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## 2022/2023 University of the Pacific Sacramento Catalog

University of the Pacific

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# SACRAMENTO

## Academic Divisions of the University

Arthur A. Dugoni School of Dentistry

Benerd College

College of the Pacific (Arts and Sciences)

Conservatory of Music

Eberhardt School of Business

Graduate School

McGeorge School of Law

School of Engineering and Computer Science

School of Health Sciences

School of International Studies

Thomas J. Long School of Pharmacy

## Accreditation

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

## University Campuses

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

## Statement of Non-discrimination

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

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

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

Director of Human Resources  
University of the Pacific

3601 Pacific Avenue  
Stockton, CA 95211

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

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

## About University of the Pacific

University of the Pacific is a nationally ranked comprehensive university and California's first chartered institution of higher learning. Established in 1851, Pacific has nearly 6,300 students and 11 schools and colleges across three campuses in northern California.

The majority of students and the Division 1 athletics program are based on the Stockton Campus, often cited as one of the nation's most beautiful college campuses. The Sacramento Campus in California's state capital is home to the McGeorge School of Law, the new School of Health Sciences and an array of graduate programs while the renowned Dugoni School of Dentistry is based on the downtown San Francisco Campus.

Pacific takes pride in providing the highly personalized and caring educational, social and residential environments of a small college combined with the choices and opportunities of a major comprehensive university.

### Our Mission

University of the Pacific's mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.

### Looking Forward: Innovating with the Times

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

### A History of Firsts

Since 1851, we've made the choice to look forward, create change and deliver education that puts our students first. We offer an experience that produces successful alumni who lead in their communities in California and beyond. Innovation isn't just how we do things — it's how we've always done them. Some of our firsts include:

- California's first chartered university
- California's first music conservatory
- California's first university to open its doors to women
- Nation's first to offer an undergraduate teacher corps program
- Nation's first to send an entire class to an overseas campus
- Nation's first to establish a Spanish-speaking, inter-American college
- Nation's first to offer a four-year graduation guarantee

### Our Values

#### Student-Centered

Our students come first in everything we do. Student impact is an important consideration in every decision we make.

#### **Academic Excellence**

We have high academic standards with a focus on teaching, scholarship, and experiential learning. We invest in individualized attention and long-term relationships that build human potential.

#### **Community Engagement**

We are committed to learning from and enhancing our communities. We share a sense of purpose and pride in what we accomplish together.

#### **Diversity and Inclusion**

We respect all individuals and embrace the richness that our diversity brings to us as an educational community. We recognize and honor differences, creativity and bridging what is distinct to create an inclusive environment.

#### **Integrity and Accountability**

We demonstrate integrity in our actions. We strive to always do the right thing and hold ourselves and others accountable.

#### **Respect and Civility**

We demonstrate authentic respect for others and a willingness to engage in genuine discourse. We seek to establish common ground and ways to connect with others. We honor and value one another.

#### **Our Schools, Majors and Programs**

Pacific's 11 schools and colleges on its three campuses offer students their choice of over 80 programs of study, including 30 graduate programs and 10 accelerated program options. Students can go directly into certain professional programs, including pharmacy, dentistry and law, while accelerated programs in business, engineering and education make it possible to earn both undergraduate and graduate degrees in five years.

#### **College of the Pacific (1851)**

As the liberal arts core of the university, the College of the Pacific is the oldest and largest academic unit, offering courses in the natural sciences, social sciences, humanities, and the fine and performing arts. The college collaborates closely with Pacific's other nine schools and offers the foundational coursework for the university's professional programs.

#### **Conservatory of Music (1878)**

The conservatory prepares students to be performers, teachers, therapists, composers, scholars and music industry leaders. Our undergraduates gain experiences typically reserved for graduate students elsewhere. Whether as an operatic or musical theater lead in our productions, a member of a jazz combo or a partner in our student-run Pac Ave recording label, our students grow individually as leaders and together as collaborators.

#### **Arthur A. Dugoni School of Dentistry (1896)**

The Arthur A. Dugoni School of Dentistry is an internationally renowned institution of higher learning. We are committed to providing a world-class dental education for our students and comprehensive, affordable patient care for adults and children in a humanistic environment. Our school is also highly regarded for its accelerated year-round predoctoral program, where students are able to complete four academic years of instruction in three calendar years; and innovation in dental curriculum, including comprehensive patient care and competency-based education.

#### **McGeorge School of Law (1924)**

McGeorge School of Law is an internationally recognized leader in legal education. Its location in Sacramento, California's capital city, has shaped its development into a leading authority on public law, international

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

#### **Benerd College (1924)**

Benerd prepares reflective, creative, caring and collaborative professionals. Our programs focus on flexibility and innovation to help you meet your educational and professional goals. We offer quality degree programs, continuing education courses, certificate programs and lifelong learning opportunities. Our graduate education degrees prepare students to deliver thoughtful, reflective, caring and collaborative learning experiences to diverse populations.

#### **Thomas J. Long School of Pharmacy (1955)**

The Thomas J. Long School of Pharmacy continuously adapts its programming to keep pace with the evolving health care industry, empowering students to succeed by providing access to state-of-the-art laboratories, hands-on learning and mentoring faculty. The school is home to an undergraduate Pre-Pharmacy Advantage Program, an accelerated three-year doctor of pharmacy program and a graduate Pharmaceutical and Chemical Sciences Program, as well as several fellowship programs.

#### **Graduate School (1956)**

The Graduate School supports and oversees Pacific's approximately 1,150 graduate students pursuing advanced degrees in more than 30 graduate programs on our Sacramento, San Francisco, and Stockton campuses. We are an administrative school that engages with students throughout their entire graduate life cycle, from the first time they reach out to inquire, all the way through graduation.

#### **School of Engineering and Computer Science (1958)**

The School of Engineering and Computer Science (SOECS) provides students with the technical skills to excel in their careers and the communication and leadership skills to contribute to their communities. At Pacific SOECS, we empower our students to solve problems through innovative and outside-the-box thinking. Students also get to "learn and earn" through a highly-regarded paid professional cooperative education program, built right into the curriculum, with one of the School's 200-plus industry partners worldwide.

#### **Eberhardt School of Business (1977)**

The Eberhardt School of Business cultivates the leadership skills and innovative spirit of its students while providing training in state-of-the-art business applications. We are a small business school with a global orientation, offering highly interactive classes with close working relationships between students and faculty. Our dynamic undergraduate and graduate degrees in Business Administration, Accounting and Sport Management are flexible and highly personalized, allowing students to tailor their educational experience and build a foundation for their careers.

#### **School of Health Sciences (2020)**

The School of Health Sciences prepares students to become health care leaders who promote lifelong wellness through discovery, innovation, and compassionate care. We offer several master's degree programs, such as the Master of Social Work program that prepares students to work in a variety of practices including mental health and aging, and an advanced degree in nursing, as well as doctoral degrees in audiology, occupational

therapy and physical therapy. A bachelor's degree in speech-language pathology is also offered. Some programs are accelerated with many offered in flexible formats.

## Academic Calendar 2022-2023

- Quarter Programs (p. 4)
- Semester Programs (p. 4)
- Semester Law Programs (p. 4)
- Trimester Programs (p. 4)

### Quarter Programs

#### Arthur A. Dugoni School of Dentistry

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

### Semester Programs

#### Arthur A. Dugoni School of Dentistry

Dental Hygiene

#### Benerd College

All Programs

#### College of the Pacific

All Programs

#### Conservatory of Music

All Programs

#### Eberhardt School of Business

All Programs

#### School of Engineering and Computer Science

All Programs

#### School of Health Sciences

Athletic Training

Speech-Language Pathology

#### School of International Studies

All Programs

#### The Thomas J. Long School of Pharmacy

Pre-Pharm

### Semester Law Programs

#### McGeorge School of Law

All Programs

### Trimester Programs

#### School of Health Sciences

Master of Science in Clinical Nutrition (Sacramento)

Master of Science in Nursing (Sacramento)

Master of Physician Assistant Studies (Sacramento)

Master of Social Work (Sacramento)

Doctor of Audiology (San Francisco)

Doctor of Occupational Therapy (Sacramento)

Doctor of Physical Therapy (Stockton)

#### The Thomas J. Long School of Pharmacy

Pharmaceutical and Chemical Sciences

PharmD

## The calendar on this page is for the following program.

#### Arthur A. Dugoni School of Dentistry

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

#### 2022-2023

### Summer 2022 Quarter

Description	Date(s)
Matriculation Week	July 12 - 15
Classes Begin	July 18
Labor Day (Holiday - no classes)	September 5
Last day to add classes (enrichment courses only)	September 26
*Last day to drop classes without record of enrollment	September 26
Study Day	September 27
Final Examination Period	September 28 - 30
Autumn Student Break	October 3 - 7
Grades Due	October 5

### Autumn 2022 Quarter

Description	Date(s)
Classes Begin	October 10
Thanksgiving Break	November 24 - 25
Last day to add classes (enrichment courses only)	December 19
*Last day to drop classes without record of enrollment	December 19
Study Day	December 20
Final Examination Period	December 21 - 23
Winter Student Break	December 26 - January 6
Grades Due	January 11

### Winter 2023 Quarter

Description	Date(s)
Classes Begin	January 9
Martin Luther King, Jr. Day (Holiday - no classes)	January 16
Presidents' Day (Holiday - no classes)	February 20
Last day to add classes (enrichment courses only)	March 20
*Last day to drop classes without record of enrollment	March 20
Study Day	March 21
Final Examination Period	March 22 - 24
Spring Student Break	March 27 - 31
Grades Due	March 29

### Spring 2023 Quarter

Description	Date(s)
Classes Begin	April 3
Memorial Day (Holiday - no classes)	May 29
Last day to add classes (enrichment courses only)	June 12
*Last day to drop classes without record of enrollment	June 12
Study Day	June 13

Final Examination Period	June 14 - 16
Commencement	June 18
Summer Student Break	June 19 - July 14
Grades Due	June 21

## 2023-2024

### Summer 2023 Quarter

Description	Date(s)
Matriculation Week	July 11 - 14
Classes Begin	July 17
Labor Day (Holiday - no classes)	September 4
Last day to add classes (enrichment courses only)	September 25
*Last day to drop classes without record of enrollment	September 25
Study Day	September 26
Final Examination Period	September 27 - 29
Autumn Student Break	October 2 - 6
Grades Due	October 4

### Autumn 2023 Quarter

Description	Date(s)
Classes Begin	October 9
Thanksgiving Break	November 23 - 24
Last day to add classes (enrichment courses only)	December 18
*Last day to drop classes without record of enrollment	December 18
Study Day	December 19
Final Examination Period	December 20 - 22
Winter Student Break	December 25 - January 5
Grades Due	January 10

### Winter 2024 Quarter

Description	Date(s)
Classes Begin	January 8
Martin Luther King, Jr. Day (Holiday - no classes)	January 15
Presidents' Day (Holiday - no classes)	February 19
Last day to add classes (enrichment courses only)	March 18
*Last day to drop classes without record of enrollment	March 18
Study Day	March 19
Final Examination Period	March 20 - 22
Spring Student Break	March 25 - 29
Grades Due	March 27

### Spring 2024 Quarter

Description	Date(s)
Classes Begin	April 1
Memorial Day (Holiday - no classes)	May 27
Last day to add classes (enrichment courses only)	June 10
*Last day to drop classes without record of enrollment	June 10
Study Day	June 11
Final Examination Period	June 12 - 14

Commencement	June 16
Summer Student Break	June 17 - July 12
Grades Due	June 19

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

## The calendar on this page is for the following programs.

**Arthur A. Dugoni School of Dentistry**  
Dental Hygiene

**Benerd College**  
All Programs

**College of the Pacific**  
All Programs

**Conservatory of Music**  
All Programs

**Eberhardt School of Business**  
All Programs

**School of Engineering and Computer Science**  
All Programs

**School of Health Sciences**  
Athletic Training  
Speech-Language Pathology

**School of International Studies**  
All Programs

**The Thomas J. Long School of Pharmacy**  
Pre-Pharm

### Fall 2022

Description	Date(s)
Payment Deadline for Fall	August 1
Classes Begin	August 29
Labor Day (Holiday - no classes)	September 5
# Last Day to Add Classes	September 9
# Last Day for Pass/No Credit or Letter Grade Option	September 9
# Last Day to Drop Classes (without record of enrollment)	September 9
Census Date	October 1
Fall Student Break	October 7
Spring Semester Schedule of Classes Available	October 10
* Advising for Spring Semester - continuing students	October 17-28
Last Day for Pro-Rated Refund	October 19
Last Day to Withdraw	October 28
* Early Registration Appointments Begin Spring Semester - continuing students	October 31
Thanksgiving Break	November 23-25
Classes Resume	November 28
Classes End	December 9



