study, evaluate, and develop recommendations for the development of Sacramento’s entrepreneurial ecosystem. Students will have a chance to work with key Sacramento stakeholders from the private, public and nonprofit sectors, and to pursue hands-on projects in multi-disciplinary teams. Students will learn (a) how to work in multi-disciplinary teams, (b) how to manage client relationships, and (c) how to develop entrepreneurial ecosystems to promote local economic development.

LAW 214. Small Business Seminar. 2 Units.

Small Business Seminar LAW 214 has a Pre Req of Business Associations - Law 150 or LAW 151.

LAW 216. The Business of Lawyering. 1 Unit.

This course uses an interactive model to explore the business side of law firms, including the critical skills needed to establish and operate a law firm as a solo or small firm practitioner. In addition, it provides an understanding of how larger law firms operate. It covers a broad array of topics related to the various dimensions of law practice, including business, clients, and life management. Business plans, marketing and client development, professional development, office management, and financial and ethical issues are among the subjects to be covered. Enrollment limit. (P/F) (Practicum).

LAW 220. Banking Law. 3 Units.

Introduction to the regulation of banks, savings and loan associations and their holding companies, particularly as they compete or interact with investment banks, securities dealers, real estate brokers, credit card issuers, and related financial services institutions.

LAW 223. Bankruptcy Survey. 2 Units.

This course gives students an introduction to bankruptcy law in the context of financially troubled consumers and small businesses. Through study of the United States Bankruptcy Code and the Federal Rules of Bankruptcy Procedure, this problem-based course provides students with an opportunity to address the core concepts that apply in all bankruptcy cases, as well as issues specific to Chapters 7 and 13. Areas of emphasis include: eligibility for and dismissal of a bankruptcy case; claims against a debtor; treatment of executory contracts and leases; exemptions; and discharge of indebtedness.

LAW 225. Bankruptcy. 2-3 Units.

This course examines the United States Bankruptcy Code and the Federal Rules of Bankruptcy Procedure. Areas of emphasis are: eligibility for and dismissal of a bankruptcy case; claims against a debtor; treatment of executory contracts and leases; exemptions; discharge of indebtedness; and reorganizations in Chapter 11. The course material will give students a solid introduction to bankruptcy law and its application to the debtor-creditor relationship.

LAW 230. Water Resources Law. 2-3 Units.

This course introduces the legal principles that control water allocation for human and environmental purposes, taught via a combination of in-person class meetings and online exercises such as lectures, readings, videos, discussion and research. Legal principles covered include: categories of surface and groundwater rights, management approaches, allocation for environmental purposes, federal-state relationships, tribal and reserved rights, reasonable use, waste, and the public trust doctrine. Students gain practical understanding of water allocation and use in contemporary society, as well as critically examine the social policies that govern water management. Classes will meet in Classroom A on Mondays and Thursdays; other instruction will be in an online format, with support from the professor, structured to provide regular interaction with the professor and other students. Students are precluded from enrolling in this course if they have completed Water Resources Law in a different format.

LAW 232. Foundations of Water, Natural Resources and Environmental Law Practice 1. 2 Units.

An introduction to the natural water cycle and human efforts to divert, extract, store, transport and govern water. Topics include: hydrology and hydrogeology; water systems modeling; environmental uses of water; governance and operation of water systems; the design, construction, operation and maintenance of water diversion, pumping, storage, delivery and treatment systems; water chemistry and water re-use. (Open to J.D. students and practitioners with the permission of the Program Director) Prerequisite: PRIOR OR CONCURRENT ENROLLMENT IN LAW 230 OR LAW 621, OR THE EQUIVALENTS.

LAW 235. Water Environmental Law Practice B. 3 Units.

Note: Course 237 is not a prerequisite for course 235. This case-study course helps students to develop fundamental skills necessary for administrative practice and judicial review in natural resources cases. The examples are primarily drawn from problems typically faced by water resources attorneys but with applications to a broader range of natural resources, environmental, and land-use law practices. (Open to J.D. students; Practitioners may enroll with professor permission.) Prerequisite: Prior or concurrent enrollment in any one of the following courses: Water Resources Law, International Water Resources Law, Natural Resources Law, Environmental Law or equivalents. Enrollment limit. (Practicum).

LAW 237. Water Environmental Law Practice A. 3 Units.

This case study course explores legal and practical challenges associated with water supply permitting for a hypothetical project involving impacts to fish and riparian habitat. Examples are primarily drawn from problems typically faced by water resources attorneys but are applicable to a broader range of natural resources and land use practices. Participants will address real-life issues related to client communication, public agency considerations, environmental review, administrative records, and use of technical experts. 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 Water Resources Law helpful but not required. (Practitioners may enroll with the permission of the professor.) Enrollment limit. (Practicum).

LAW 240. Insurance Law. 3 Units.

Personal, property and liability insurance; governmental supervision of insurance; formation of the insurance contract; insurable interest; concealment, warranties, representations; subrogation, waiver and estoppel; incontestability; the respective rights and interests of the beneficiary, insured, insurer, assignee and creditor.

LAW 245. Land Finance Law. 2 Units.

An examination of the law of mortgages, trust deeds, land contracts, and other security interests in real property.

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 150 and LAW 151 (Practicum).

LAW 258. Securities Enforcement. 1 Unit.

This course examines the regulatory framework of the Securities Enforcement process. Primary emphasis is on the SEC Enforcement Division's jurisdiction and investigative procedures as well as the role of defense counsel. The course examines insider trading, financial fraud, and Ponzi Schemes with an analysis of the current trends in Securities Enforcement and parallel criminal investigations conducted by the SEC with the Department of Justice.

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 264. Commercial Real Estate Transactions. 3 Units.

This course focuses on the structures and execution of commercial real estate transactions. Through a team approach, students will learn about choice of entity and basic income tax; purchase and sale transactions; escrow and title; leases and other operational considerations; real estate finance transactions; and foreclosure and anti-deficiency limitations. (Practicum) Federal Income Taxation (LAW 300) and Business Associations (LAW 151) are strongly recommended.

LAW 265. Copyright Law. 2-3 Units.

This course explores ownership rights in expressive information and contrasts these rights with ownership interests in technological information; students study what information is protected by copyright from entertainment to computer based information structures; the rights of a copyright owner including the rights to make copies, transfer copies, perform and display works and the right to make derivative works, as well as moral rights in a copyrightable work; statutory exemptions from copyright in the form of compulsory licenses; as well as common law based licenses for fair uses; duration of protection and other technical rules; and international copyright protection through the Universal Copyright Convention and the Berne Convention.

LAW 266. Patent Law. 3 Units.

This course covers introductory and intermediate materials concerning invention protection mechanisms. Patent prosecution and litigation matters are stressed; alternative trade secret protection schemes are developed. Relevant statutes, case law, Patent and Trademark Office procedures, and patent application drafting are included.

LAW 267. Patent Prosecution. 2 Units.

This course examines the core requirements and strategies for prosecuting a patent application before the U.S. Patent & Trademark Office (PTO). Classes provide the opportunity to draft patent claims and their supporting disclosure, conduct inventor interviews and other preparatory fact investigations, and respond to the most common types of US PTO rejections of patent applications; and cover some advanced topics. Prerequisite is either concurrent enrollment or completion of either LAW 275 or LAW 266. Limited enrollment.

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 303. Law and Economics of Wine. 1 Unit.

This short course on the law and economics of wine begins with an introduction to microeconomics and the cost-benefit analysis of exogenous policy shocks using wine as an example. Students look at shifts in alcohol policy from a behavioral economics perspective and consider the unique legal challenges faced by the wine industry within the changing landscape of the American three-tier alcohol regulation system. Finally, students undertake a practical review of modern California and US wine law.

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 401. Comparative E.U. and U.S. Constitutional Law. 1 Unit.

The course introduces the treaty that creates the European Union, organizes its institutions and establishes its competencies. The course compares the EU with the U.S. Constitution and its institution, such as separation of powers, rule of law, democracy and citizen rights.

LAW 402. Municipal Innovation Seminar. 2 Units.

Government ethics laws seek to ensure that private interests do not play a role in a public servant's decision-making. Students will examine rules regarding economic or personal conflict of interests; gift limits; campaign disclosure and finance restrictions; financial disclosure requirements; open government and public meeting requirements; and rules regulating lobbyists. The first part of the seminar examines why we have ethics rules, their development under constitutional and State law, and the state ethics rules that apply to local governments, examining select local ethics codes expanding on these requirements. In the second part of the seminar, students will meet weekly in groups to research and then draft a section of a model local Ethics Code to be offered to municipalities as a model and to be published on the website of the Capital Center. Enrollment limit.

LAW 403. Corrupt Foreign Practices. 1 Unit.

This interactive course will focus on corrupt practices in international commerce and finance. Students will learn about the interaction between local anti-corruption and similar legislation and long-arm legislation affecting the conduct of business, such as the U.S. Foreign Corrupt Practices Act and the UK Bribery Act. The course will also examine compliance and training programs designed to prevent corruption and similar practices and, whistleblowing regimes and internal investigations designed to uncover illegal activity where the compliance and training programs have not been successful. The course will involve practical experience in analyzing corrupt practices, advising on the legal consequences and the course of action for the client in the event such activity does occur. (Practicum).

LAW 404. Global Infrastructure Development. 1 Unit.