Deadline to Petition to Walk in May Commencement, Excluding School of Health Sciences (Summer 2022 Graduates)	December 10
Final Examination Period	December 12-16
Deadline for Faculty to Submit Grades Online (5:00 pm)	December 20

## Spring 2023

Description	Date(s)
Payment Deadline for Spring	January 1
Martin Luther King, Jr. Day (Holiday - no classes)	January 16
Classes Begin	January 17 (Tuesday)
# Last Day to Add Classes	January 27
# Last Day for Pass/No Credit or Letter Grade Option	January 27
# Last Day to Drop Classes (without record of enrollment)	January 27
Presidents' Day (Holiday - no classes)	February 20
Census Date	March 1
Last Day for Pro-Rated Refund	March 10
Summer Semesters /Fall Semester Schedule of Classes Available	March 13
Spring Break	March 13-17
* Advising Begins for Summer Semesters /Fall Semester - continuing students	March 20-31
Classes Resume	March 20
Last Day to Withdraw	March 25
Deadline to file Application for Graduation Fall 2023/Spring 2024/Summer 2024	April 1
Application for Graduation Opens for Fall 2024/ Spring 2025/Summer 2025	April 2
* Registration Opens Summer Semester - continuing students (no appointments required)	April 3
* Early Registration Appointments Begin Fall 2022 - April 3 continuing students	April 3
Classes End	May 2
Study Day	May 3
Final Examination Period	May 4-10
Commencement (Stockton)	May 13
Deadline for Faculty to Submit Grades (5:00 pm)	May 15
Commencement - School of Health Sciences (held in Sacramento)	May 20

## Summer 2023

Description	Date(s)
Summer Session 1 (5 weeks)	May 15-June 16
Memorial Day (Holiday - no classes)	May 30
Summer Session 2 (5 weeks)	June 19-July 21
Fourth of July (Holiday - no classes)	July 4
Summer Session 3 (5 weeks)	July 24-August 25
Student Break (no classes)	August 2

### Footnotes

- # Advisers should arrange to be available on this day
- \* Limited to Currently enrolled students

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

## The calendar on this page is for the following programs.

**McGeorge School of Law**  
All Programs

## Fall 2022 & Spring 2023 Registration Dates

Description	Date(s)
Fall Registration: Seniors, MSL, MPP, MPA, LLM, JSD & AHP	June 21
Fall Registration: JD Continuing Students	June 22
Spring Registration: Seniors, MSL, MPP, MPA, LLM, JSD & AHP	June 23
Spring Registration: JD Continuing Students	June 24

## Fall Semester 2022

Description	Date(s)
LLM Orientation Begins	August 4
JD First Year (Part-Time), MSL & MPP/MPA Orientation Begins	August 8
JD First Year (Full-Time) Orientation Begins	August 9
Classes Begin	August 15
Last Day to Add/Drop Classes (without record of enrollment & administrative approval)	August 22
Labor Day (Holiday - no classes)	September 5
Study Day (Classes made up - last Tuesday of semester)	September 30
Last day of Classes (Friday classes Only-makes up Study Day)	November 22
Thanksgiving Break	November 23 - 25
Reading Period	November 26 - 29
Final Examination Period	November 30 - December 14
Winter Break	December 15 - January 2

## Spring Semester 2023

Description	Date(s)
Intercession Period	January 3 - 8
LLM, MPP, MPA & JSD Orientation Begin	January 5
Classes Begin	January 9
Martin Luther King, Jr. Day (Holiday - no classes - Classes made up on Mon. Apr. 24)	January 16
Last Day to Add/Drop Classes (without record of enrollment & administrative approval)	January 17

Presidents' Day (Holiday - no classes - Classes made up on Tues. Feb 21 & Tuesday classes made up on Tues. Apr. 25)	February 20
Study Day (Classes made up on Wed. April 26)	March 3
Spring Break	March 13 -17
Reading Period	April 27 - 30
Final Examination Period	May 1 - 13
Commencement	May 27

## Summer Sessions 2023

Description	Date(s)
Summer Registration Begins	March 21
Memorial Day (Holiday - no classes)	May 29
Session 1	May 14 - 31
Session 2	June 1 - July 1
Fourth of July (Holiday - no classes)	July 4
Session 3	July 3 - August 5
Session 4	August 6 - 13

SUMMER SESSION - Tentative: Dates Subject to Change

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

## The calendar on this page is for the following programs.

### School of Health Sciences

Master of Science in Clinical Nutrition (Sacramento)  
 Entry Level Master of Science in Nursing (Sacramento)  
 Master of Science in Nursing (Sacramento)  
 Master of Physician Assistant Studies (Sacramento)  
 Master of Social Work (Sacramento)  
 Doctor of Audiology (San Francisco)  
 Doctor of Occupational Therapy (Sacramento)  
 Doctor of Physical Therapy (Stockton)

### The Thomas J. Long School of Pharmacy

Pharmaceutical and Chemical Sciences  
 PharmD

## Fall 2022

Description	Date(s)
Early Registration Fall 2022 - Incoming 1st year & Graduate Students	June 8 – September 2
Payment Deadline for Fall 2022	July 31
Advanced Pharmacy Practice Experiences (APPE)	August 15
Orientation	August 17 - 19
Classes Begin	August 22
# Last Day to Add Classes	September 2
# Last Day for Pass/No Credit or Letter Grade Option	September 2
# Last Day to Drop Classes (without record of enrollment)	September 2
Labor Day (Holiday - no classes)	September 5
Census Date	October 1

Spring 2023 Schedule of Classes Available	October 3
* Advising for Spring 2023 Trimester	October 10-14
Last Day for Pro-Rated Refund	October 14
* Early Registration Appointments Begin Spring 2022 - continuing students	October 17-21
Last Day to Withdraw	October 27
Payment Deadline for Spring 2023	November 3
Thanksgiving Break	November 23 - 25
Classes Resume	November 28
Classes End	December 2
Final Examination Period	December 5 - 9
Deadline for Faculty To Submit Grades (5:00 pm)	December 13
APPEs, SHS Clinical Rotations & MPAS Courses End Date	December 16
Deadline to Submit APPEs, SHS, Clinical Rotations, December 20 & MPAS Grades (5:00 p.m.)	December 20

## Spring 2023

Description	Date(s)
Payment Deadline for Spring 2023	November 3
Advanced Pharmacy Practice Experiences (APPE)	January 2
Classes Begin	January 3
# Last Day to Add Classes	January 13
# Last Day for Pass/No Credit or Letter Grade Option	January 13
# Last Day to Drop Classes (without record of enrollment)	January 13
Martin Luther King, Jr. Day (Holiday - no classes)	January 16
Summer 2023 Schedule of Classes Available	February 14
Presidents' Day (Holiday - no classes)	February 20
* Advising for Summer 2023 Trimester	February 21-25
Last Day for Pro-Rated Refund	February 22
Census Date	March 1
* Early Registration Appointments Begin Summer 2023 - continuing students	February 28 – March 6
Last Day to Withdraw	March 9
Payment Deadline for Summer	March 31
Deadline to File Application for Graduation Fall 2023/Spring 2024/Summer 2024	April 1
Application for Graduation Opens Fall 2024/Spring 2025/Summer 2025	April 2

Classes End (SHS and Pharmacy)	April 5
Final Examination Period	April 7 - 14
Deadline for Faculty to Submit Grades (5:00 pm)	April 18
APPE and SHS Clinical Rotations End Date	May 5
Deadline to Submit APPE and SHS Clinical Rotations Grades (5:00 pm)	May 9

## Summer 2023

Description	Date(s)
Payment Deadline for Summer	March 31
Classes Begin	April 24
# Last Day to Add Classes	May 5
# Last Day for Pass/No Credit or Letter Grade Option	May 5



# Last Day to Drop Classes (without record of enrollment)	May 5
Last Day to Drop Classes without a record of enrollment	May 5
Pharmacy Commencement (held in Stockton)	May 13
Fall 2023 Schedule of Classes Available	May 16
SHS Commencement	May 20
*Advising for Fall 2023 Trimester	May 23 – June 2
Memorial Day Holiday	May 29
*Early Registration Appointments begin for continuing students – Fall 2023	June 2 – September 1
Last Day for Pro-Rated Refund	June 13
Last Day to Withdraw	June 27
No Classes (Independence Day Observed)	July 4
Classes End	July 25
Final Examination Period	July 27 – August 4
Deadline for Faculty to Submit Grades (5:00 pm)	August 8
Census Date	September 1

#### Footnotes

- # Advisers should arrange to be available on this day
- \* Limited to Currently enrolled students

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

## Academic Regulations

- Graduate (p. 8)
- Professional (p. 8)

### Graduate

#### Benerd College

Master of Arts in Education  
Doctor of Education

#### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

#### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

### Professional

#### McGeorge School of Law

Juris Doctor  
Master of Laws  
Doctor of Juridical Science

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

#### Benerd College

Master of Arts in Education  
Doctor of Education

#### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

#### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

- Academic Standing (p. 9)
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All graduate students are urged to read these general regulations carefully. Failure to be familiar with this section does not excuse a student from the obligation to comply with all the described regulations. [Note: These regulations do not apply to students in the following degree programs: DDS, MSD, JD and PharmD. For students in these programs, consult the respective program's academic regulations. ]

Note that these Academic Regulations articulate minimum standards for graduate students at the University of the Pacific. Individual

programs and schools/colleges may have additional requirements, so it is important for students also to know the particular policies and requirements of their individual degree programs. Although every effort has been made to ensure the accuracy of this catalog, students are advised that the information contained in it is subject to change. The University reserves the right to modify or change the curriculum, admission standards, course content, degree requirements, regulations, tuition or fees at any time without prior notice. The information in this catalog is not to be regarded as creating a binding contract between the student and the school.

## Academic Standing

All graduate students are expected to make satisfactory progress toward the academic degree for which they were admitted. Graduate students are required to maintain a cumulative minimum grade point average (GPA) of 3.0 and earn a grade of P (Passing) on all course work required for the degree to remain in good standing.

Students enrolled in the Master of Physician Assistant Studies, the Master of Laws (LLM), or the Juris Scientiae Doctor (JSD) programs should refer to the Academic Standing policies of their specific program.

### *Minimum grade requirement*

Only grades of A, B, C, and P are acceptable for graduate credit. N is considered acceptable with respect to the minimum grade requirement.

Grades of C-, D, F, or NC (No Credit), are not accepted for graduate credit at University of the Pacific. (For definitions and more detail, see "Grading Policy" below.)

Students in a credential-only program must maintain a GPA of 2.5 and have a cumulative GPA of 2.5 or higher to clear their credential. Students in a basic teacher education credential only program who wish to do directed teaching in an internship must maintain a 3.0 GPA. Academic standing is determined at the end of each term (or after completion of six units during summer) to be one of the following:

- good standing
- probation
- dismissal

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

### ***Probation:***

Any graduate student who has completed six (6) or more course units of study and has a Pacific cumulative GPA below 3.0 or has earned a grade of NC in two separate terms is placed on academic probation. To be removed from probation, a student must achieve a cumulative 3.0 GPA (or higher GPA if required by the program) and not receive any grades of NC within completion of the next semester full-time course load (8 units or more). For degree-seeking students, the courses included in the probation removal plan must be approved by the program faculty. [Note: it is critically important for students to consult with the Financial Aid Office on the implications of academic probation on their financial aid].

### ***Dismissal:***

Students will be dismissed from their graduate program if either of the following apply:

1. a student on probation fails to be removed from probation after the probationary period;

2. the GPA of a student who has previously been on probation falls below 3.0 or the student receives a grade of NC in any class.

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

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

In addition to the academic standing, other academic and non-academic reasons can result in a student's dismissal from a graduate program.

Refer to each school's code of student conduct/responsibility or any program-specific guidelines. In the absence of a school-specific code of conduct, the Honor Code in Tiger Lore applies.

## Acquisition of Graduate Credit as an Undergraduate

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

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

*Graduate credit can be received under the following guidelines:*

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

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

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

## Changing Degree Programs

Graduate students are admitted to University of the Pacific for a specific degree program. With the exception of programs overseen by the same admission committee, if a student wishes to change a degree program, the student must submit a new application for admission, pay the application fee, and comply with all admission requirements. No more than nine (9) units of coursework taken in non-degree seeking, certificate-seeking, or previous degree-seeking status may be applied to any Master's degree and no more than 12 units may be applied to any doctoral degree. Students who wish to change degree programs overseen by the same admission committee may do so by using the Change of Program form available in the Registrar's Office.

## Classification of Graduate Students

**Full:** All students admitted with full graduate standing.

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

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

## Clinical Competency

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

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

## Commencement

Master's degree students who are near completion of degree requirements are eligible to participate in the May commencement exercises under the following conditions.

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

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

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

## Continuous Registration

All graduate students in graduate degree or credential programs must satisfy the Continuous Registration Policy of their respective programs from the time of admission until all degree requirements are met or their status as a degree- or credential-seeking student is terminated. This includes students who are completing preliminary or final examinations, or presenting terminal projects. If degree or credential requirements are completed between terms, the student must have been registered during the preceding term. International students may have additional registration requirements depending on their visa status and should consult with the Office of International Programs and Services to obtain current information.

Continuous registration is intended for students who have completed all required coursework. The Continuous Registration Policy can be met by registering for GRAD 200 (master's students) or GRAD 300 (doctoral students) through Inside Pacific (<https://insidepacific.pacific.edu/cp/home/displaylogin/>) at least one semester per academic year (Fall or Spring).

There is no limit to the number of times a student can register for GRAD 200/GRAD 300; however, Pacific's Residency and Time Limit policies must be met.

Students enrolled in GRAD 200/GRAD 300 may utilize library facilities, but are not entitled to:

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

Students should also be aware that registration in GRAD 200/GRAD 300 or equivalent courses may cause existing student loans to come due. Please consult with the Office of Financial Aid.

Some programs may require courses other than GRAD 200/GRAD 300 ("equivalent courses") to meet continuous registration requirements. Please consult individual program pages for additional information.

### Failure to Meet Continuous Registration Requirements

A graduate student who fails to meet the continuous registration requirements will be inactivated. Students in good academic standing who were inactivated may petition for readmission to their original degree program by submitting the Application to Request Reinstatement. Programs/Schools make the original admission decision and similarly make readmission decisions.

Reinstatement will occur to current catalog. If reinstated, the student will be required to meet University and degree program admission and degree requirements that are in effect on the date of reinstatement, not the date of original admission.

Reinstatement requests must be accompanied by a plan for completing the degree within the maximum time allowed (see Residence and Time Limits).

A decision to reinstate a former student must be supported by the student's degree program. The continuous registration requirement does not apply to students on approved leaves of absence (see below).

## Course Audits

Eligible graduate courses may be audited only by students admitted to the Graduate School who have the approval of the student's advisor and of the instructor and dean (or designate) of the academic department where the course is offered. Audits are not available for courses in first-professional programs, unless by written permission of the program's dean. Students auditing a course must pay an audit fee and any special fees associated with the course. Audited courses cannot be retroactively converted to course credit unless officially changed to credit before the "Add Classes" deadline of the semester.

## Course Loads

Course load refers to the number of units a student takes during a semester or trimester term. While course-load requirements are program-specific (i.e., programs determine the minimum or maximum number of units students are required to take in a term), course load influences financial aid. The following course load categories correspond to financial aid categories.

Full Time: 8 or more units per semester/trimester  
Half Time: 4 to 7 units per semester/trimester  
Less than Half Time: 1 to 3 units per semester

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

While the above Course Load categories are applicable to domestic students receiving financial aid, international students studying on an F-1 or J-1 visa must meet registration requirements for a "Full Course of Study," as defined by U.S. Citizenship and Immigration Services, in accordance with the U.S. Department of Education. A "Full Course of Study" is defined on a semester/trimester basis, and students on F-1 or J-1 visas must meet at least one of the established criteria to obtain/maintain their visa:

- 8 units
- 6 units plus 20 hour per week assistantship
- At least 1 unit of Internship, Research, Seminar, Thesis, or Dissertation

For additional information on "Full Course of Study," please contact the Office of International Programs and Services.

## Credit-by-Examination for Graduate Courses

A graduate student in good standing, or a student who has been accepted into one of University of Pacific's graduate programs, which allows credit by examination, may request to take an exam in order to receive Credit by Examination (CbE) for one or more courses offered by a graduate program. Departments have the right to designate which, if any, of their courses are appropriate for CbE. This policy is subject to the following restrictions.

1. A student may request CbE for a course covering material in which, through independent study, work experience, or work at another institution 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. Students wishing to pursue CbE should not expect preparation support (tutoring, office hours, etc.) beyond a statement of the scope of topic coverage and expectations for passing the exam(s).
3. A student wishing to pursue CbE for a course may not attend the class meetings of the course.
4. A student cannot receive CbE for a course they have previously taken for academic credit.
5. A student may not get CbE for a course in a structured sequence if the student has received credit for a higher level course in the sequence.
6. A maximum of 9 units total may be earned by a student via CbE and/or transfer credit combined.

A student wishing to pursue the credit by examination option must:

1. Complete the appropriate form from the office of the University Registrar;
2. Obtain approval from his or her adviser, and the dean of the school or college offering the course;
3. Pay the scheduled service fee.

Successful completion of the examination will be recorded on the transcript with a grade of Pass and will be made a part of the student's academic record. This will occur in the semester in which the exam is taken, or in a subsequent semester as directed by the student's graduate



program, especially in the case where a candidate takes the exam before being a full-time graduate student.

Pending credit for having successfully passed the exam, can be used as justification for prerequisite overrides for courses which require the course to which CbE was earned. Appropriate tuition fees will be assessed.

## Credit Limitations

Unless included in an approved dual degree or 2+3/3+3 accelerated program, a course can be applied toward only one degree, unless an exception is approved by the Academic Regulations Committee (ARC). Courses not applicable to graduate degrees:

- Lower division undergraduate courses (001-099)
- Courses in which a grade of C- or lower were received. Courses that receive a C- or lower must be repeated
- Courses for the improvement of English language skills of foreign students
- Directed teaching or prerequisite courses for directed teaching except for the Master of Education degree or the Master of Arts in Special Education degree.
- Physical education activity courses.
- Unclassified Status: No more than 12 units, no matter when they are earned, can be transferred from an "Unclassified" transcript into a graduate program.
- Credit used toward a degree earned at another institution cannot be applied to a graduate degree at University of the Pacific.

## Double-Listed Courses

In order to differentiate student responsibilities in courses double-listed between undergraduate/masters or masters/doctoral, there must be significant differentiation between the two levels with the more advanced course level evidencing additional rigor as denoted by higher level student learning outcomes and academic rigor with corresponding masters or doctoral level assignments and grading criteria indicated in the syllabus. Masters students enrolled in courses double-listed as both undergraduate and masters level must register using the 200-level course number and complete all requirements in the course for masters level work. Similarly, doctoral students enrolled in courses double-listed as masters and doctoral level must register using the 300-level course number and complete all requirements in the course for doctoral level work.

## Grade Point Average

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

## Grading Policies

Students enrolled in the LLM or JSD programs should refer to their program's Grading Policies.

### Symbols and Definitions

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

Symbo	GPA	Definition
A	4.0	Exemplary
A-	3.7	
B+	3.3	
B	3.0	Satisfactory
B-	2.7	
C+	2.3	
C	2.0	Marginal
C-	1.7	
D+	1.3	
D	1.0	Unsatisfactory
F	0.0	Failing
I		Incomplete work due to extenuating and hardship circumstances which prevent the completion of the work assigned within the regular time of the term. Each incomplete grade assigned must be accompanied with a contract statement agreed to by both instructor and student as to: a) what work remains to be completed, b) how it is to be evaluated, and c) a time indicated for completion within six months. If work is not completed within six months, the instructor can indicate a grade in lieu of the F/NC which automatically would be imposed with failure to complete the work. All incompletes must be made up before the last day of the semester in which the student intends to graduate.

Symbo	GPA	Definition
N		Deferred grading for thesis, dissertation or research work.
NC		No credit recognition. Represents unsatisfactory work under pass/no credit option.
NG		No Grade Received from the Instructor. Please contact the instructor.
P		Passing work on the pass/no credit system. Approved only for certain courses and program of a college or school. Note: Research for thesis or dissertation the department may determine whether letter grades or pass/no credit grades are to be given. In seminar or comparable courses, letter grades or pass/no credit may be used.
W		Authorized withdrawal from courses after the prescribed period.

## Leave of Absence

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

Counting of the time to the completion of the degree ceases when a leave of absence is granted and resumes when the student re-enrolls to continue the program. A student who returns to the University after an

approved leave of absence will not be required to submit an application for readmission.

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

Students in the LLM program should consult McGeorge School of Law policies.

## Registration

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

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

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

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

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

## Registration - Individualized Study

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

## Repeating of Courses and Grade Replacement Policy

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

Only courses with grades of "B-" or lower can be repeated. Once a course is completed with a grade of B or higher, the graduate student cannot repeat that course or any prerequisites for the course. When a course is repeated, grades from both the original and repeated attempt appear in the official records and transcripts. A course can only be repeated

once and programs determine the exact number of courses that can be repeated (up to 25% of courses required for a degree). The grade received in the repeated course is used for calculation of the Pacific grade point average.

## Requirements for the Master's degree

In addition to the requirements above, the following requirements apply specifically to the Master's degree. Additional degree requirements may also be in place for individual programs, so students are responsible for also following the policies and requirements of their particular program.

### Total Units

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

### Degree Candidacy

Successful completion of 12 units with a cumulative GPA of 3.0 or better.

### Grade Point Average

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

### Exit Requirements

*Comprehensive Examination/Capstone Experience/Creative Project/Thesis*

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

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

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

(See individual program sections for more information).

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

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

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

### Degree Candidacy

Successful completion of approved candidacy requirements are defined by the degree program (e.g., qualifying scholarly activities or preliminary examinations). With the exception of the JSD, doctoral degree program directors are responsible for written requests of advancement



to candidacy when requirements are met, and final approval is the responsibility of the Dean of the Graduate School.

## Grade Point Average

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

## Presentation of an Acceptable Dissertation

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

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

## Final Oral Examination

When the dissertation is completed, candidates present themselves for the final examination to an examining committee, which consists of the candidate's advisor (who shall act as chair) and such other examiners as the advisor shall approve. The examination is oral and deals intensively with the field of specialization in which the candidate's dissertation falls, though it need not be confined to the subject matter of the dissertation.

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

(See individual program sections for more information).

## Residence and Time Limits

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

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

## Time Limits for Master's Degrees

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

Individual programs may have additional residency and time limit requirements, so students must also consult the particular program's time limits policies.

## Time Limits for Terminal Degrees

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

for advancing to candidacy. The extension must be approved by the student's advisor, the Program Director, and the Graduate Dean.

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

Individual programs may have additional residency and time limit requirements.

## Revalidation Request

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

Revalidation request should be submitted on the Revalidation Request Form and accompanied by a written justification, revalidation plan, and documentation used for revalidation. All revalidation request and plans must be approved by the student's advisor or Program Director, the School/College Dean, and the Graduate Dean. The student's advisor/Program Director and College Dean are responsible for determining whether the student demonstrated sufficient course knowledge necessary for successful course revalidation. Successfully revalidated courses may be included in the student's plan of study. Failure to follow all designated requirements of the revalidation agreement may result in dismissal from the program. Graduate students will not be permitted to submit more than 12 units of the program's courses for revalidation.

Courses beyond the 12-unit limit will need to be retaken. Only courses completed at University of the Pacific are eligible for revalidation.

## Thesis and Dissertations

Many master's degree programs and all doctoral programs in the Graduate School require the completion of a thesis (master's degrees) or dissertation (doctoral degrees) as partial fulfillment of an advanced degree. The Graduate School makes available to faculty and graduate degree candidates instructions for the preparation of theses and dissertations. The instructions are to be applied to all theses and dissertations submitted at University of the Pacific. Theses and dissertations must be submitted by the deadline dates published in the Academic Calendar.