This interactive course introduces students to the challenges facing global infrastructure development. Once the sole responsibility of government, public finances are insufficient to undertake the investment needed to keep pace with growing demand. Governments are increasingly looking to private capital to fill the void. The World Bank, export credit agencies and other multilaterals, along with state-owned infrastructure banks, play an important role in financing infrastructure projects, but that too is insufficient to fill the growing finance gap. This introductory course will examine the traditional roles of public sector and multilateral development institutions in infrastructure development and explore different approaches for increasing private sector participation; including an overview of contractual arrangements. (Practicum).

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 420. Advanced Torts. 2 Units.

This course is in-depth analysis of tort issues not covered or not covered in-depth in the first-year torts course. The course will focus on business torts, defamation, privacy, and issues pertaining to joint tortfeasor liability.

LAW 432. Employment Law Practice. 2 Units.

This course is designed to build upon the legal principles taught in Employment Law. The course provides the student with opportunities to apply employment law principles in legal advice and counsel scenarios, including a focus on the intersection of various leave laws, workplace investigations, workplace policy revisions, and employee discipline. Employment Law is required. (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 434. California Employment Law Practicum. 2 Units.

Building on previous studies in Employment Law, this practicum introduces students to the particular issues faced by employment lawyers in California through extensive use of simulations. Students will engage in practical exercises on topics such as offers of employment, employment handbooks and policies, wage and hour evaluations, sexual harassment and investigations, administrative and civil complaints, and other documents used in employment litigation. Evaluation is based on numerous writing projects submitted throughout the term. Limited enrollment. Prerequisite: LAW 433.

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 441. Trial Skills in Family Law. 2 Units.

This experiential course provides intensive training in trial skills in family law. The practice of family law includes divorce, child custody, property division, support, adoption, paternity, and domestic violence. When family law cases go to trial, the successful attorney must have a sophisticated knowledge of both family law and advocacy. The course combines lecture and class discussion with hands-on role plays and exercises in trial skills. Enrollment limit. Prerequisite: LAW 440. (Simulation).

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: Family Law. Enrollment limit. (Practicum).

LAW 450. Juvenile Law. 2 Units.

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 480. Capital Punishment Law. 3 Units.

This course is a study of the constitutional and systemic issues related to the death penalty, including: jury selection; restrictions on death-eligible crimes and offenders; aggravating and mitigating evidence in penalty proceedings; victim impact evidence; the appellate process and collateral attack; methods of execution; clemency; and international issues in death penalty cases, such as the application of treaty law and extradition issues.

LAW 490. Expert and Scientific Evidence. 2 Units.

This course introduces students to the theories underlying expert and scientific evidence as well as practical strategies for developing, discovering, presenting, cross-examining, and impeaching such evidence. Students examine the pertinent rules of procedure and evidence, as well as their application to a wide range of forensic disciplines, including biology, chemistry, computer analysis, criminalistics, engineering, mathematics, medicine, psychology and physics. Students also participate in practical presentations. No scientific background is required Prerequisite: LAW 174 or LAW 175.

LAW 500. Administrative Law. 3 Units.

Students study the practices and procedures of administrative agencies; jurisdiction and judicial review applicable to administrative agencies; scope and effect of their decisions; legislation applicable to administrative agencies.

LAW 501. CA Enviro. Cases & Places. 1-2 Units.

This course will center on a three-and-a-half-day field trip that will take students to world-class teaching locations in eastern and southeastern California. The field trip will employ a truly unique, interdisciplinary approach that will help students experience the locations we will visit from two distinctly different perspectives – law and environmental science. The field trip follows a 1,000-mile loop from Sacramento, east over the Sierra Nevada to South Lake Tahoe, then down I-395 to Mono Lake and then southeast to the dustbowl of Owens Dry Lake, Death Valley, and the Mojave Desert, and then finally back to Sacramento via the farmlands of the Central Valley. The list of locations we will visit during the trip reads like a who’s who of California’s most interesting (and vexing) environmental problems. Upon registration in CA Environmental Cases & Places, students will be charged a \$250 fee for travel related expenses.

LAW 503. Legislation and Statutory Interpretation. 3 Units.

In this age of statutory proliferation, an understanding of how courts interpret statutes is a crucial skill every attorney should possess. The dominant purpose of this class is to train students to make effective statutory interpretation arguments on behalf of their clients. Through a combination of exercises and cases, the class explores the academic and judicial debate concerning appropriate methods of statutory interpretation. In addition to studying the legislative process, students will learn different devices that are used in the interpretation of statutes, such as canons of construction, legislative history and precedent, as well as different theories of statutory interpretation, such as textualism, dynamic statutory interpretation and purposive interpretation. (Practicum).

LAW 506. Law and Literature. 1-2 Units.

This reading course focuses on the representation of law, lawyers, and legal and ethical issues in world literature. Each seminar participant is required to prepare a presentation on one of the pre-selected literary works and to discuss (i) how the law and lawyers are presented in the work; (ii) what legal, socio-political or ethical problem(s) the work highlights; (iii) how the work resolves the problem(s), if at all; and (iv) how the work might influence a reader’s understanding of the law. Participation in the seminar is limited to ten students, who are expected to choose one of the designated works prior to the beginning of the program. Grading will be based upon the student’s presentation and a short summary paper.

LAW 507. Environmental Law. 3 Units.

This course is a survey of legal principles and policies relating to protection and enhancement of the physical environment. Particular attention is given to common law doctrines and public rights and remedies; federal and state control programs for the fields of air pollution, water pollution, noise, solid waste management, fish and wildlife resources; planning for federal, state and local administrative agencies.

LAW 508. Law and Politics. 2 Units.

This course will focus on lawyers, courts and legal doctrine as political agents and will explore the various dimensions of effecting political and social change through law and lawyers. The materials will be drawn from political science, history, the legal academy, public policy, and political theory. The substantive topics will include the role of lawyers in the political process, judicial decision-making and processes, law as a tool for political change, and law as a tool for social control.

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 514. Drafting Laws and Regulations. 2 Units.

Students gain practical experience in researching, drafting, and pursuing adoption of California state legislative and regulatory proposals. Students participate in a weekly meeting to present the results of their team collaborations with other students outside of the classroom and to receive feedback from the professor and fellow students. Students are responsible for identifying a client in need of a state law change, analyzing the deficiencies in current law and practice, drafting proposed statuses 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. 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 preference will be given to students pursuing a Capital Certificate in Public Law and Policy. Enrollment limit. Year-long (4 Graded, 2 per semester).

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 525. Alternative Dispute Resolution. 3 Units.

Examination of alternative methods available to solve common legal problems, including negotiation, mediation, arbitration, med-arb and fact-finding; form of each device, advantages and disadvantages, legal issues regarding use, and practice techniques are all reviewed.

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 533. Global Health Law. 2 Units.

This course provides an opportunity to survey the primary legal, ethical, and political aspects of global health. This seminar will explore why health hazards transcend national boundaries (i.e., how threats to domestic health can not be viewed in isolation from threats to global health); the strengths and weakness of select existing global governance systems; and how international law can be used to improve the health of the world's population and promote health equity. Topics include infectious diseases, tobacco, noncommunicable diseases, trade and human rights. Students will write a paper on an area of interest and importance in global health law.

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 161 or LAW 163.

LAW 541. Civil Rights Litigation. 2-3 Units.

This course focuses on litigation to secure constitutionally protected rights; causes of action arising under 42 U.S.C. 1983 and the Constitution; defenses and immunities of individuals and governmental entities; federal-state comity; damages and equitable relief for violations of constitutional rights; other statutory remedies for violations of Constitutional rights.

LAW 545. Federal Courts. 3 Units.

This course focuses on the interaction between the federal courts and the other branches of the federal government, and the relationship between the federal courts and the states. Representative topics include congressional control over federal jurisdiction; standing, mootness, and ripeness; legislative courts; the appellate jurisdiction of the Supreme Court; federal question jurisdiction; the Erie doctrine and federal common law; the eleventh amendment; the susceptibility of government officials to injunctive relief and damages; and the abstention doctrines.

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 meetings, closed sessions, 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 562. Practice Skills for Eminent Domain Lawyers. 3 Units.

This experiential course focuses on the practice of California eminent domain law, including some special trial problems using a simulated case file. Students learn the theory, code structure and skills for handling California eminent domain actions from start to finish, including: (1) pre-litigation documents, (2) resolution of necessity hearings, (3) working with appraisers to establish valuations, (4) special problems of environmental contamination, relocation, and challenges to right to take, (5) common eminent domain motions including possession issues, special ethical issues involved in eminent domain actions, and (6) drafting settlement documents resulting in a Final Order of Condemnation. 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 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 573. Bioethics and the Law. 2 Units.

This course examines the developing area of Bioethics, considering legal topics such as assisted reproduction, wrongful conception/birth/life, and death and dying. The course will also look at the regulation of research involving human subjects as well as the rationing of human organs.

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 577. Compliance in the HealthCare Industry. 1 Unit.

Healthcare regulatory compliance is a dynamic and evolving field where law and business intersect. Students will learn the basic principles of compliance, including relevant laws and regulations, and how compliance operates within a pharmaceutical organization. Using simulations and other active learning methods, students will draft compliance policies, learn how to enforce standards within a complex organization, and learn how compliance professionals use legal and business knowledge to enhance the image of pharmacy and biotech companies in American healthcare. (Simulation).

LAW 578. Navigating HR in Health Care. 2 Units.

HR professionals working in health care must become familiar with a variety of legal and regulatory issues including nursing staffing ratios, licensure and hospital privileges, accreditation, health and safety initiatives, and administering house staff programs. Classroom exercises and assignments will involve real-life scenarios that require students to use critical thinking and analysis to develop advice and strategies for HR customers. Employment Law is strongly recommended.