Graduate programs have specific courses that must be taken for work on a thesis or dissertation and are graded on a Pass/No Credit basis.

## Thesis or Dissertation Committee

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

**Thesis or dissertation chair:** Faculty chairing thesis or dissertation committees must be regular, full-time members of University of the Pacific's faculty in the student's graduate program, hold a terminal degree, and have demonstrated expertise to serve as a thesis or dissertation chair. Faculty members without supervisory experience must serve for at least one year as a co-chair with an experienced advisor before they may be recommended to independently supervise thesis or dissertation research. Exceptions to this policy must be approved by the college or school Dean and the Graduate Dean.

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

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

The responsibilities of the thesis or dissertation committee members are:

1. providing the student with guidance in their thesis or dissertation research,
2. monitoring the student's research progress of their thesis or dissertation research, and
3. approving the content of the final thesis or dissertation.

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

## Transfer Credit

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

- Up to nine (9) semester units can be transferred at the Master's level and up to 12 semester units at the doctoral level.
- Only courses that qualify for graduate or first-professional credit by the transferring institution can be transferred.
- Only courses in which a grade of B or better are eligible for consideration of transfer credit. Some departments set higher standards and there are identified by individual program catalog sections.
- The course work must be less than five years old for Master's degrees and less than 10 years old for Doctoral degrees at the time the University of the Pacific degree is awarded. Credit used toward a degree earned at another institution cannot be transferred to a graduate degree at University of the Pacific.
- Extension courses do not qualify for transfer credit with the exception of university-approved transfer agreements.

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

Some programs may have more restrictive transfer credit policies.

## Unclassified Graduate Students

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

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

A maximum of 12 units (16 units for student teachers) taken as an unclassified graduate student will count toward a graduate-level program at University of the Pacific. Upon acceptance to the university, resident and transfer coursework are evaluated by school/department for applicability to degree. Some programs/courses have restricted enrollment and are not open for enrollment for unclassified students.

## Withdrawal from a Term or the University

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

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

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

### McGeorge School of Law

Juris Doctor

Master of Laws

Doctor of Juridical Science

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## Institutional Learning Outcomes

At McGeorge, our 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 JD 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. McGeorge School of Law has designed its curriculum 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 U.S. substantive law, legal theory, and procedure.
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving.
3. Demonstrate the ability to strategize, develop, and conduct efficient legal research in U.S. law.
4. Demonstrate the ability to identify and understand foundational concepts in international law and to perform international legal research.
5. Demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications.
6. Demonstrate professional judgment, ethics, and professionalism through conduct consistent with the legal profession's values, standards, and discipline.

7. Demonstrate the ability to understand, collaborate, and engage with people of diverse backgrounds and experiences in a variety of legal settings and contexts.
8. Demonstrate understanding of the legal profession's commitment to access to justice.
9. Demonstrate understanding of career options and steps toward defining and achieving career goals in light of personal values.

## Full-Time and Part-Time Divisions

McGeorge School of Law offers programs leading to the Juris Doctor (JD) 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.

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. Upper-division electives and required courses may be taken during the day or evening hours, as individual schedules permit.

## Changing Division

Upon satisfactory completion of the first year of study, students may apply for transfer between the full-time and part-time programs. Part-time students who wish to move into the full-time division are advised that the Assistant Dean for Student Affairs will consider academic performance to date in making her determination. Students with at least a 3.0 cumulative GPA will be permitted to switch divisions. In the alternative, the student may submit a Grading & Advancement petition requesting an exception to this requirement if the student can establish that the change will help ensure academic success. A student who changes programs between the full-time and part-time Divisions carries forward on his or her transcript all final grades received prior to the program change.

To change his or her program from the full-time to the part-time Division or from part-time to the full-time Division, the student must consult with the Assistant Dean for Student Affairs to receive approval and program counseling. (Revised 4/28/16)

## Academic Year

The academic year extends from May – the first day of the summer session – through May – the last day of the Spring Semester.

## Academic Standing

All McGeorge students are expected to make satisfactory progress toward the academic degree for which they were admitted.

### Good Standing

A student is in good standing with a cumulative GPA of 2.33 or above.

### Probation

Under Grading & Advancement Rule 605, a student whose cumulative GPA falls within the range from 2.180 to 2.324 at the end of any academic year, other than the final year, may continue their enrollment on academic probation, under the conditions described below. A student on probation is not in good academic standing. The conditions of probation include:

- All probationers must meet with the Assistant Dean for Student Affairs for program approval prior to the start of the probationary year. 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 Assistant Dean

for Student Affairs 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.

- Unless grounds for exception are found by the Assistant Dean for Student Affairs, programs of study for full-time probationers will not exceed 13 units, 10 of which will be in required courses. Programs of study for part-time probationers will not exceed 10 units, 6 units of which will be in required courses.
- 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.
- 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 or at the end of a student's course of study is not eligible to continue. Under G & A Rule 703(a), a student may petition the G & A Committee to be re-admitted to the law school after failing to satisfactorily complete probation on the ground that highly extraordinary circumstances warrant this result. Exceptions shall not generally be granted given that failure to complete probation satisfactorily represents two years of unacceptable performance, which is a poor foundation for further legal study at that time.

The effect of repeating classes while on probation on a student's transcript and GPA is as follows:

- The earlier grades the student received will not be removed from the transcript;
- The new grades will be shown on the transcript; and
- Only the new grades (in the case of repeat work, whether higher or lower than the earlier grades) will be considered for determining the GPA. The new grades will be considered at full value without a "C+" maximum as provided in Rule 701.

## Academic Disqualification

Under Grading and Advancement Rule 605, a first year student must have at least a 1.90 GPA at the end of the Fall semester in order to advance to the Spring semester. Students who do not meet the 1.90 GPA threshold after the Fall semester are academically disqualified. After the first semester, a student is disqualified when their cumulative GPA at the completion of an academic year falls below 2.18, or, for a student who was on academic probation, when their cumulative GPA falls below 2.33.

Under G & A Rule 703(b), a student disqualified in June from continued study by a GPA lower than 2.18 may petition the G & A Committee for permission to repeat the unsuccessful year. Such petitions will only be received during April of the spring following disqualification. Requests to shorten the time for filing a petition to repeat the unsuccessful year are strongly disfavored and will be considered only if they satisfy the following criteria: clear and convincing evidence that the petitioner would receive no benefit and, in fact, would be uniquely and irreparably harmed by waiting for the period required this rule.

Under G & A Rule 703(c) student disqualified in January from continued study by a GPA lower than 1.90 may petition the G&A Committee for permission to begin law study again as a first year student. Such petitions will only be received on or before June 15th of the year of

disqualification. Petitions to shorten the time for filing petitions pursuant to this rule are not allowed.

Any petition brought pursuant to 703(b) or 703(c) will only be granted upon a showing that: 1) a demonstrable condition impaired performance; 2) the condition has now been successfully addressed; and 3) there is convincing reason to expect successful repetition of the student's prior year of law study and successful completion of graduation requirements.

## Registration

Registration is the means by which an individual officially becomes a student at Pacific. All students must register by Add/Drop Deadline. Students are held accountable to complete every course for which they register. McGeorge has annual registration, meaning that continuing students will register for the entire academic year (Fall and Spring) during late June. Registration for summer school takes place in mid-March. Incoming/first-term JD students will be pre-registered for their Fall courses by the Office of the Registrar during First Week. First-year students self-register for their assigned Spring courses a few weeks following the start of the Fall term.

## Adding Classes

Students may add classes until the Add/Drop Deadline. No student will receive academic credit for any course unless they are officially registered in the course. Some courses have special enrollment procedures, such as an application process. A select number of courses require instructor approval to enroll. Late add requests must be submitted in writing to Assistant Dean for Student Affairs.

## Closed Classes and Waitlists

Waitlists are formed after a class is full ("closed"); waitlists determine the priority for enrollment as seats become available. During the initial registration period, students confronted with a closed class should place their names on the waitlist immediately. Our waitlists often clear, so there is a good possibility that you will get into the course. Nonetheless, it is imperative that you have a backup option, in case you do not get in off the waitlist. If you are on the waitlist for a course, check your email daily. The waitlist system is automated and will send seat notifications, even while we are closed for weekends and holidays. Waitlist offers are only valid for 24 hours.

## Dropping Classes

Students may drop any upper-division course without approval through the Add/Drop Deadline. It is the student's responsibility to know the tuition and fee refund provisions. After the Add/Drop Deadline, classes may be dropped for good cause and only with the written approval of the Assistant Dean for Student Affairs and will result in a "W" on the student's transcript. No class may be dropped after the last day of classes. First-year students may not drop classes except in extraordinary circumstances. When such circumstances exist, the Assistant Dean for Student Affairs may permit a full-time student to drop to the standard first-year part-time course selection. No other courses may be dropped. Students who stop attending a class and do not complete the formal drop process are subject to receiving an "F" grade and are liable for tuition. Students who do not take a final examination or complete required coursework will receive an "F" grade. Tuition and fee refunds are based on the date a withdrawal form is initiated in the Office of the Registrar.

## Summer Session Add/Drop Deadline

Students may not add or drop summer session classes after the first day of a Summer Session without approval by the Assistant Dean for Student Affairs or Associate Dean for Academic Affairs.



## Classes with Insufficient Registration

Classes with insufficient registration may be cancelled at the discretion of the Associate Dean for Academic Affairs.

## Course Time Conflicts

Students may not register for courses if meeting times overlap in whole or in part. Not even a one-minute overlap will be allowed.

## Prerequisite and Concurrent Enrollment Requirements

Prerequisites and concurrent enrollment requirements for courses are listed in each course description; the responsibility for meeting these requirements rests on the student. The instructor may request that a student who has not completed the prerequisites be dropped from the course.

## Holds

You will not be able to register for classes if you have an outstanding balance, unless you have made satisfactory payment arrangements with the Law School.

## Prior Transcripts

All first-year law students are required to submit their official transcripts to the JD Admissions Office. There is an ABA requirement that we have your final degree-granting transcript on file by the start of classes. If no transcripts are submitted, the student will be withdrawn.

## First-Year Registration

First-year law students are assigned to a specific section and may not register for classes from a different section unless approved by the Assistant Dean for Student Affairs or Associate Dean for Academic Affairs. Approval will be granted only under extraordinary circumstances.

## Criminal Law Registration

Students who have a 3.0 or higher after their first semester of first year will be placed in a substantive Criminal Law class with a practice-ready focus. Students who have a 2.99 or below will be placed in a substantive class with a skill-building focus. Students between a 2.9 and a 3.0 GPA may ask the Assistant Dean for Student Affairs for permission to enroll in the practice-ready criminal law class and those between a 3.1 and a 3.0 GPA may ask permission to enroll in the skills-building class.

## Global Lawyering Skills Registration

Because the Spring course materials are a continuation of the materials from Fall, students must register for the same Global Lawyering Skills professor in the Spring term that they had for the Fall, no exceptions.

## Intersession

McGeorge offers one-unit classes which start the week prior to the Spring semester. Students may utilize Spring tuition units to enroll in these Intersession courses.

## Unit Defined

Consistent with the requirements of ABA Standard 310, a "unit" is an amount of work that reasonably approximates: (a) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week; or (b) at least an equivalent amount of work as required in subparagraph (a) for other academic activities, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of units.

The Curriculum Committee, when granting provisional approval for a course, and the Faculty, when approving a course, will determine the

number of units which may be earned for the course and will satisfy itself that the amount of work likely to be assigned for the course justifies the number of units approved. Each faculty member responsible for teaching a course will determine, in a manner approved by the Associated Dean for Academic Affairs, whether the work assigned in that course for the upcoming semester satisfies the requirements of this rule.

## Assessment and Review Sessions

Faculty believe that regular assessment and feedback about academic progress is key to student success and therefore schedule assessments throughout the semester, particularly in bar-tested courses. Blocks of time have been designated for this purpose for first-year students and are labeled on the student's schedule as "Assessment and Review." Faculty will use this block of time on an as-needed basis; students should plan their schedules accordingly by reserving these blocks in their individual calendars.

## Bar-Tested Courses

Although not required for everyone, all students are strongly encouraged to take Business Associations, Community Property, Criminal Procedure, Remedies & Principles of Law, and Wills & Trusts as these subjects are tested on the California bar exam. Because of their importance, these courses are regularly offered several times each year in both day and evening time slots. Additionally, PASS I and PASS II, which help students prepare to be successful on the bar exam, are highly encouraged for all students.