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 590. Animal Law. 2 Units.

This course focuses on the treatment of animals in a wide variety of contexts, including their legal classification as property, rights and remedies within the tort system for injuries inflicted on animals, the development of laws relating to commercial uses of animals, including for laboratory research, and means of protecting animals through legislation and anti-cruelty laws. The course provides an opportunity to think critically about the historical and current treatment of animals by the legal system and to consider what role law plays in determining their future.

LAW 591. Crimmigration. 3 Units.

This seminar introduces students to the principal areas of convergence between immigration and criminal law, including the history and evolution of local and federal criminalization of immigrants and those who associate with immigrants; the nascent procedural due process revolution triggered by the seminal U.S. Supreme Court case of *Padilla v. Kentucky*, which recognized a limited right to counsel for immigrants; and the increasingly harsh consequences of the commission of crime on immigrants. This course is for students who want to practice criminal or immigration law or anyone interested in legislation or policy-making. Immigration Law & Policy is strongly recommended as a pre or co-requisite.

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 602. United Nations: Law and Practice. 3 Units.

This course examines the United Nations' primary organs with respect to their roles in the development, interpretation, and enforcement of international law and the resolution of international disputes, using case studies to illuminate contemporary challenges to the exercise of these functions. Drawing on diverse theoretical perspectives about the nature and aims of the international legal system, we will conclude by evaluating proposals for UN reform.

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 611. Fundamental Rights in Europe and the United States. 2 Units.

A comparative analysis of the European and American approaches to human rights. Following discussion of structural mechanisms under the European Convention on Human Rights and the U.S. Bill of Rights, selected topics are examined such as personal autonomy, free speech, freedom of the press, asylum, refugee rights and other substantive protections for liberty and property.

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 637. International Commercial Arbitration. 1-3 Units.

Arbitration has become the preferred means for international parties to resolve civil disputes. The course will consider the nature of international arbitration, including its advantages and disadvantages as a form of dispute resolution in the international commercial context. Other topics to be discussed include jurisdictional issues relevant to international arbitration; the arbitration process, including the conduct of arbitral proceedings and the relationship between arbitral proceedings and national court systems; and the recognition and enforcement of arbitral awards.

LAW 645. International Trade- Public Aspects. 3 Units.

This course focuses on national and international law concerning tariffs and quotas; non-tariff trade barriers including anti-dumping and countervailing duties and political and security-based trade restrictions. Coverage includes the World Trade Organization/GATT and related dispute resolution mechanisms and free trade areas.

LAW 646. International Trade Law and Development. 2 Units.

This course examines the intersection of international trade law with economic development. The World Trade Organization has traditionally defined itself as a free trade organization, but as more developing countries become active in the system, the institution finds itself grappling with the difficult question of whether and how to incorporate development objectives in its trade mandate. We will examine this "free trade" vs. "free and fair trade" debate. Topics include: The WTO as an institution – structure, function and relevant legal texts; the Doha Development Round; WTO development jurisprudence; the anti-globalization movement; and, efforts of developing countries to change the existing social order (e.g., regional trade and the New International Economic Order). An extensive research paper is required. No Pre- Or Co-Requisites Are Required.

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 655. Special Topics-Guatemala. 2 Units.**LAW 657. 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 662. Commercial Law for Foreign Investors in Guatemala. 2 Units.

With Guatemala's ratification of CAFTA-DR, Guatemala opened its doors not only to trade but also to foreign investment, from U.S. and other companies looking to do business in Guatemala. While the CAFTA-DR includes norms that govern the relationship between foreign investors and Member States, the domestic laws of each Member State continue to provide the central regulatory structure that governs relations among the parties, including in the areas of commerce, intellectual property, labor law, and the environment. This is an introductory course that examines the principal commercial norms that would apply to foreign investors in Guatemala, with a special emphasis on the law of contracts. The course will also introduce the topic of how the ratification of CAFTA-DR has also promoted rule of law reforms in Guatemala. This course will be taught in Spanish.

LAW 666. Special Topics-Guatemala. 1-2 Units.**LAW 669. Lawyering Across Borders. 2 Units.**

This course will prepare students with basic and intermediate Spanish proficiency to represent Spanish-speaking clients in the U.S. legal system or to work in Spanish on transnational matters involving Latin America. The class will allow students to practice legal skills in Spanish, such as client interviewing, and client counseling, through simulations and group exercises. Class discussion will be in English and Spanish with exercises in primarily in Spanish. For Pacific McGeorge students only, this course meets the law school's professional skills course requirement. For Pacific McGeorge students only, this course meets the law school's professional skills course requirement.

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 679. Spanish Language Academy. 0 Units.

All students will be enrolled at the Spanish Language Academy, a leading Spanish language school. Each student will have an individual tutor for two hours per day. Typically the tutor will work with the students on Spanish conversation and grammar. Language lessons will correspond with each student's individual goals and proficiency level. This unique opportunity is included in the program fee.

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 681. International Business Agreements. 1 Unit.

A practitioner's view of a range of issues involved in different types of trans-boundary transactions which may include mergers and acquisitions; construction contracts; long term licensing or franchising agreements; financing; and sales of goods or services. (Not open for academic credit to J.D. students who have taken or are currently taking LAW 625 without prior approval of the Associate Dean for Academic Affairs or a designee).

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 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 693. Survey of Int'l Tax. 1 Unit.**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 695. Foreign Investment and Development. 3 Units.

Consideration of various factors affecting the decision to establish or invest in a non-domestic enterprise, including constraints imposed by host country corporation, revenue and anti-trust laws, financial and monetary regulations and labor and immigration laws. Topics include: financing international development, modern concession agreements, nationalization and expropriation and business organizations.

LAW 696. European Union- Inst. & Values. 1 Unit.

This course provides an introduction to the history, structure and procedure of the various institutions of the European Union, their legislative and administrative actions and their basic values. The course will explore the relationship between European and National Laws and the communication between the respective Courts, with an emphasis on the European Court of Justice and the German Federal Constitutional Court. Students review cases and offer counter-arguments to controversial courts decisions.

LAW 697. Doing Business in China. 1 Unit.

This course is aimed at students who expect to be legal advisers to business people planning to invest in China. The instructor will take the students through the process of establishing, running, protecting and liquidating a business in China, with a focus on intellectual property protection. Substantive laws and principles will be imparted as students play roles in practicum projects such as setting up a joint venture in China, dealing with counterfeit products, and representing clients in a lawsuit. All work will be closely supervised and carefully evaluated. Students will acquire a basic understanding of the procedures and requirements related to setting up a business presence in China, the existing legal framework and strategies used to fight counterfeiting, and the advocacy skills used in a Chinese courtroom. All topics will be approached through simulated practical experiences, in which students will study facts abstracted from real cases, prepare legal documents in the required format, advise clients, and advocate for or defend clients in court. (Practicum).

LAW 699. Special Topics. 1-4 Units.

This Special Topic Course offers an introduction to the history, structure and procedure of the various institutions of the European Union and the way EU law interacts with national law. On the basis of a thorough understanding of the EU's complex institutional settings, the course will explore major political and legal developments of the recent past, both from an intra-EU as well as an external perspective. Students will discuss the state of play of the Brexit debate, the EU's struggle to renew its legal framework for the Economic and monetary Union and the current state of play of EU/US relations with a special focus on the TTIP agreement.

LAW 699A. California Craft Beer Law. 1 Unit.

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 699B. Asylum Law. 2 Units.

This course covers the international and US refugee and asylum legal regime. We discuss the role of key actors including the UN High Commissioner for Refugees, Congress, the Departments of Homeland Security and Justice, and the federal courts. We consider the relationship of refugee law to human rights law and administrative law, and assess legal and institutional efforts to respond to the situation of forced migrants who do not fit within the refugee definition. We also examine the challenges to refugee protection, including the establishment of priorities and the need to balance national security.

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 699D. Intro to EU Economic Law. 1 Unit.

This course addresses the core areas of EU Economic Law. It will first give a brief introduction of the institutional setting and the legal framework of the EU, including their respective historical development, before discussing Fundamental Freedoms, Competition and State Aid Law, and Economic and Monetary Union. The case law chosen for discussion in this course are landmark decisions addressing both elemental and cutting edge questions of EU law. Students enrolled in this course will gain knowledge of EU economic law, but also a fundamental understanding of EU's legal functioning more generally.

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 700. American Legal History Seminar. 2 Units.

This course focuses on the development of the American legal system and its interaction with society and politics from the reception of English Common Law in colonial times until the present. Representative topics include causes and effects of the revolution, formation and implementation of the Constitution, slavery and civil war, industrialization and urbanization, the regulatory state, cultural pluralism, international affairs, and contemporary technological and social change. Each student conducts an independent research project into some aspect of the evolution of law in the United States through its legal institutions and influential individuals. Enrollment limit.

LAW 702. Street Law International. 3 Units.

Law students participate in a boot camp during the first three weeks of the semester and then teach practical legal trial skills to local high school students during the last 11 weeks of the course. Legal subjects include Constitutional Law, Civil Rights Law, Criminal Law, and Trial Advocacy. With guidance from the supervising high school teacher, law students teach two weekly sessions of about one hour each at a local high school, and provide mentoring and role modeling for the high school students. Law students also coach high school students for a mock trial competition to be held at the end of the semester. Students will provide feedback via e-mail to the adjunct professor. (P/F) Enrollment limit.

LAW 703. PASS I. 2 Units.