## Coursework Taken Outside the McGeorge JD Program by McGeorge JD Students

### Coursework Taken in Other McGeorge Programs

A JD student is allowed to enroll in up to 6 units in other McGeorge Programs without approval and an additional 3 units with the approval of the Associate Dean.

### Coursework Taken at Other ABA-Accredited Schools

Under Grading & Advancement Rule 902, students enrolled at the School of Law who wish to take elective courses during the school year or summer session at another ABA-accredited law school must obtain approval in advance from the Assistant Dean for Student Affairs or the Associate Dean for Academic Affairs. Petitions requesting this opportunity should set forth the school, course description, instructor, and whether or not transfer credit back to the School of Law will be sought. Permission will not be granted in the case of required courses or clinics, field placements, internships, externships, or similar activities, nor for more than six (6) semester units of credit, total.

When transfer credit is granted, only the units, and not the grade, will be credited. The course will be treated the same as a "Honors/Pass/Low Pass/ Fail" course for GPA purposes. For the purpose of counting 72 graded units, the course may be treated as graded units if it was graded when taken unless an equivalent course at the School of Law is ungraded.

### Coursework Taken at Foreign Institutions by McGeorge Students

Students enrolled at the School of Law who wish to take courses at a foreign institution must obtain approval in advance from the Assistant Dean for Student Affairs or the Associate Dean for Academic Affairs. Requests for approval must include an educational objective, set forth the school and course descriptions, and indicate whether or not transfer credit back to the School of Law will be sought. If transfer credit is sought, a statement of semester unit equivalents must be provided.

Permission will be granted only to students with a cumulative GPA of 2.70 as of the last grading period prior to date of application, and only (i) for Day Division students who have completed their first year of study at the School of Law, and (ii) for Evening Division students who have completed their second year of study at the School of Law. Permission will not be granted for a credited period of more than one semester nor for more than fifteen (15) semester units of credit. Required courses will not be waived and cannot be satisfied by any course taken at a foreign institution.

When transfer credit is granted, only the units, and not the grade, will be credited. The course will be treated the same as a "Honors/Pass/Low Pass/ Fail" course for GPA purposes. For the purpose of counting 72 graded units, the course may be treated as graded units if it was graded when taken unless an equivalent course at the School of Law is ungraded.

## Working While in Law School

Full-Time law students may not engage in paid employment for more than 20 hours per week in any semester in which the student is enrolled in more than 12 course hours. Students are required to certify each year, during the registration process, that they understand this policy and agree to be bound by it.

## Course Loads

The Full-Time Division course of study requires three academic years (six semesters) of full-time coursework. Full-Time Accelerated Honors Program students may accelerate their course of study and graduate in two-and-a-half years (five semesters, plus one summer session). Full-Time Division Students 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 offers a reduced course load, which generally requires four academic years (eight semesters), plus two summers of part-time study. 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 approximately 10 units of Summer Session courses spread out over two or three summers to reach the required 88 units. Schedule permitting, evening students may take these units during the academic year instead, such as by taking late-afternoon or weekend courses.

No JD student may enroll in more than 17 units per semester.

### Full-Time Division

- **Minimum:** 12 units\*
- **Typical:** 14-16 units
- **Maximum:** 17 units
- **Summer School:** Full-time students are encouraged to gain practical experience during the summer

### Part-Time Division

- **Minimum:** 8 units\*
- **Typical:** 9-11 units

- **Maximum:** 11 if you are working more than 20 hours per week, otherwise 17 units
- **Summer School:** 2-5 units

\*Students who are in their final semester of law school and who need to complete fewer than the minimum number of units required for their division to graduate are permitted to submit a written request to the Assistant Dean for Student Affairs to take a reduced course load and be charged tuition on a per-unit basis.

## Accelerated Honors Program

The Accelerated Honors Program allows Full-Time students to complete the JD degree in two and one-half years. The typical curriculum includes an additional one credit elective during the Spring of a student's first year, a 10-week honors externship during the summer, and a heavier load of 17 credits each semester after the first year. Program graduates may enter the job market six months sooner than those in a three-year program and save a semester of expenses.

Acceptance into the full-time Accelerated Honors JD degree program is competitive and requires completion of the McGeorge JD admissions application submitted through LSAC as well as an interview (in-person, phone, or Skype). Competitive students will have excellent academic credentials and distinctive life experiences to support successful completion of an accelerated JD degree. Students with a 157 LSAT score and a 3.3 or better undergraduate grade point average (UGPA) or a 156 and 3.5 or better UGPA presumptively will qualify for an interview. Students whose entrance credentials do not meet these prerequisites may qualify for an interview if their LSAT score and UGPAs are similar to these requirements and other aspects of their application justify further evaluation of their candidacy for the program.

Accelerated Honors JD students are eligible for all financial aid and merit scholarships available to students in the regular full-time program. McGeorge offers Yellow Ribbon full-tuition benefits to U.S. Veterans. Accelerated JD students may pursue Certificates of Concentration, Law Review, Mock Trial, Moot Court and similar academic opportunities.

Here is a sample schedule for an AHP student:

### **Year 1 - Fall**

Global Lawyering Skills I (2)<sup>1</sup>  
Torts (4)<sup>1</sup>  
Property (4)<sup>1</sup>  
Criminal Law (4)<sup>1</sup>  
Skills Lab (1)<sup>1</sup>  
Total = 15

### **Year 1 - Spring**

Global Lawyering Skills II (3)<sup>1</sup>  
Contracts (4)<sup>1</sup>  
Civil Procedure (4)<sup>1</sup>  
Statutes & Regulations (3)<sup>1</sup>  
Legal Profession (1)<sup>1</sup>  
Honors Elective (1)<sup>1</sup>  
Total = 15

### **Year 1 - Summer**

Honors Externship (7)<sup>2</sup> (No Tuition)  
*Meets the Transformational Capstone Experiences requirement.*  
Total = 7



## Year 2 - Fall

Global Lawyering Skills III (3)<sup>1</sup>  
Constitutional Law (4)<sup>1</sup>  
Professional Responsibility (2)<sup>1</sup>  
Simulation or Practicum Course (3)<sup>2</sup>  
Criminal Procedure (3)<sup>3</sup>  
Elective (2)  
Total = 17

## Year 2 - Spring

Evidence (4)<sup>1</sup>  
Simulation or Practicum Course (2)<sup>2</sup>  
Business Associations (4)<sup>3</sup>  
Community Property (2)<sup>3</sup>  
Elective (4)  
Total = 17

## Year 2 - Summer

*Summer Associate position recommended.*

## Year 3 - Fall

Remedies and Principles of Law (3)<sup>3</sup>  
Wills and Trusts (3)<sup>3</sup>  
Elective (3)  
Elective (3)  
Elective (3)  
Elective (2)  
Total = 17

## February or July Bar Exam

<sup>1</sup> Required Courses (after the first year there is flexibility as to when courses are taken, except for Global Lawyering Skills III)

<sup>2</sup> Required Experiential Curriculum (minimum six (6) units of Transformational Capstone Experiences and five (5) units of other experiential units including simulation courses)

<sup>3</sup> Recommended Courses (may be substituted for Elective Courses)

# Academic Progression

The Office of the Registrar reviews each student's academic progress at the end of each Fall and Spring semester to determine their class attribute level using the following table which is based on 33% (Day) and 25% (Eve) completion:

### Full-Time Division

- **D1** - 1 unit min to 29 units max
- **D2** - 30 units min to 59 units max
- **D3** - 60 units min to 88 units max

### Part-Time Division

- **E1** - 1 unit min to 18 units max
- **E2** - 19 units min to 41 units max
- **E3** - 42 units min to 66 units max
- **E4** - 67 units min to 88 units max

# Class Attendance, Preparation, and Participation

The School of Law subscribes to the policy of the American Bar Association's Section on Legal Education which considers student preparation and class attendance essential for a legal education.

Each professor shall consider a student's class attendance in assigning the student's final grade in a course. A professor may consider a student's preparation, participation, and performance in assigning his/her final grade in a course. In flagrant instances of repeated absences, a professor may notify the Associate Dean for Academic Affairs that, by reason thereof, the professor is considering requesting the Associate Dean disenroll the student, or denying the student the right to take the final examination or the right to submit the final written assignment. Thereupon, the Associate Dean for Academic Affairs shall notify the student in writing that unless the professor deems student's attendance after receipt of the notice satisfactory, they may be disenrolled from the course, or denied the right to take the final examination or denied the right to submit the final written assignment in the course.

If the professor deems the student's attendance following receipt of the notice is unsatisfactory, the professor may, with the concurrence of the Associate Dean for Academic Affairs, direct the Registrar to disenroll the student, or deny the student the right to take the final examination, or deny the student the right to submit the final written assignment in the course. In assigning a final grade pursuant to this rule, no final grade shall be changed more than one-third of a grade (e.g. "B-" to "C+") without the concurrence of the Associate Dean for Academic Affairs. A professor may not alter a final grade under Rule 302 after final grades in the course have been submitted to students.

## Classroom Conduct

The Code of Student Responsibility notes: "[l]egal education demands free debate, characterized by the quick interplay of ideas, skillful use of logic, and knowledge of precedents, all tempered by compassion." Students are expected to act civilly, ethically, professionally, and respectfully towards one another and their professors, and to be sensitive and accommodating to the wide range of feelings and perspectives of our diverse faculty and student body.

## Laptop Use

Laptop computers may be used in class only for appropriate academic purposes as determined by the professor. Some professors do not permit in-class laptop use; however, in some cases laptop use may be permitted as an accommodation for a documented disability under the Americans with Disabilities Act. Using a laptop computer during class for a non-academic purpose (e.g., browsing the internet) distracts other students and may violate the Code of Student Responsibility.

## Religious Holidays

McGeorge is committed to diversity and inclusion and this extends to how we observe religious holidays. McGeorge respects the rights of all members of our community to observe religious holidays and our hope is that we can all work together— staff, faculty, and students—to find constructive ways to achieve this. Students are encouraged to be proactive in speaking with professors and others about possible conflicts early in each semester and working together to find suitable solutions, including recording classes (see the next page for more information). The Office of Student Affairs also works with students whose religious commitments conflict with classes and/or exams.

## Faculty Office Hours

All full-time faculty members have regular office hours posted outside of their office. They make every effort to honor these hours by being available at the times indicated. The approachability of our faculty is a hallmark of McGeorge, so do not hesitate to take advantage of this opportunity.

## Policies of Individual Professors

Faculty members have the discretion to give students further information about how they interpret the rules concerning attendance, class preparation, class participation, and other subjects, and what consequences flow from violations of those rules.

## Recording Classes

Based upon a resolution approved by the faculty, tape recording of class sessions is prohibited except to accommodate:

1. A student's observance of a religious holiday. If a student plans to miss class due to religious observation, the Office of Student Affairs must be notified one week in advance of the class(es) to be taped;
2. A student's absence from a make-up class scheduled at a time that conflicts with a regularly scheduled class;
3. The scheduling of a make-up class or review session outside of the regular class hours;
4. Students who are called to active military duty by the Armed Forces;
5. A student's documented disability as part of services recommended for and provided to students under the Americans with Disabilities Act;
6. Students in the LLM Legal Research Writing and Analysis course when the instructor has determined that the student is having difficulty in understanding spoken English;
7. Any extraordinary circumstances outside a student's control, as approved by the Associate Dean for Academic Affairs or the Assistant Dean for Student Affairs; or
8. A request by faculty for special purposes such as, e.g., developing online instruction, marketing, or capturing a guest lecture, as approved by the Associate Dean for Academic Affairs.

No student shall copy, display, download, upload, post, release or otherwise distribute or publish any recordings of any class given at McGeorge, nor shall any student use such recordings for any commercial purpose without the written consent of the instructor. Violations of this policy will result in disciplinary action pursuant to the Code of Student Responsibility.

To request permission to record, email the Office of Student Affairs a minimum of 24 hours in advance. Once approved, students may self-record their classes.

## Withdrawal/Leave of Absence

Class attendance is a fundamental aspect of the law school's program. Thus, no law student will be allowed to take a leave of absence for a portion of a semester, including summer.

If extraordinary circumstances dictate that a student must take time off from law school, the student must withdraw from all courses in which he/she is enrolled in that semester. Students who withdraw, other than those in the first year of the full-time program or either of the first two years of the part-time program, may request to return as soon as the following semester, but in no event may the leave continue for more than two full semesters. Eligibility to return to the law school will be evaluated by the Associate Dean for Academic Affairs and Assistant Dean for Student

Affairs upon the written request of the student, including reasonable evidence that the student is ready to resume study.

A first year student in the full-time program or a student in either the first or second year of the part-time program who withdraws from the law school must reapply through the Office of JD Admissions. Eligibility to return to the law school may be denied based on academic performance as of the date of withdrawal.

Unapproved Leaves of Absence may result in the student being required to re-apply to their program.

International students should visit the Graduate and International Programs Office to find out how a Leave of Absence may impact their stay or re-entry into the U.S.

## 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.

## Examinations

There shall be a comprehensive written final examination of suitable length and complexity in each course, with the following exceptions: (a) clinical and practical courses, which may be graded according to the professor's evaluation of the student's performance; and (b) other courses as approved by the Dean or the Associate Dean for Academic Affairs; such approval may be conditioned upon a writing requirement. Except as otherwise approved by the Dean or the Associate Dean for Academic Affairs, questions that call for a response in essay form shall be the predominant form of examination.

Except in courses in which examinations are not required, final course grades shall be based on examination and other assessment scores together with class attendance, preparation, participation, and performance. Faculty members will announce in advance the graded assessments for the course and the weight assigned to each graded assessment used in determining the course grade. The minimum total time for final examinations in each course shall be two hours. This may be changed for a particular course offering at the discretion of the Associate Dean.

## Exam Schedule

The tentative final exam schedule is published before registration. Students may not register for classes with conflicting exams.

## Exam Instructions

Students are advised to read the exam instructions carefully; students are responsible for knowing and complying with all examination instructions.

## Exam Materials

Unless an announcement is made to the contrary, students are permitted to have only pens, pencils, and a laptop computer with them in the examination room. If it is necessary to bring backpacks, etc., into the room, the items must be left either in the front or back of the room, as the proctor indicates, and not retrieved until time has been called for all students to stop. Additionally, only analog watches are permitted. McGeorge is not responsible for items left unattended during exam periods; leave valuable items at home.

Conduct During Exams

Students are expected to conduct themselves honorably and in a professional manner during examinations. Any breach of this standard may result in disciplinary action under the Code of Student Responsibility.

Submitting Questions & Exam Responses

Examination materials must be turned in as the proctors designate before the student leaves the examination room. The proctor will indicate whether the exam question may be taken or must be returned. Multiple-choice questions, if any, are stapled together and always must be returned at the conclusion of the examination; each page must be numbered with the student's exam number and the packet is turned in with the Scantron sheet.

Policy Regarding Rescheduling Exams

Exams must be taken at the scheduled date and time, unless the Assistant Dean for Student Affairs approves an exam change. Approved excuses are limited to the following circumstances:

- 1. A bona fide illness, emergency, or personal tragedy,
- 2. A provable, immovable, and significant work or family/personal obligation.
- 3. A conflict with the student's religious observance, jury duty, or National Guard obligations,
- 4. Rescheduling is approved as an accommodation for a disability and timely notice has been provided to the Office of Student Affairs, as described in the policy for students with disabilities,
- 5. A student has a conflict between an exam and a required co-curricular activity (i.e., competition team travel), or
- 6. A student has three consecutive exams. In such cases the second exam will be the one rescheduled. For example, if a student had the following three exams scheduled: Wednesday from 6:00 to 9:00 pm, Thursday from 9:00 am to 12:00 pm, and Thursday from 1:00 to 4:00 pm, the Thursday morning exam would be rescheduled.

Only the Assistant Dean for Student Affairs can approve a student to miss an examination or any portion of an examination. To maintain the anonymity of the grading process, a student may not contact their professor about exam scheduling or missed exams.

To reschedule an exam, contact McGeorge Student Affairs at least four weeks prior to the examination (or as soon as the emergency arises). The Assistant Dean for Student Affairs will then review and either approve or deny the request. Full written verification of the details of such an event may be required. Grading and Advancement Rules 403-405 govern the specifics of how and when exams may be made up.

Grades and Grading

Grade Point Average

A student's GPA is determined by dividing his/her grade points earned by the number of units attempted, but not counting units attempted in "honors/pass/low pass/fail" courses in which a grade higher than "fail" was received.

Grade point values are awarded for letter grades (multiplied by the number of units for that course) 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

Grades will be reviewed to determine eligibility for advancement and graduation on the basis of grades received through the end of each semester.

Interpretation of Grades

Letter grades have the following subjective interpretations:

- A = Exceptional, Outstanding Performance
- B = Very Good, Skillful
- C+ = Satisfactory Demonstration of Professional Competence
- C = Unsatisfactory because of Some Deficiency in Knowledge or Analysis or both
- D = Unsatisfactory, Showing Grave Deficiencies in Knowledge and Analysis
- F = Failing, No Demonstration of Knowledge or Analytic Ability

Grading Scale

In the following courses: Torts, Contracts, Property, Civil Procedure, Criminal Law, Statutes and Regulations, The Legal Profession, and Global Lawyering Skills I, scores will be based on the following Scale, which is roughly equivalent to the following letter grades:

- A+ 100
- A 95-99
- A- 90-94
- B+ 85-89
- B 80-84
- B- 75-79
- C+ 70-74
- C 65-69
- C- 60-64
- D+ 55-59
- D 50-54
- F Lower than 50

Scores do not appear on transcripts and do not represent a final grade in a course. All scores are subject to adjustment and finalization as set forth in Grading & Advancement Rule 501.

Range of Grades and Grade Distributions

Letter grades for graded courses shall include "A+" through "F". All grades in required graded courses other than Global Lawyering Skills I and II must meet the following grade distribution standard, in addition to the applicable targeted arithmetic mean set forth in subsection (3) below:

- |                           |        |
|---------------------------|--------|
| %                         | Max. % |
| • A+   Min. 0%   Max. 2%  |        |
| • A   Min. 2%   Max. 10%  |        |
| • A-   Min. 5%   Max. 15% |        |

- B+ | Min. 15% | Max. 25%
- B | Min. 25% | Max. 35%
- B- | Min. 15% | Max. 25%
- C+ | Min. 5% | Max. 15%
- C and below | Min. 0% | Max. 15%

In determining compliance with the ranges set forth above, fractions may be rounded up or down at the discretion of the instructor. For example, in a class of 70 students, 5 % = 3.5 students and 15% equals 10.5 students. The instructor may give between 3 and 11 grades of C+.

In courses in which both Juris Doctor (JD) and Master of Science of Law (MSL) students are enrolled, only the JD students will be counted in determining compliance with the grade distribution and targeted mean.

The following arithmetic means are the targets, with .1 on either side of the mean being an acceptable variation, for the courses categorized below.

- The following required courses: Civil Procedure, Contracts, Criminal Law, Legal Profession, Statutes and Regulations, Property, and Torts 2.9
- The following bar-tested courses: Business Associations, Community Property, Constitutional Law, Criminal Procedure, Evidence, Professional Responsibility, Remedies, Wills and Trusts 3.0
- Elective courses with 30 students or more on the last day of instruction 3.1
- Elective courses with 16-29 students on the last day of instruction 3.2
- Elective courses with 1-15 students on the last day of instruction 3.3

Global Lawyering Skills I classes shall have a targeted arithmetic mean of 3.0. Global Lawyering Skills II classes shall have a targeted arithmetic mean of 3.2. In both Global Lawyering Skills I and II, a .1 difference on either side of the targeted mean is an acceptable variation.

Faculty who believe that their course requires variance from the distribution and/or targeted means must obtain the approval of the Associate Dean for Academic Affairs. They should submit a request detailing the reasons for the variance. The greater the variance, the more detail is appropriate.

The Associate Dean may in his or her discretion contact a faculty member to discuss adjustment of grades or grading distribution in light of existing grading practices at the school and/or the Grading and Advancement rules.

## Anonymous Grading

Grading in most courses at the School of Law is anonymous. This means that the students are given a confidential exam number to use for assignments and exams. The professor does not know what grade goes with which student by student name. In some courses, however, grading may not be completely anonymous. In those courses, students will use their confidential exam number for some assignments and exams and will use their name for some assignments and exams. In other courses, grading is not anonymous at all- assignments and exams are graded using only the student's name.

Additionally, professors can provide grade adjustments to any student per Grading and Advancement Rule 302. In such cases, the professor will necessarily know a student's name when making the adjustment. Moreover, a professor may also opt to ascertain how a student performed on the assignments and exams in the course when deciding on an adjustment for that student.

Professors will inform students in writing of the anonymous or non-anonymous grading procedures for the assignments, exams, and grade adjustments in their courses.

## Honors/Pass/Low Pass/Fail" Electives

Elective courses shall be "graded" or "honors/pass/low pass/ fail." At the discretion of the Professor, in consultation with the Curriculum Committee, before a course is added to the course catalog, a professor decide may offer students an election between taking the course graded or "honors/pass/low pass/fail." In those courses designated as "honors/pass/low pass/ fail", the following grading standards will apply:

- "Honors" will be awarded for work performed at a superior level.
- "Pass" will be awarded for work performed at an acceptable level.
- "Low Pass" will be awarded for work performed at the "C," "C-," "D+" or "D" levels.
- "Fail" will be given to students whose work in the course was at the failing ("F") level.

Students earning the designation of "Fail" will not receive unit credits for the course.

## Grade of Incomplete

A grade of "incomplete" may be entered in a course when the requirements for that course are not completed for reasons deemed acceptable by the professor. The work assigned in a course as to which a grade of "incomplete" is given under Rule 409 must be completed by the first day of classes of the second semester (including Summer Session) after the semester when the course ended. If it is not, a grade of "fail" will be entered.

## Re-Evaluation of Grades and Grade Changes

A student seeking review of a grade shall file a Grading & Advancement (G & A) petition within 15 calendar days of the date on which the final grade was announced. Where the petition simply alleges a dissatisfaction with grading of examinations taken anonymously, no relief will be granted. When the petition alleges discrimination or abuse of discretion in assigning grades on other than an anonymous basis or where the petition alleges abuse of professional discretion in the evaluation of examination/assessment papers, and/or assigning of grades, G & A shall review the matter in consultation with the professor involved and may grant such relief as it deems appropriate. Individual professors shall have no authority to change grades, and they are expressly discouraged from re-reading any papers for the purpose of re-evaluation and grade change. When requested to re-read a paper, the professor shall advise the student of the right to petition.

## Repeat of Failing Work

A student who receives a grade of "F" or "Fail" in a required course shall be required to repeat the course. The "F" or "Fail" grade shall remain on the transcript, but once the course has been repeated only the repeat grade will be counted for GPA purposes. However, the highest number of grade points credited to the student will be 2.33 per unit (the equivalent of a "C+" grade). Students shall not be permitted to repeat any elective courses nor any required courses in which they received non-failing grades, except as provided in Grading and Advancement Rules 605 (probation) and 703 (re-admission after disqualification).

## Grades Earned at Other Law Schools

Grades earned at another law school and accepted towards a student's McGeorge JD degree do not count in computing a student's McGeorge



grade point average. Only the units, not individual course grades, are recorded on a student's McGeorge transcript.

## Final Grades on Transcripts

Grades are subject to approval through Academic Affairs. Courses are graded early for seniors who are graduating in a given term. The remainder of the course may be graded later for all non-senior students.

The "in progress" section of transcripts will only show courses that are ungraded for the current term. Once the term ends, all "in progress" courses for the new term appear. Any ungraded courses at the end of a term will disappear from the "in progress" section on the transcript and will reappear in the appropriate term once the final grade is posted.

## Class Rank

At the end of each academic year, JD students are ranked against students in their academic year and division based on cumulative GPA. Class ranks are emailed to students after sufficient time has elapsed from the publication of year-end transcripts so as to allow time for correction of any clerical or processing discrepancies. Ranking information is not provided by phone. Class ranks are calculated only one time per year. Students who change divisions are ranked with the class of the division in which they are enrolled during the Spring term. Students must complete the entire academic year (Fall and Spring) in order to be ranked.

## Enrollment Verification and Good Standing Certificates

Registered students who need an enrollment verification may print their verification by logging onto insidePacific, then selecting the National Student Clearinghouse (NSC) Link, then printing. Students may also obtain their good student standing certificate here.