Students in PASS I complete substantive review and extensive writing practice based on CA Bar Exam essay questions, receiving substantial individual written and oral feedback concerning critical reading skills and issue identification, answer outlining and time management, use of IRAC, and crafting effective rule statements, factual analyses, and conclusions. Students review selected areas of law commonly tested on the CA Bar and create substantive outlines to guide them through the writing exercises. CA Bar Exam procedures, standards, and techniques are explained and practiced. Required for students in Directed Study, but open to all students in their final year. Adaptibar MBE preparation software is required as course materials in PASS I and is offered at a discounted rate of \$215. Students must enroll and purchase Adaptibar prior to the first day of class using the special link and instructions that will be available on the PASS I TWEN course page.

LAW 705. Introduction to Space Law. 1 Unit.

This course examines the international and domestic laws that govern the exploration and use of outer space. It will address property rights in outer space, the rescue and return of astronauts, liability for damage caused by space objects, the allotment of orbital slots, and other aspects of the legal regime governing governmental and private activities in space.

LAW 706. Persuasive Public Speaking. 2 Units.

This course introduces students to the many aspects of persuasive public speaking including content, word choice, and delivery. Students study the theory of persuasion through reference to historical and social science sources. Students develop public speaking confidence by practicing their skills and receiving constructive feedback. Enrollment limit. (Simulation).

LAW 709. Criminal Law Defenses. 2 Units.

This course focuses on the moral underpinnings and public policy controversies of criminal law defenses. Topics include the purpose of criminal law defenses, categorization of defenses, moral/legal controversies surrounding traditional defenses (self-defense and duress), and proposed new defenses (battered-women defense, "rotten social backgrounds," brainwashing, euthanasia). Enrollment limit.

LAW 710. HIPAA Privacy - Health Law. 2 Units.

This course provides an in-depth examination of the federal health information confidentiality regulations of the Health Insurance Portability and Accountability Act (HIPAA). Through projects that require problem solving and other professional skills, students learn how to identify, understand, and apply the regulations to individuals and entities falling within HIPAA; the definition of protected health information; and the HIPAA privacy enforcement process.

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 703 PASS I.

LAW 723. PASS III. 3 Units.

PASS III is a three-credit, graded course that provides a head start on becoming reacquainted with three bar-tested subjects: Property, Civil Procedure, and Contracts, and will further hone bar essay writing and multiple choice skills. This course partners with Themis Bar Review to provide an online platform for course content and assessments. There is a \$150 course materials fee that will be charged upon enrollment in PASS III.

LAW 745. Elder Law and Social Policy. 3 Units.

This course introduces students to the broad range of legal and policy issues and options affecting older persons. Topics covered include the demographics of aging; special ethical issues when representing the elderly; Social Security, SSI, Veteran's benefits and private retirement income plans; financing health care through Medicare, Medi-Cal and the VA; housing options and long term care; the definition of legal incapacity and planning for incapacity; end of life decision making; and elder abuse. Students join UCD Medical students for joint, interdisciplinary classes. (Practicum).

LAW 747. Elder & Health Law Clinic. 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 and aging. Students undertake representation of the elderly 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. 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. 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 770. Critical Race Theory. 2 Units.

This course is an examination of the intersection of race relations and legal institutions in the United States, including analysis of the effect of race on selected areas of law; the sources of ethnic and racial identity in law and society; the role of cultural differences; formal vs. substantive equality; contrasts between critical race theory and traditional theoretical frameworks; and the importance of perspective in making and evaluating the law.

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 801. Arbitration: Advocacy and Practice. 1 Unit.

This course focus is on the legal basis of arbitration from commencing arbitration and the arbitrators' jurisdiction to confirming awards and vacatur. Students learn the importance of the arbitration clause or submission agreement, forum selection, arbitration provider rules and traditional litigation. The format will be interactive with simulated arbitrations, in which students will act both as advocates and arbitrators, and will experience the challenges faced by both the neutral and counsel during an arbitration. (Limited Enrollment.) (Simulation).

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 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 806. Honors Legal Writing Seminar. 2 Units.

This limited-enrollment graded course is designed for students with demonstrated strong writing ability and a desire for greater writing sophistication. The emphasis will be on rhetorical approaches to legal writing, including principles of organization, clarity, and style. Students will write almost weekly assignments, some of which will be critiqued and graded by the professor, and many of which will be used as the basis for critique and suggestion from all the members of the seminar. Students will be invited to apply based on past performance in LAW 122 and on the appellate brief in LAW 182. (Limited enrollment).

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. 3 Units.

This course is designed (a) to make students competent in the basic skills of courtroom jury trial, (b) to enhance student's knowledge of the rules of evidence by application in the trial context, and (c) to enhance students capabilities in public speaking and persuasion. The course deals with all phases of trial work including voir dire of jury panel, opening and closing statements, direct and cross-examination of witnesses, and presentation of evidence (including the use of computer-based slides and exhibit displays). Ethical problems in trial practice are also considered. Each student conducts a full-scale mock civil and criminal trial. Extensive use is made of videotape for feedback and critique. Open to all students currently enrolled in or having completed one of the following: LAW 174, LAW 175 or LAW 176. (P/F or graded, at the student's option, which must be declared by the end of the first week of the course.) (Simulation).

LAW 812L. Trial Advocacy - Lecture. 0 Units.

This course is designed (a) to make students competent in the basic skills of courtroom jury trial, (b) to enhance student's knowledge of the rules of evidence by application in the trial context, and (c) to enhance students capabilities in public speaking and persuasion. The course deals with all phases of trial work including voir dire of jury panel, opening and closing statements, direct and cross-examination of witnesses, and presentation of evidence (including the use of computer-based slides and exhibit displays). Ethical problems in trial practice are also considered. Each student conducts a full-scale mock civil and criminal trial. Extensive use is made of videotape for feedback and critique. Open to all students currently enrolled in or having completed one of the following: LAW 174, LAW 175 or LAW 176. (P/F or graded, at the student's option, which must be declared by the end of the first week of the course.) (Simulation).

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 OR LAW 816. (Simulation).

LAW 816. Integrated Trial Advocacy. 3 Units.

This integrated course for second-year day and third-year evening students 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 or P/F) (LAW 174 or LAW 175 or LAW 176, Graded; LAW 812 or LAW 816, optional, Graded/Pass-Fail. Automatically enrolled in course LAW 176). (Simulation).

LAW 820. Administrative Adjudication Clinic. 2 Units.

This clinic is a comprehensive overview of administrative process through classes & simulated hearings. Students are assigned to an administrative agency to participate as an actual decision-maker. Admission into the Administrative Adjudication Clinic is by an application process. (P/F) Enrollment limit.

LAW 821. Taking and Defending Depositions. 2 Units.

This course provides students with the practical, hands-on experience of preparing for, taking and defending depositions. Using a realistic case file, each student learns to: understand the various roles of a deposition – use as a discovery tool, evidentiary support for motions and impeachment at trial; prepare for the deposition including preparing the deponent; create an outline of a deposition; take a deposition, defend a deposition and play the role of a client or witness being deposed; and draft a file memo summarizing the deposition. Each student receives in-depth feedback from the professor. Enrollment limit. (Simulation).

LAW 822. Lawmaking in California. 2 Units.

This course covers the fundamental components of the legislative process, policy and ethics including legislative procedure, bill drafting and analysis, history and intent, advocacy, relationships with the executive branch, and powers and limits of the legislative branch. Students learn about statutory and regulatory lawmaking and observe the lawmaking process in action. Students draft legislation (bills and amendments) and analyses. The making of statutory law has an increasingly critical role in our legal system. This course prepares students who want to continue their studies in the legislative arena and participate in the Legislation & Public Policy Clinic.

LAW 824. Written Discovery. 2 Units.

This course introduces students to the conceptual, legal, strategic, and practical issues relating to written discovery in civil litigation. The course also teaches students how to draft and respond to special and form interrogatories, requests for admission, and demands for production in a simulated case. Enrollment limit. (Simulation).

LAW 826. Negotiating Disputes Into Deals. 2 Units.

This course focuses on creative problem-solving techniques integral to a negotiator's toolbox, examining how to create value when negotiating common disputes. The course uses a live negotiation simulation where students can develop strategies, employ bargaining tactics, and structure agreements, tools that are applicable to a wide range of negotiation contexts. Through simulation, combined with lecture and small group exercises, students negotiate a resolution to a conflict and draft a settlement agreement. Enrollment limit. (Simulation).

LAW 853. Legislative & Public Policy Clinic. 2 Units.

Students gain practical experience in researching, drafting, and pursuing adoption of California state legislative and regulatory proposals. Students participate in a weekly meeting to present the results of their team collaborations with other students outside of the classroom and to receive feedback from the professor and fellow students. Students are responsible for identifying a client in need of a state law change, analyzing the deficiencies in current law 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. 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 preference will be given to students pursuing a Capital Certificate in Public Law and Policy. Enrollment limit. Year-long (4 Graded, 2 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. 2-3 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. 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. 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. Admission into the Bankruptcy Clinic is by an application process. Graded. Enrollment limit. Prerequisite: Completion of, or concurrent enrollment in, Bankruptcy or Survey of Bankruptcy.

LAW 881. Legal Problem Solving for Construction Clients. 1 Unit.

Students learn practical problem solving skills and become familiar with construction law in California, using a simulated California construction project to address legal issues as they would arise on a real project. Upon completion of the course, students are able to provide competent and ethical advice to construction professionals in both public and private settings. Students work with construction contracts to learn the typical parties to such contracts, and to identify contractual provisions frequently contested in construction disputes. Students learn about the public and private works bidding process and construction claims process, and also how to draft a detailed opinion letter to a construction client. Students identify and resolve ethical issues in counseling a construction client. Enrollment limit. (Practicum).

LAW 882. California Parole Hearings and Litigation. 2 Units.

California's parole system impacts nearly every aspect of the criminal justice system. Prosecutors, defense attorneys, legislators, Board of Parole Hearings staff, and the judiciary all encounter the parole system at some point. This practicum introduces students to California's parole system to build a fundamental understanding that will inform students' future legal professions. It addresses topics including the history of sentencing and parole in California; the statutes, regulations, and case law that govern parole consideration and release; changes to California's parole scheme that have followed California Supreme Court cases, federal court orders, and California legislation and ballot propositions; the use of habeas corpus to challenge parole denials; parole supervision; and recidivism. Guest speakers will provide practical insight into their roles in the parole process. Students will complete several short assignments to gain experiential knowledge of these topics by evaluating the legal and practical soundness of parole decisions, drafting closing arguments for parole hearings, and playing a role in a mock parole hearing.

LAW 886. Criminal Appellate Advocacy Clinic. 3 Units.

This clinic is a natural next step for students who have completed the GLS series, and will complement the simulated advanced experience students may obtain in the appellate competition teams. Students represent indigent clients in criminal appeals to the Third Appellate District of the California Court of Appeals. This representation is done in cooperation with CCAP, the Central California Appellate Program, which is appointed counsel for these appeals. Working in teams of two, students review the record and prepare an appellate brief. As part of the requirements of the clinic, students give a mock oral argument for one of the appeals they are handling. Admission into the Criminal Appellate Advocacy Clinic is by an application process. Prerequisites: GLS II, Criminal Procedure, and prior or concurrent enrollment in Evidence and Civil Procedure for State Bar student certification. Enrollment limit. Prerequisites are LAW 182, LAW 165, and prior or concurrent enrollment in LAW 174 or LAW 175 or LAW 176 and LAW 105 for State Bar student certification. Limited Enrollment.

LAW 895. Federal Pretrial/Trial Litigation Seminar. 2 Units.

This course provides the podium component of a full year Federal Defender Clinic experience. Students participate in in-depth legal and case analysis, problem-solving, advocacy training, client counseling, simulated hearings and trials based on actual case files, and the preparation of motions, briefs and case analysis memoranda. Class discussions include ethical issues encountered in criminal defense work. The focus is on criminal defense in the Federal system, including how the structure and prosecution/defense roles reflect social and political values. Students are required to stay current on criminal law procedure and sentencing issues and engage in critical thinking about both legal/case strategy and broader issues raised by the representation of indigent clients. (Enrollment limited to those enrolled in LAW 874.)

LAW 909. Prisoner Civil Rights Mediation Clinic. 3 Units.

Students co-mediate Section 1983 prisoner civil rights cases with a Federal Magistrate Judge during this year-long clinic. Under Section 1983, prisoners in state prisons have the right to file a civil rights complaint seeking relief for alleged violation of rights protected by the Constitution or created by federal statute. Students learn both the theory and practice of mediation and develop the skills necessary to serve as mediators, including conducting pre-mediation meetings with both sides. Students learn Section 1983 prisoner case law and work closely with Federal District Court personnel. Admission into the year-long Prisoner Civil Rights Mediation Clinic is by an application process, and is limited to third and fourth-year students. Prerequisite: LAW 526, LAW 802, LAW 525 or a non-credit basic 40-hour mediation workshop with the consent of the professor. Enrollment limit.

LAW 912. Housing Mediation Clinic. 3 Units.

Students learn the basics of landlord/tenant law and develop the skills necessary to serve as mediators. They participate in landlord/tenant mediation simulations to prepare them to serve as mediators in landlord/tenant mediations in an innovative Housing Court pilot project funded by the Shriver Civil Counsel Act. Admission into the Housing Mediation Clinic is by an application process. Prerequisite: LAW 526, LAW 802, LAW 525 or a non-credit basic 40-hour mediation workshop with the consent of the professor. (P/F) Enrollment limit.

LAW 920. Pacific Law Review - Editors. 1-3 Units.

Editorial board members are elected by the outgoing board. Editors supervise the staff and make policy decisions concerning McGeorge Law Review publications. The Editor-in-Chief and the Chief Managing Editor receive three credits. All other Editors receive two credits. (P/F).

LAW 921. Pacific Law Review - Staff. 1-3 Units.

Staff members are competitively selected from advanced students. Two credits are awarded on completion of a draft comment or casenote of publishable quality. One additional credit is awarded on completion of all editorial and production processes necessary for publication of a comment or casenote. The additional credit is awarded in the academic year in which the requirements for the additional credit are completed, which can be in the same year in which the initial two credits are awarded or in the following year. (P/F).

LAW 922. Pacific Legislative Law Review. 2 Units.

Students review and analyze selected California legislation. Work is performed during summer and fall. Academic credit varies. (P/F).

LAW 923. Law Review Seminar. 1 Unit.

This seminar is required for and limited to students selected to write a comment for the McGeorge Law Review or the Global Business and Development Journal. The seminar focuses on development and production of a law review comment including: topic selection, legal research techniques, methodological approaches, thesis development, voice and audience. Students receive instruction in editing techniques and become familiar with giving and receiving feedback on legal scholarship.

LAW 930. Pacific McGeorge Global Business & Development Law Journal Board of Editors. 3 Units.

Editorial board members are elected by the outgoing board. Editors supervise the staff and make policy decisions concerning publications. The Editor-in-Chief and the Chief Managing Editor receive three credits. All other Editors receive two credits. (P/F).

LAW 931. Pacific McGeorge Global Business & Development Law Journal Staff. 3 Units.

Staff members are competitively selected from advanced students. Two credits are awarded on completion of a draft comment or casenote of publishable quality. One additional credit is awarded on completion of all editorial and production processes necessary for publication of a comment or casenote. The additional credit is awarded in the academic year in which the requirements for the additional credit are completed, which can be in the same year in which the initial two credits are awarded or in the following year. (P/F).

LAW 932. Global Business Development Law Journal. 1 Unit.

Staff editors are selected based on an application from students in the top 75% of each upper-division class (2D, 2E, 3D, & 4D). One credit will be awarded based on completion of managing edits and technical edits for articles and student comments. The credit will be awarded in either the fall or the spring of the academic year in which the editing responsibilities are completed. (P/F).

LAW 950. Field Placement - Administrative Law. 0 Units.

Externship participants will also be required to concurrently enroll in a seminar, in which students will attend five (5) seminar meetings throughout the semester and consult with their seminar leader. Seminar leaders may require students to keep a reflective journal or write periodic reflective essays. Additionally, seminar leaders may require a final written work product or an appropriate writing sample that is reflective of their placement. The Externship Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 951. Field Placement - Business and Tax Law. 1-14 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in government agencies or non-profit entities which specialize in business law, including agencies which collect state or federal taxes. Students may also choose to staff a pro bono legal assistance program which provides legal assistance to low income taxpayers who have cases pending before the State Board of Equalization. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. Current placement sites include various sections of the California Attorney General's Office, CalPERS, California Department of Corporations, Department of Insurance and Department of Real Estate, California's Franchise Tax Board, the State Board of Equalization, and the IRS. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 952. Field Placement - Criminal Justice. 1-14 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in government agencies or non-profit entities which specialize in criminal law, including the United States Attorney, the California Attorney General's office, and county District Attorneys or Public Defenders. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 953. Field Placement - Environmental Law. 1-14 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in government agencies or non-profit entities which specialize in environmental law. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. Current placement sites include various sections of the California Attorney General's Office, the California Environmental Protection Agency, California Department of Water Resources and Department of Fish and Game, and the U.S. Department of Interior and Department of Justice. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 954. Externship. 3-4 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in government agencies or non-profit entities which specialize in the practice of civil law. This is an umbrella course which includes placement sites that do not easily fit into the other externship categories. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. Current placement sites include the Yolo and San Joaquin County Counsel's Offices, the Sacramento, Roseville and Stockton City Attorney's Offices, California Office of Homeland Security, California Department of Education, the Pacific Justice Institute and the Pacific Legal Foundation. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 955. Field Placement - Health Law. 1-14 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in government agencies or non-profit entities which specialize in the practice of health law. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. Current placement sites include California Department of Social Services, Department Managed Health Care, and Department of Health Services, and the Legal Affairs Department of the U.C. Davis Health System. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 956. Externship - Judicial. 2-14 Units.

Students will perform on-site legal work with court research attorneys or Judges at various local California Superior Courts, or such other court(s) as the Field Placement Director may approve. Placement sites (which may include Superior Court divisions with specialized jurisdictions such as probate, juvenile or family law courts) and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 957. Externship - Seminar. 0 Units.

Externship participants will also be required to concurrently enroll in a seminar, in which students will attend five (5) seminar meetings throughout the semester and consult with their seminar leader. Seminar leaders may require students to keep a reflective journal or write periodic reflective essays. Additionally, seminar leaders may require a final written work product or an appropriate writing sample that is reflective of their placement. The Externship Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 957A. Externship-Judicial. 2 Units.

Students will perform on-site legal work with court research attorneys or Judges at various local California Superior Courts, or such other court(s) as the Field Placement Director may approve. Placement sites (which may include Superior Court divisions with specialized jurisdictions such as probate, juvenile or family law courts) and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (2 Units Graded) (Must be taken with 957B 14 Units P/F).