## Concurrent Enrollment

Students are cautioned that concurrent enrollment at the School of Law and any other school is prohibited unless permission has been obtained in advance from the Assistant Dean for Student Affairs or Associate Dean for Academic Affairs.

## Changing Degree Programs

Graduate students are admitted to University of the Pacific for a specific degree program. Non-JD students may not switch into the JD program; such students must apply to the JD program and re-start. McGeorge does not permit JD students to count any units earned prior to matriculation towards the JD degree. JD students who wish to move into the MSL, MPP, or MPA program are advised to consult the catalog or the admissions office of that program.

## Commencement

McGeorge commencement exercises are held each year in May. Students who have earned their degrees in the previous Fall or Summer terms are welcome to participate, as are those who anticipate earning their degree in the following Summer or Fall.

## Academic Honors

### Dean's List

Students who earn a 3.30 or higher annual GPA at the completion of an academic year are named to the Dean's Honor List and will see a notation to that effect on their transcript. Students must be enrolled in both the

fall and spring semesters in the academic year to receive Dean's List Honors. Dean's List eligibility may change at the discretion of the Dean.

## Valedictorian Awards

The graduating student in each division with the highest grade point average in the division is presented a medal that recognizes his or her achievement.

## Salutatorian Awards

The graduating student in each division with the second highest grade point average in the division is presented a medal that recognizes his or her achievement.

## 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. Seniors whose academic records place them in the top 10% of the combined Full-Time and Part-Time division and who have completed at least 75% of their law studies in graded courses at McGeorge are eligible for election to membership.

## With Great Distinction

Members of the graduating class whose cumulative grade point average is 3.50 or higher graduate "With Great Distinction."

## With Distinction

Members of the graduating class whose cumulative grade point average is 3.10 or higher graduate "With Distinction."

## Traynor Society

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

## Competition Teams

Our student teams are top performers in some of the most prestigious national and international competitions. Through participation on a competition team, you can expand your courtroom or alternate dispute resolution experience, improve oral and written advocacy skills, and refine client counseling, negotiation, and arbitration skills. Team membership is based on a competitive application process.

## Mock Trial Competition Team

All 2D, 3D, 2E, 3E, and 4E students not on probation are eligible to try out for the Mock Trial Team. Having completed or being concurrently enrolled in Evidence and Trial Advocacy is a plus but not a prerequisite to making the team. Once chosen to be on a team, students participate in a late-summer boot camp, culminating in an intra-squad competition at the beginning of the school year. During the year, students attend practices three times a week. Teams generally compete in one to two competitions in the Fall and again in the Spring. Team members are also required to participate in a full-year Mock Trial Evidence course where they learn how to apply the Federal Rules of Evidence in a courtroom setting. The Mock Trial Evidence class is 1 graded unit each semester. In addition to the units earned from Mock Trial Evidence, traveling teams earn 2 P/F units over the academic year, and scrimmage team members earn between 1 and 2 P/F units over the same period, depending upon the number of competitions in which they compete.

## Moot Court Competition Team

Membership on the Moot Court Competition Teams is based on acceptance onto the Moot Court Honors Board, which is a student-run organization that is supervised by the Faculty Director of the Moot Court Program, Professor Ed Telfeyan. Students apply for the program at the end of the Spring semester of their second year. All 3D, 3E, and 4E students not on probation are eligible to apply. Acceptance is based in large part on the work in the second-year Global Lawyering Skills II course, which includes the preparation of a full appellate brief and the presentation of a full appellate oral argument. All Moot Court team members are required to take the Advanced Appellate Advocacy course Professor Telfeyan teaches. That course is a two-semester, four-unit graded course.

## ABA Negotiation Competition Team

The ABA Law Student Division Negotiation Competition provides a means for law students to practice and improve their negotiating skills. The competition simulates legal negotiations in which law students, acting as lawyers, negotiate a series of legal problems. The simulations consist of a common set of facts known by all participants and confidential information known only to the participants representing a particular side. All of the simulations deal with the same general topic, but the negotiation situation varies with each round and level of the competition. Tryouts take place in the Fall; students do not earn any units for participation on this Competition Team.

## Client Counseling Competition Team

The ABA Client Counseling Competition is a unique competition in that it requires students to master knowledge of a particular area of law and use skills of interviewing, listening, and empathy to discern a client problem and to counsel the client on a path towards resolution of that legal problem. Judges are lawyers and counselors, and the student lawyers meet with various actors playing different client roles throughout the competition. The legal subject matters change from year to year, but they often involve torts, professional responsibility, and ethics. Students are selected for the ABA Client Counseling team that competes in the Spring through participation in the Client Interviewing and Counseling course offered in the Fall semester. Competition team members earn one P/F unit.

## Mock Trial, Moot Court, and Other Advocacy Teams Participation Policy

McGeorge School of Law has approved moot court, mock trial and other similar advocacy programs, directed by full-time faculty members, where the students are selected on a competitive basis. No student or team of students may enter any other moot court, mock trial competition, excluding intra-mural competitions, or any other advocacy competition without the approval of the director of the relevant program. The purpose of this policy is to ensure that any student or team of students seeking to compete in such competitions receives adequate instruction and coaching and that any such individual or team represents the law school in a favorable light.

## First-Year Interschool Competitions

The Ben Frantz Mock Trial Competition and the First-Year Moot Court Competition take place each Spring semester and all 1D and 1E students who are interested in advocacy are encouraged to participate. These competitions help to identify talent for our teams, but are open to all students irrespective of whether they decide to try out for spots on the competition teams. The competitions are organized by upper-division students. Interested 1D and 1E students sign up to participate in one or both competitions and receive training and instruction in trial and/

or appellate advocacy from the upper-division student-organizers. The competitions are designed and dates are selected to allow students to participate in both opportunities. All 1D and 1E students who sign up get to compete in the preliminary rounds. Those who score highly advance to the finals.

## Journals

The University of the Pacific Law Review (UPLR) is a student-run, scholarly journal published on a quarterly basis, containing articles written by members of the bar and bench, legal analysis and commentary on cutting-edge transnational issues, student-authored comments, and student-authored reviews of recently enacted California legislation. Eligible students have two opportunities to solicit for UPLR membership:

## Review of California Legislation ("Greensheets")

Greensheets, named for the distinctive color of its pages, reviews recently enacted California legislation. The top 50% of students in the 1D/2E classes are eligible to compete for Greensheets membership through the solicitation process each March. Solicitation consists of a brief, closed-research writing competition. Members spend the summer writing articles about bills making their way through the legislature. Creditworthy articles are eligible for publication.

## Comment

Entering 2D and 3E students who meet any of the following criteria and have not previously solicited for Comment are invited to participate in solicitation: top 50% of their class; Witkin award in GLS I; current Greensheets member (upon successful completion of Greensheets assignments); transfer student in the top 50% of their former law school class. Solicitation consists of a brief, closed-research writing competition in July. Members spend the year writing persuasive comments on unique legal issues of their choosing. A select number of comments are chosen for publication the following year.

## UPLR Editors

2D and 3E members of Greensheets or Comment are eligible to run for board or editorial positions for the following year.

Students may not opt out of receiving UPLR units.

## Legal Clinics

Legal Clinics have been a hallmark of McGeorge for over 50 years. We have a broad array of clinical programs to meet our students' learning needs and to serve our community's legal needs. Clinical experience is one of the ways that our school shows its commitment to public service, social justice, and real-world work experiences for our students. We teach what can best be learned through experience: creative problem-solving and skilled advocating for clients. All of our clinics require an application. Students can only enroll in one clinic at a time. Students may participate in the Bankruptcy, Elder Law & Health, or Immigration Law Clinic for more than one semester, space permitting. If a student repeats the clinic, they will have the option of receiving 1, 2, or 3 graded units. Descriptions of our six legal clinics may be found in the course descriptions section of this Catalog and on the McGeorge website.

## Externships

Externships promote real-world practical experience by assisting students to think outside the box about their options, potential and goals. Approved General Externship, Semester-In-Practice Externships, 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, Colleen Truden, for approved Externship Sites at local, state, and federal courts, government agencies, and nonprofit entities.

## Exchange Programs

Students may add a true international dimension to their JD experience by participating in an Exchange Program, spending a semester or year studying law at a university in another country. These Exchange Programs give students an opportunity to get first-hand knowledge of another country's legal system and culture. Gaining a global perspective is essential in today's legal practice. Approved classes taken at these universities will qualify for credit towards the JD degree.

McGeorge currently has exchange agreements with four universities:

### University of Salzburg, Austria

Salzburg is located at the geographic and historic crossroads of Central Europe. Classes are held in the Law Faculty Building of the University of Salzburg, located in a renovated 16th Century palace in the heart of Salzburg's historic Old Town. Courses are taught in English and focus primarily on the law of the European Union.

### Catholic University of Louvain, Belgium

The entire town of Louvain-la-Neuve was built around the campus of this university in the French-speaking part of Belgium. Some courses are held in English, but to be able to participate in this exchange, a reasonable fluency in French is necessary. Applications for the Fall semester must be submitted by the previous May 31 and for the Fall semester by the previous October 31.

### University of Copenhagen, Denmark

This University has been around for centuries and is located in the heart of Denmark's largest city. It offers a full selection of law courses in English, so knowledge of Danish is not necessary to study there. Students must be nominated by McGeorge to participate in this exchange, and interested students should request to be nominated no later than May 31 for enrollment in either the following Fall or Spring semester.

## European Summer Experience

Students may broaden their law school experience by taking advantage of McGeorge's unique summer program in Salzburg, Austria. Salzburg has been the site of McGeorge's annual Summer Program on International Legal Studies since 1974. The three-week program in Salzburg offers international and comparative law courses in public and commercial law fields. European and American faculty, as well as renowned practitioners teach courses.

In addition to the academic program in Salzburg, students may also enroll in one unit externships with legal offices abroad to be completed in advance of the Salzburg program. Participating in an externship provides practical legal education, as well as promotes networking globally with lawyers in other jurisdictions.

Please note that all students who participate in the Salzburg Summer Program must be enrolled students at an ABA-approved law school as of the first day of the program in order to participate, meaning that any student who is academically disqualified after the Spring semester will not be able to participate. Students with a Fall GPA below a 2.5 should consult with the Assistant Dean for Student Affairs before enrolling in the program.

## Summer Abroad Programs at other ABA Accredited Law Schools

McGeorge students may take up to six units of elective credit at another ABA-accredited law school. To request permission, submit a Rule 902 Application to the Office of Student Affairs. Upon approval, McGeorge will accept up to 6 units of credit earned with passing grades in elective courses (not Externships).

## Directed Research

Directed Research provides the opportunity for JD 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.

Advance 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 completed "Directed Research Request Form" must then be submitted to the Registrar by the Add/Drop Deadline of the term in which the student intends to enroll in Directed Research.

Directed Research must be supervised by a full-time faculty member on a regular basis. Specifics regarding supervision of the course are left to the supervising faculty member, but the general expectation is that the student will provide an outline and draft of the project at established deadlines, and the faculty member will provide regular feedback to the student.

A student may enroll for either 1 or 2 credit hours (Honors/Pass/Low Pass/Fail) 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 15-20 pages in length for 1 unit of credit or 25-30 pages in length for 2 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.

## Other Sources of Information

Students must familiarize themselves with school policies, procedures, and regulations contained on the website and in other publications, such as the two highlighted below. Please visit the website at [mcgeorge.edu/Policies\\_and\\_Handbooks.htm](http://mcgeorge.edu/Policies_and_Handbooks.htm) for a consolidated listing of McGeorge's policies and procedures, including policies not discussed in this publication.

## Grading and Advancement Rules, Regulations, and Procedures

The Grading and Advancement Committee (G & A) is the body duly authorized by the Faculty and Administration of McGeorge, to study, develop, adopt and apply rules, regulations and procedures pertaining to course requirements, examinations, grading, advancement, graduation, and related matters. The Grading and Advancement Committee Rules, Regulations and Procedures for the JD Program are located on the McGeorge website.

Any student who is affected adversely by the application of these rules, excepting Rules 703c and 703f, may file with the Office of the Assistant Dean for Student Affairs, a petition to G & A for relief or waiver setting forth the nature of the request and the reasons why it should be granted.