LAW 957B. Externship-Judicial. 12 Units.

Students will perform on-site legal work with court research attorneys or Judges at various local California Superior Courts, or such other court(s) as the Field Placement Director may approve. Placement sites (which may include Superior Court divisions with specialized jurisdictions such as probate, juvenile or family law courts) and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (14 Units P/F) (Must be taken with 957A 2 Units Graded).

LAW 958. Field Placement - Special Externship. 1-14 Units.

Students will pursue unique opportunities to gain practical experience under professional supervision in placements not otherwise available through regular field placement offerings, including distant and off-shore placements. Placements may include government agencies, nonprofit entities, and limited private placements. Private placements are limited to those areas in which students are unable to gain practical experience without receiving academic credit. Private placements have included IP, Entertainment, General Counsel, Water, and Lobbying-related placements. Requires advance approval of the Field Placement Director and the Associate Dean for Academic Affairs. (P/F).

LAW 959. Field Placement - Government Practice. 1-14 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in governmental units which specialize in matters of local, state and federal government law and policy, including city and county attorney's offices, state legislative committees, and agencies or departments which participate in or facilitate our system of representative government. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program Office. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

LAW 960. Field Placement - Legislative Process. 2-14 Units.

Students will perform on-site legal work as externs under the supervision of field placement supervisors in offices that are involved in the legislative process, including working with the State and Federal senators and representatives, legislative committees, lobbyist offices, and legislative offices of government agencies. Prerequisite: Legislative Process, Strategy and Ethics, unless waived by the Director of Field Placements. P/F.

LAW 961. Externship - Semester in Practice. 2-14 Units.

Students will perform on-site legal work as half-time externs (minimum of 280 hours) or full-time (minimum of 560 hours) externs during a semester under the supervision of a field placement supervisor in a court, government agency or nonprofit organization, or in a private placement. Private placements are limited to those areas in which students are unable to gain practical experience without receiving academic credit and are not otherwise available through regular field-placement offerings. Private placements have included IP, Entertainment, General Counsel, Water, and Lobbying-related placements. Students must complete pre-placement interviews with the Director of the Field Placement Program and the Assistant Dean for Student Affairs before applying to placement sites. A student's enrollment in a half time or a full time externship must be approved by the Field Placement Director, the Assistant Dean for Student Affairs, and by the Associate Dean for Academic Affairs. Half time and full time externships may have class rank requirements, and generally, are recommended only for students in the top half of their class. (Up to 7 P/F units for half-time; up to 14 P/F, or 12 P/F units and 2 graded units, for full-time).

LAW 962. Field Placement - Immigration and Related Law. 1-14 Units.**LAW 962A. Externship-Sem. in Practice. 2 Units.**

Students will perform on-site legal work as half-time externs (minimum of 280 hours) or full-time (minimum of 560 hours) externs during a semester under the supervision of a field placement supervisor in a court, government agency or nonprofit organization, or in a private placement. Private placements are limited to those areas in which students are unable to gain practical experience without receiving academic credit and are not otherwise available through regular field-placement offerings. Private placements have included IP, Entertainment, General Counsel, Water, and Lobbying-related placements. Students must complete pre-placement interviews with the Director of the Field Placement Program and the Assistant Dean for Student Affairs before applying to placement sites. A student's enrollment in a half time or a full time externship must be approved by the Field Placement Director, the Assistant Dean for Student Affairs, and by the Associate Dean for Academic Affairs. Half time and full time externships may have class rank requirements, and generally, are recommended only for students in the top half of their class. (2 Units Graded) (Must be taken with 962B 14 Units P/F).

LAW 962B. Externship-Sem. in Practice. 12 Units.

Students will perform on-site legal work as half-time externs (minimum of 280 hours) or full-time (minimum of 560 hours) externs during a semester under the supervision of a field placement supervisor in a court, government agency or nonprofit organization, or in a private placement. Private placements are limited to those areas in which students are unable to gain practical experience without receiving academic credit and are not otherwise available through regular field-placement offerings. Private placements have included IP, Entertainment, General Counsel, Water, and Lobbying-related placements. Students must complete pre-placement interviews with the Director of the Field Placement Program and the Assistant Dean for Student Affairs before applying to placement sites. A student's enrollment in a half time or a full time externship must be approved by the Field Placement Director, the Assistant Dean for Student Affairs, and by the Associate Dean for Academic Affairs. Half time and full time externships may have class rank requirements, and generally, are recommended only for students in the top half of their class. (14 Units P/F) (Must be taken with 962A 2 Units Graded).

LAW 969. Mock Trial Evidence. 1 Unit.

Enrollment limited to the members of the current Mock Trial Team. Trial Evidence will hone the skills of the Mock Trial Team in making and responding to evidentiary objections in the cauldron of the trial arena. The Fall competition cases will be used to isolate and analyze the likely issues that will arise. For those who have already taken Evidence this will be an intensive review. For those now taking Evidence, it will be an opportunity to learn Evidence law in context.

LAW 970. Mock Trial Team. 1-3 Units.

Students selected for Mock Trial teams prepare simulated civil and criminal jury trials, then compete regionally and nationally against other law school teams. Expert litigator-coaches train students during practices held several times a week. The course enhances the student's persuasion and advocacy skills and reinforces the integration of the rules of evidence into actual trial practice. (Simulation) (P/F).

LAW 971. Moot Court Competition Teams. 2 Units.

For Moot Court Competition Teams register under LAW 807.

LAW 972. Moot Court Competition Teams. 2 Units.

For Moot Court Competition Teams register under LAW 807.

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

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. Routines and Exceptions. 3 Units.

Election, legislative and budget processes and calendars are examples of routines critical to making and implementing public policies. So too are statutory requirements shaping critical internal processes (e.g., collective bargaining) or policy and program decision processes (e.g., California Environmental Quality Act or US Affordable Care Act) and standards established by professional bodies (e.g., Government Accounting Standards Board). These routines are analyzed strategically, as to use and also as tools that can be changed. Budget processes receive the greatest attention as a common, powerful routine and to ensure students gain relevant skills. Exceptional actions are analyzed as sometimes required for success, but which can also have unintended consequences.

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 budget types and processes in public and nonprofit organizations. Examines the politics of budgeting and the relationship of budgeting to other decision processes. Develops competencies in core budgetary processes, such as preparation of Budget Letters or Budget Change Proposals. Also covers budget implementation as a fiscal and programmatic control system. Introduction to audit function. Develops competence to analyze a Comprehensive Annual Financial Report.

PUB 215. A Complex Public Policy Case. 2 Units.

Examines capacity for effective action beyond single jurisdictions or agencies. Also examines devices for joint actions across sectors, including inter-sectoral and inter-governmental, such as specific area plans, joint powers, financing districts or purposeful networks. Explicit attention is given to allocation of risks as a public policy tool, often seen in financing of large projects and programs.

PUB 219. Directed Research. 1-3 Units.

Students complete comprehensive individual research projects under the supervision of a faculty member resulting in a public policy relevant analysis. Topic, unit credit and graded or pass/fail must be approved in advance. (P/F or graded) (may be repeated).

PUB 221. Economic Concepts and Tools. 3 Units.

Develops competence in economic concepts and tools. Draws upon microeconomics. Key concepts include efficiency, equity, opportunity cost, marginal analysis and roles of incentives, competition, and market failure. Provides opportunity for students to discuss the effectiveness of various government programs and regulation or de-regulation strategies from economic points 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. Analysis of the efficiency, equity and incentives of various taxes. Other topics include revenue estimation, public goods, benefit-cost analysis, and financial structures for public investments. Relationships to budget processes and decisions analyzed. Attention also paid to institutions critical to public finance.

PUB 231. Public Policy Statistics. 3 Units.

This course introduces students to descriptive and inferential statistics often used in public policy analyses. The course aims to provide students with a solid foundation for analyzing data, conveying analyses in convincing and appropriate ways. Topics covered include: measures of central tendency and dispersion, probability and probability distributions, random variables, hypothesis testing and confidence intervals, statistical power, correlation, simple regression, and an introduction to multivariate regression.

PUB 232. Public Policy Research Tools. 3 Units.

Emphasizes importance of accurate and relevant information to sustain and advance effective public policy in support of constitutional democracy. Develops skills for use of qualitative and quantitative research methods, including construction and analyses of purposive samples, interviews and surveys. Includes techniques useful in providing information from the different perspectives introduced in PUB 211. Develops competencies in program or policy evaluation. Attention is given to unobtrusive measures found in common public policy processes and to effective presentation of results to different audiences.

PUB 233. Public Manager Analytics. 3 Units.

Introduces students to use of analytics in managing organizations and implementation of programs or policies. Includes analyses of cases within organizations and at program and policy levels. Develops competencies in identifying relevant analytics, collection of data, and making information usable for decision makers seeking to improve performance in achieving policy goals.

PUB 241. Leaders, Organization Behavior. 3 Units.

Analysis and development of knowledge and skills relevant to strategic leadership of public organizations, including responsibilities for organization structures and their internal and external relationships; human, financial, and property resources; systems, including digital revolution dynamics; and political and symbolic roles. Explicit attention to professionally expert leadership for success in contexts characterized by conflict, complexity, and uncertainty.

PUB 242. Systemic Change. 3 Units.

Analysis and developing skills relevant to purposeful, enduring change of public policies and public institutions. Roles and strategies of policy entrepreneurs are analyzed. Actions which strengthen policies are contrasted with those which weaken them. Explicit attention not only to public executives, but also to strategies of elected officials, stakeholders, and advocacy groups. Identifying and understanding the articulation of a variety of tools, such as strategic communications or facilitated processes, as well as more specific policy tools, such as changed laws, new decision arenas, or changed financial incentives.

PUB 251. Values, Roles and Skills. 3 Units.

Importance and interrelationships in Public Administration of (1) values that are fundamental to public action and often contested as political actors interpret core values differently, (2) roles which are defined by cultures and institutions (e.g., department head, staff analyst, city manager) and (3) professional knowledge and skills which support ethical behaviors which are also effective in achieving desired public purposes. Emphasis is on constitutionally grounded search for liberty, human dignity and reasonableness under a rule of law.

PUB 252. Strategic Public Management. 4 Units.

Integration of learning from courses taken through (1) self-assessment and (2) class analyses of relevant cases of both successful and unsuccessful public professionals. A goal is targeted development of knowledge and competencies for sustained, long-term effectiveness. This is a capstone class designed for MPA and MPP students.

PUB 261. Water Policy Choices. 3 Units.

Identifies and analyses possible changes in water policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

PUB 262. Health Policy Choices. 3 Units.

Identifies and analyses possible changes in health policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

PUB 263. Sustainability Policy Choices. 3 Units.

Identifies and analyses possible changes in sustainability policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices. Includes attention to energy, water and land uses, but also to sustainability agendas of businesses and other actors.

PUB 264. Public Reform Policy Choices. 3 Units.

Identifies and analyses possible changes in public institutions and practices in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

PUB 265. Emergency Services Policy. 3 Units.

Encompasses emergency preparedness planning, response and recovery, including natural disasters, terrorism, intelligence/information available and analyses, and counterterrorism. Attention to linkages among national, state, local and nongovernmental arenas of decision and capabilities.

PUB 266. Advanced Quantitative Tools. 3 Units.

Multivariate regression and modeling tools, including application to cases in water and health care. (prerequisites: PUB 231 and PUB 232).

PUB 267. Economics of Place, Industry. 3 Units.

Develop competence in economic concepts, theories and tools relevant to analyses of sub-national places, such as a region or watershed, including valuation of ecosystem services, and to industries, such as health care or agriculture. (prerequisites: PUB 221 and PUB 222).

PUB 268. Judicial Administration. 3 Units.

Identifies and analyses possible changes in judicial institutions and practices in the next 2-10 years. Develops capacity to analyze relevant values, past history, competitive forces, and adaptive human behaviors to identify promising strategies. Emphasizes skills and tools of leadership and implementation required for success in this complex context.

PUB 271. Public Policy Special Topics. 3 Units.

Topic selected by faculty member to fit curricular needs, current issues and student interest. Illustrative topics include "U.S. Social Movements and Public Policy," "Spatial and Data Analysis," or "The Economics of Race in the United States."

PUB 281. Public Finance Policy Choices. 3 Units.

Identifies and analyses current practices and possible changes in instruments and practices of public finance in the next 2-5 years and beyond. Develops competencies in use of selected instruments. The primary focus is supporting executive roles: capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public finance practices.

PUB 282. Public Data Policy Choices. 3 Units.

Identifies and analyses current practices and possible changes in public policies and practices concerning collection, use and access to public data in the next 2-5 years and beyond. Includes analytics of public data. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices regarding collection and uses of public data.

PUB 283. Public Policy Decision Tools. 3 Units.

Identifies and analyses uses of decision tools in making and implementing public policies. Develops competencies in use of selected tools. Additionally considers possible changes in use of such decision tools in the next 2-5 years and beyond. The tools considered include those which emphasize formal calculation, structured uses of science and other expertise, and procedural rules under which decisions are made. The primary focus is supporting executive roles: capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of use of various decision tools.

PUB 284. State Government. 3 Units.

Focuses on the distinctive attributes and roles of state governments. Emphasizes understanding of the institutions and operations of state government with particular attention to effectiveness and to the roles of public professionals, including civil service careerists, public-interest advocates, political leaders and contracted service providers. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices.

PUB 285. Local Government. 3 Units.

Focused on the distinctive attributes and roles of local governments, including counties, cities, special districts and the variety of local public authorities. Emphasizes understanding of the institutions and operations of local governments with particular attention to effectiveness and to the roles of public professionals. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices.

PUB 286. Intersectoral Leadership. 3 Units.

Effective action on many important public issues requires joint or complementary action by all sectors of society and also support or acceptance by citizens. This course builds further on concepts and skills developed in core courses to deepen competencies to analyze and to act effectively in leadership roles in the most complex, uncertain and conflicted contexts. Central to success is mastering various aspects of governance, including the use of formal authority and competencies of governments, roles of nonprofits and businesses, and important public policies and cultural factors which shape possible actions. Attention to effective framing of issues, reaching public judgments and mobilizing resources.

PUB 290. Foundations of Social Policy. 3 Units.

This course explores the normative and historical development of the state's role in providing for the social welfare of its citizens. In doing so, it examines current and past federal and state policies relating to aging, education, health, housing, and welfare, among others. In addition, some social welfare policies in other countries are investigated. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

PUB 291. Externship. 3 Units.

Students will perform on-site public policy work as externs under the supervision of field placement supervisors in government agencies, non-profit entities or for-profit firms engaged in public policy processes. Placements in for-profit firms can include consulting firms focused on public policy processes and firms directly providing services with largely public funding, such as in health care. The Field Placement Director and/or the Associate Director of the Public Policy Program will help students find an appropriate placement, and must approve each student's registration. Placements in for-profit firms must also receive approval of the Director of the Public Policy Program. (P/F).

PUB 292. Demography. 3 Units.

Demography is the science of population characteristics, including population size, distribution, processes, and structure. This course examines the causes and consequences of population change—e.g., changes in fertility, mortality, migration, technology, lifestyle, and culture. These changes have implications for a number of social issues: hunger, the spread of illness and disease, household formation, the labor force, marriage and divorce, care for the elderly, poverty, and urbanization, among many others. The course also examines the concepts, measures, and methods used to document and project population changes over time. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

PUB 293. Housing Policy. 3 Units.

This course is an exploration of housing (and by extension, community) policy in the United States. We begin by setting the context for U.S. housing by examining the social and spatial segregation of housing in the United States. We next move on to an examination of federal, state, and local housing policies affecting the production, pricing (i.e., affordability), and consumption of housing. Topics include the structure of housing and related financial markets; the economic and social bases for government intervention in these markets; and the different tools available to policymakers, including subsidies (both direct and through the tax system), regulation of financial institutions (e.g., the Community Reinvestment Act), government sponsored enterprises, zoning, and the regulation of lands and rents. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

PUB 294. Poverty and Welfare Policy. 3 Units.

In this course, students will examine the nature and extent of poverty in the United States as well as become familiar with the policies and programs used to combat it. We will examine the controversies and politics surrounding theories of why people are poor, the measurement of poverty, its effects on individuals' and families' welfare, and the different programs used (and proposed) to provide relief. The course will primarily focus on income-assistance programs (e.g., Temporary Assistance for Needy Families and the Earned Income Tax Credit), but attention will also be given to anti-poverty programs more commonly associated with education, health, housing, and nutrition. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

PACIFIC MCGEORGE ACADEMIC CALENDAR 2017-2018

Fall 2017 & Spring 2018 Registration Dates

Description	Date(s)
Fall Registration Begins (Seniors, LLM, M.S.L., MPA, and MPP)	Monday, June 19, 2017
Fall Registration Begins (Continuing Students)	Tuesday, June 20, 2017
Spring Registration Begins (Seniors, LLM, M.S.L., MPA, and MPP)	Wednesday, June 21, 2017
Spring Registration Begins (Continuing Students)	Thursday, June 22, 2017

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

Fall Semester 2017

Description	Date(s)
LLM Orientation Begins	Wednesday, August 2, 2017
First-Year JD Orientation Begins (Part-Time)	Tuesday, August 08, 2017
First-Year JD Orientation Begins (Full-Time)	Wednesday, August 9, 2017
First Year MSL, MPP and MPA Orientation Begins	Friday, August 11, 2017
Classes Begin	Monday, August 14, 2017
Add/Drop Deadline (Last day without administrative approval)	Monday, August 21, 2017
Labor Day (holiday)	Monday, September 4, 2017
Study Day (classes are made up on the last Tuesday of semester)	Friday, October 6, 2017
Last day of Classes (Tues. 11/21 is treated as a Friday for class purposes)	Tuesday, November 21, 2017
Thanksgiving Recess	Wednesday, Thursday, Friday, November 22-24, 2017
Reading Period	Saturday, November 25-Tuesday, November 28, 2017
Final Examination Period	Wednesday, November 29-Wednesday, December 13, 2017
Winter Break	Thursday, December 14, 2017 - Monday, January 1, 2018

Spring Semester 2018

Description	Date(s)
Intersession	Tuesday, January 2 - Sunday, January 7, 2018
Classes Begin	Monday, January 8, 2018
Martin Luther King Day (holiday)	Monday, January 15, 2018
Add/Drop Deadline (Last day to add/drop classes without administrative approval)	Tuesday, January 16, 2018
President's Day (holiday-classes made up on the last Weds. of semester)	Monday, February 19, 2018
Study Day (classes are made up on the last Tues. of the semester)	Friday, March 2, 2018
Spring Break	Monday, March 19 - Friday, March 23, 2018
Last day of Classes (Monday classes)	Wednesday, April 25, 2018
Reading Period	Thursday, April 26 - Sunday, April 29, 2018
Final Examination Period	Monday, April 30 - Monday, May 14, 2018
Commencement	Saturday, May 19, 2018

Summer Sessions 2018

Description	Date(s)
Summer Registration Begins (Seniors)	Monday, March 12, 2018
Summer Registration Begins (Continuing Students)	Tuesday, March 13, 2018
Session 1	Sunday, May 13 - Sunday, May 20, 2018
Memorial Day (holiday)	Monday, May 28, 2018
Session 2	Monday, May 14 - Sunday, June 10, 2018
Session 3	Monday, June 18 - Tuesday, August 7, 2018
Fourth of July (holiday)	Wednesday, July 4, 2018

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

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STUDENT LIFE

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 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

Public Service activities include participation in externships in government and nonprofit organizations as part of our Capital Center for Law and Policy and in our legal clinics (both are for academic credit) as well as 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.

Additional Volunteer Opportunities Information:

Log onto the Public Service Jobs Directory at: PSJD.org (The CDO pays for your subscription!).

Contact:

Career Development Office at:
lawcareers@pacific.edu or 916.739.7011

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.

Trial Advocacy Association

The Trial Advocacy Association Board creates opportunities for all McGeorge students (whether on the Mock Trial Competition Team or not) to participate in Trial Advocacy-related events. These events include meetings where advocacy issues are the focus, inviting outside speakers, the summer mock trial training program, and the Ben Franz First-Year Mock Trial Competition.

Moot Court

Students who excel in the school’s Global Lawyering Skills II course are eligible to apply to serve on the Moot Court Honors Board. Under the administration of faculty advisors, the Board administers the first-year intra-school moot court competition. Members assist in preparing problems, instructing small groups, and evaluating written and oral student performances.

Competition Teams

Advanced students 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 internship. Chartered Student Organizations play an integral role in the campus environment and educational process, and the many events hosted annually directly enhance academic and career preparation, cultural awareness, public service, leadership skills and networking opportunities. So get involved—with your peers, with the campus community, and with the Sacramento legal community. You will meet people with similar interests, organize meaningful activities, and have plenty of opportunities to network.

The list of active organizations changes from year-to-year. Here is a sample of some of the Student Organizations that have recently been registered at McGeorge:

Alternative Dispute Resolution Club (ADR)
Asian/Pacific American Law Student Association (APALSA)
Black Law Student Association (BLSA)
Business Association
Christian Law Students Society (CLSS)
¿Como Se Dice? El Club de Espanol
Criminal Law Society (CLS)
Employment and Labor Law (ELLSA)
Environmental Law Society (ELS)
Family Law Association
Federal Bar Association
Federalist Society, McGeorge Chapter
Governmental Affairs Student Association (GASA)
Health Law Association (MHLA)
If/When/How, McGeorge Chapter (LSRJ)
Intellectual Property Student Association (IPSA)
International Law Society (MILS)
J. Reuben Clark Law Society
Jewish Law Students Association
Junior Barristers Club (JBC)
Lambda Law Students Association
Latina/o Law Students Association (LLSA)
Legal Music Society
Middle Eastern/South Asian Association (MESAA)
Military Law Society (MLS)
Moot Court Society
Phi Alpha Delta (PAD)
Phi Delta Phi, Shields Inn (PDP)
Public Legal Services Society (PLSS)
Rugby Football Club (Rugby)
Soccer Club
Sports & Entertainment Law Society (SELS)
Strategic Games Club (SGC)
Tennis Club
Trial Advocacy Association (TAA)
Water Law Society
Wine Law Society
Women's Caucus (MWC)
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.

The McGeorge School of Law Alumni Association is governed by a 36-member Board of Directors representing the law school's more than 13,000 alumni. 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.

SCHOLASTIC REGULATIONS

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.

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 – Canons 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.

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 contexts;
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 contexts;
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.

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.

Student Records Policy

McGeorge maintains records for each student that include name, address, telephone, student identification, social security number, material submitted for the admission application, general information on academic status at McGeorge, previous school data, courses previously taken or being taken, credits, and grades. Applicants for financial aid have a file established in the Financial Aid Office to maintain financial

aid records. For more detail regarding Student Records, please refer to the website (mcgeorge.edu/Student_Records_Policy.htm). Inquiries about the school's compliance with student records and privacy rights regarding educational records under the Family Educational Rights and Privacy Act (FERPA) of 1974, may be directed to the Office of the Registrar (sacregistrar@pacific.edu) or the Family Educational Rights and Privacy Office, U.S. Department of Education, Washington D.C.

Tuition & Fees

McGeorge publishes tuition payment and policy information in the Academic Catalog and on the web at mcgeorge.edu/Future_Students/JD_Programs/Costs_and_Aid/Tuition_and_Fees.htm and mcgeorge.edu/Tuition_Payment_Policy.htm. Please consult those resources for more information, and contact the Business Office at sac_busoffice@pacific.edu or 916.739.7054 with any questions.

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 Compliant Procedure (ABA Standard 510)

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

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

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

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

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

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

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

2. Within 10 business days of acknowledgement of the complaint, the Assistant Dean for Student Affairs, or the Assistant Dean's designee, shall respond to the substance of the complaint, either in writing or in person, and shall indicate what steps are being taking by the law school to address the complaint. If further investigation is needed,

the complaining student shall, upon conclusion of the investigation, be provided with substantive response to the complaint within 10 business days after completion of the investigation.

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

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

Other Sources of Information

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

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

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

Compliance with Federal Regulations

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

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

Compliance with the Clery Act

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

the Public Safety Department gathers and compiles crime information received from the Sacramento Police Department and Campus Security Authorities to assist in providing crime statistics to the U.S. Department of Education

Examinations and Grading

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

1. Bona fide illness
2. Emergency
3. Personal Tragedy
4. Religious observance
5. Approved accommodation under ADA

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

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

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

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

Advancement Standards

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

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

1. All probationers must meet with a designated administrator for counseling and program approval, which the administrator will

finalize in consultation with the chairperson of the Grading and Advancement Committee. The approved program of study must include repetition of any required courses in which the student received a grade below a C+, unless, for clear and convincing reasons, the designated administrator determines that repetition is not necessary for successful completion of probation. Probationers are required to participate in follow-up counseling sessions as deemed appropriate, as a condition of continued enrollment.

2. Unless grounds for exception are found by the designated administrator and the chairperson of the Grading and Advancement Committee, programs of study for 2D probationers will not exceed 13 units, 10 of which will be in required courses. For 2E and 3E probationers, a minimum of 6 units (for 2Es) and 5.5 units (for 3Es) will be in required courses.
3. Successful completion of probation requires achievement of a cumulative GPA of 2.33 at the end of the spring semester after placement on probation or the scheduled graduation date, whichever is sooner.
4. No student may repeat probationary status. A student who has previously been on probation and thereafter has a cumulative GPA below 2.33 at the end of an academic year is not eligible to continue.

Directed Study Program

Any student whose cumulative GPA, at the end of the first academic year, falls within the bottom 50% of their division 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:

Academic advising each academic year through the Office of Student Affairs

Principles of Legal Analysis II	1
Business Associations	4
Remedies & Principles of Law	3
PASS I (P/F)	2
At least one of the following bar courses:	
Community Property	2
Criminal Procedure	3
Wills & Trusts	3

Scholastic regulations detailing advancement and probationary standards are set forth in the Grading and Advancement Committee Rules. Copies of the Rules are available at the Office of Student Affairs. The faculty reserves the right to change requirements for grading, advancement, or graduation at any time without prior notice.

Attendance and Class Preparation

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

Involuntary Withdrawal

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

of Student Responsibility are made in accordance with the procedures of that Code.

Voluntary Withdrawal and Leave of Absence

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

Summer Session Add/Drop

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

Inter-Division Courses and Change of Divisions

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

Courses at Other Law Schools

Courses at Another ABA-Accredited Law School

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

The School will accept up to a total of six semester hours of credit earned with passing grades in elective courses (not Externships) at other ABA law schools. Grades do not count in computing a student's McGeorge School of Law cumulative grade point average. Only courses, not grades, are recorded on a student's McGeorge School of Law transcript.

Visiting at Another Law School

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

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

who take courses at other law schools must furnish the Registrar with an official transcript of that work promptly upon its completion.

Student Records

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

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

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

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

Academic Honors and Awards, JD 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.

Academic Honors and Awards, LL.M., M.S.L., M.P.P., and M.P.A.

The Award of Excellence for LL.M. Achievement:

This award is given annually to the LL.M. student who most successfully demonstrates excellence in scholastic achievement; consideration is also given to criteria such as honors the student received and the student's participation in activities that exemplify the highest academic and individual achievements during his or her LL.M. studies.

The Award of Excellence for M.S.L. Achievement

Awarded to the M.S.L. student with the highest GPA, with a minimum mandatory GPA requirement of 3.5.

The Award of Excellence for M.P.P. Achievement

Awarded to the M.S.L. student with the highest GPA, with a minimum mandatory GPA requirement of 3.5.

The Award of Excellence for M.P.A. Achievement

Awarded to the M.S.L. student with the highest GPA, with a minimum mandatory GPA requirement of 3.5.

Outstanding Graduate Student Service Award

All graduate program students are eligible for nomination for this award. This award is given to recognize the graduate student who has given the most significant service and contributed in the most meaningful way to the Pacific McGeorge Community. The Committee may exercise discretion and decline to confer this award should it determine that no nominee has contributed sufficiently or in a meaningful way deserving of recognition.

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