Such petitions shall be filed within 15 calendar days from the date of notice of the application of the rule from which the student seeks relief. Notice may be provided by mail, email, posting, or other form of publication. No specific format is required for a student petition, the substance being more important than the form. G & A shall consider the written petition and grant, modify, or deny the relief requested. G & A shall be the final decision-making body in matters concerning student petitions unless the student-petitioner timely files a notice of appeal.

Any student submitting a petition to the Grading and Advancement Committee shall have the right to appear personally before the Committee. Such personal appearance by the individual petitioner shall be limited to the purpose of informing the Committee of any new facts which have a significant and substantial bearing upon the issue before the Committee or to answer any questions which the members of the Committee may have relevant to the issue before the Committee. In no event shall any inference, either adverse or beneficial, be drawn from an individual petitioner's failure to personally appear in support of his or her petition before the Committee.

A student may file a petition for reconsideration of the Committee's decision only upon discovery of new evidence not available at the time of the initial petition. Petitions for reconsideration shall be filed within 10 calendar days from the date of notice of the decision on the underlying petition. A petitioner-appellant has the right to appear before the committee. In no event, however, shall the Committee reconsider the same matter more than once, nor shall a denial of a petition for reconsideration be subject to reconsideration, except that the underlying matter may be subject to appeal. The composition of the Executive Committee when considering a petition for reconsideration shall, to the extent practicable, be the same as when it decided the original petition. A student may file an appeal of the Executive Committee's decision when there has been procedural error or bias or abuse of discretion by the Executive Committee as described in Rule 1108.

Students desiring information about the petitioning process should confer with the Assistant Dean for Student Affairs. A student may also discuss G & A Committee rules and procedures with the Chairperson of the Committee.

## Student Handbook (The Black Book)

The Office of Student Affairs annually publishes a Student Handbook (also known as The Black Book) which is a reference guide for McGeorge students, containing detailed explanations and information about graduation requirements, academic policies, program descriptions, student life information, and more. This document is located on the McGeorge website and provided to law students during First Week.

## Student Complaint Procedure (ABA Standard 510)

American Bar Association (ABA) Standard 510 requires each law school to publish and comply with policies regarding student complaints that address the school's program of legal education.

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 delivered in person to the Office of the Assistant Dean for Student Affairs. There is also a web-based form located online at <https://www.mcgeorge.edu/forms/student-complaint-process/>.

[www.mcgeorge.edu/forms/student-complaint-process](https://www.mcgeorge.edu/forms/student-complaint-process/) (<https://www.mcgeorge.edu/forms/student-complaint-process/>).

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 taken by the law school to address the complaint. If further investigation is needed, the complaining student shall, upon conclusion of the investigation, be provided with 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.

## Reservation of Right to Modify

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

## Academic Units

### Arthur A. Dugoni School of Dentistry

The Arthur A. Dugoni School of Dentistry has an annual enrollment of approximately 480 predoctoral and international students in DDS degree programs, about 40 post-doctoral residents enrolled in Master's degree and certificate programs, and roughly 40 students in the undergraduate DH program.

### Benerd College

Benerd College (BC) offers a full spectrum of educational opportunities for students from traditional undergraduates to advanced degrees seekers (masters and doctoral level) to returning adult students to members of the community seeking opportunities for professional and personal development. All Benerd's programs are designed to be flexible with the majority offered in evenings, during weekends, and/or in a hybrid format.

Benerd offers educational degrees that prepare students for careers in teaching, school psychology, organizational leadership, criminal justice, and health services administration. In addition to traditional bachelor's degrees, the College offers degree completion programs for adult re-

entry students. Advanced degrees are offered at both our Stockton and Sacramento campuses.

In addition to traditional degree programs, Benerd offers certificate programs that are designed to provide accelerated, affordable, specialized training for career changers or those seeking to upskill. Continuing education and professional development programs are offered as well and are designed to meet the ever-evolving needs of the regional workforce. Benerd also offers extension course for existing Pacific undergraduate students who require units to meet their degree requirements.

Benerd College is also home to the Osher Lifelong Learning Institute (OLLI), which provides intellectual engagement for older community members and is home to Pacific's International Programs and Services, which includes administering the UOP International partnership designed to help develop a vibrant international student presence at Pacific.

## College of the Pacific (Liberal Arts and Sciences)

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

## Conservatory of Music

The Conservatory of Music offers undergraduate degrees in composition, jazz studies, music education, music history, music industry studies, music management, music therapy, and performance, and graduate degrees in music therapy and music education. In addition to these majors, the Conservatory offers minors in jazz studies, music, and music management. Additionally, the Conservatory provides opportunities for students throughout the University via participation in ensembles and in general education courses.

## Eberhardt School of Business

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

## Graduate School

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

## McGeorge School of Law

The McGeorge School of Law, located in Sacramento, has approximately 600 students who are enrolled in the full-time and part-time J.D. programs and graduate programs.

## School of Engineering and Computer Science

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

## School of Health Sciences

The School of Health Sciences educates students to become essential, highly qualified healthcare providers and leaders in their professional field. The School of Health Sciences prepares students for patient care through innovative, accelerated curricula, empowering students to contribute to the lifelong wellness of the communities it serves through professional practice. Experiential clinical education is fundamental to the educational philosophy of the School of Health Science. All students are provided with invaluable patient contact experiences, guided by skilled clinicians, to prepare them to become practice-ready graduates. An intentional emphasis on inter-professional education and practice in all School of Health Sciences programs prepares graduates to provide outstanding patient care as integral members of the healthcare team.

The School of Health Sciences administrative offices are located on the Sacramento campus with academic programs on all three of Pacific's campuses. The academic programs include Audiology (San Francisco); Athletic Training, Physical Therapy, and Speech-Language Pathology (Stockton); and Clinical Nutrition, Nursing, Occupational Therapy, Physician Assistant Studies, and Social Work (Sacramento).

## School of International Studies

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

## Thomas J. Long School of Pharmacy

The School of Pharmacy offers the Doctor of Pharmacy degree. Some 1,025 students are enrolled in the School, including about 350 undergraduates who pursue pre-pharmacy studies in preparation for beginning the professional program.

# Admission Requirements

- Graduate (p. 29)
- Professional (p. 29)

## Graduate

### Benerd College

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

## Professional

### McGeorge School of Law

Juris Doctor  
Master of Laws  
Doctor of Juridical Science

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

### Benerd College

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

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

Admission decisions are based on the quality of the applicant's academic degrees and record, the personal statement of purpose, letters of recommendation from professors or others familiar with the applicant's academic work, performance in aptitude and achievement tests, relevant work experience, preparation in the proposed field of study, and on the appropriateness of the applicant's goals to the graduate program and of the applicant's research interests to those of its faculty. Some graduate programs have additional admission criteria that applicants must meet; visit the individual program catalog pages for program admission

requirements. Satisfaction of minimal standards does not, however, guarantee admission.

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

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

### Types of Admission

#### Full Admission

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

#### Conditional Admission

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

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

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

#### Unclassified Student Admission

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

### General Admission Requirements for All Applicants

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

- a bachelor's degree or the equivalent from a regionally accredited institution of higher education in the United States, or an foreign institution of acceptable standing,
- adequate undergraduate preparation in the proposed major field or equivalent evidence of an appropriate background for undertaking as an advanced degree program, and
- a cumulative GPA of 2.65 or better in all post-secondary coursework **or** in the last 60 units of baccalaureate and/or post-baccalaureate work.

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



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

**Note:**

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

**Application Fee**

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

**Testing Requirements**

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

**Deferral of admission**

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

**GPA Waiver Policy**

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

- Have a minimum of five (5) years of professional experience after completion of the baccalaureate degree
- Have the support of the Program Director and the Dean of the school in which the degree program is housed
- Submit a letter of recommendation addressing their potential for success as a graduate student from their current or most recent supervisor

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

**International Applicants**

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

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

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

**Certification of Finances:** Government regulations require that international students provide evidence that they are able to meet the financial requirements of their education, living expenses, and miscellaneous costs. This requires the submission of the "Certification of Finances" form (found here ([http://www.pacific.edu/Documents/school-graduate/acrobat/Certification\\_of\\_Finances2.pdf](http://www.pacific.edu/Documents/school-graduate/acrobat/Certification_of_Finances2.pdf))) in the amount to cover all of the aforementioned costs for one year.

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

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

Information about TOEFL can be located online at <http://www.ets.org/toefl> (<http://www.ets.org/toefl/>); information about IELTS can be located at <http://www.ielts.org> (<http://www.ielts.org/>); information about DET can be located at <https://englishtest.duolingo.com/>. University of the Pacific's TOEFL Code is 4065.

Minimum Score for Admission:

- TOEFL iBT: 80
- IELTS score: 6.5
- DET: 105

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

Minimum Score for Teaching Assistants:

- TOEFL iBT: 90
- IELTS score: 7.0
- DET: 115

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

## Direct Admission of UOP graduates into MPA or MPP programs

There is a direct admission pathway for UOP graduates (w/in two years of BA or BS) into MPA or MPP if they satisfy four criteria:

1. Completion of at least 50 units enrolled in courses offered by the University of the Pacific.
2. A GPA of 3.5 or above in the last 60 units enrolled.
3. No matriculation in a post-baccalaureate degree program.
4. Success in an interview.

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

### McGeorge School of Law

Juris Doctor

Master of Laws

Doctor of Juridical Science

- Juris Doctor Students (JD) (p. 31)
- Master of Laws (LLM) (p. 32)
- Doctor of Juridical Science (JSD) (p. 33)
- Summer Session (p. 33)
- Transfer Students (p. 33)
- Visiting Students (p. 34)

## Juris Doctor (J.D.) Students

### Deadlines & Requirements

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

### Apply

- Admissions ([http://mcgeorge.edu/Students/Services/Admissions\\_Office.htm](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

The application fee of \$65 has been waived for Fall of 2022.

### Personal Statement

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

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

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

### Resume

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

### Letters of Recommendation

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

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

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

### Credential Assembly Services (CAS) and LSAT

Applicants must register with LSAC for the Law School Admission Test (LSAT) and LSAC's Credential Assembly Services (CAS). Transcripts of prior college and university coursework must be furnished directly to LSAC. LSAT scores must be from administrations within five years



prior to the year of enrollment. An application file is not complete and will not be reviewed until an applicant's law school report, including an LSAT score, has been received. The June 2022 LSAT will be the last score we will consider for enrollment in the Fall 2022 class. (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.

Your thorough disclosure of these events could play a role in the licensure process from the State Bar in several years, so it is imperative that you be direct and thoughtful in your approach now. When the State Bar looks at your Character and Fitness application, they will compare it to whatever you divulge now and throughout your law school career, and any discrepancies could be problematic.

## 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> (<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](http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/International_Students/Visa_Information.htm)).

## Next Steps ...

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

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

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

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

## L.L.M. Application Checklist

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

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

Applicants must submit the following documents either by courier or via email to [graduatelaw@pacific.edu](mailto: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](mailto: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](http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_and_JSD_FAQ.htm)).

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

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

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

## J.S.D. Application Checklist

*Note: No Application Fee.*

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

Applicants must submit the following documents either by courier or via email to [graduatelaw@pacific.edu](mailto: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](mailto: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](http://mcgeorge.edu/Future_Students/LLM_and_JSD_Programs/LLM_and_JSD_FAQ.htm)).

## Summer Session Students On-Campus & Foreign Summer Program

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

## On-Campus

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

## International Session

Learn more about our Summer Abroad Program and apply online:

- Summer Program in Salzburg, Austria ([http://mcgeorge.edu/Students/Academics/International\\_Study/Summer\\_Abroad\\_Programs/Summer\\_Program\\_in\\_Salzburg.htm](http://mcgeorge.edu/Students/Academics/International_Study/Summer_Abroad_Programs/Summer_Program_in_Salzburg.htm))

## Transfer Students

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

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

## Application Requirements for Transfer Applicants

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

## Certification of Good Standing

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

## Credential Assembly Services (CAS)

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

## Letters of Recommendation

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

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

## Personal Statement

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

## Resume

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

## Transcripts

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

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

## Notification of Acceptance

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

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

## Visiting Students

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

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

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.

## Resume

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

## Letter of Recommendation

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

## Permission to Visit

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

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

## Character and Fitness

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

## Notification of Acceptance

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

## Campus Map



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



# Student Life

- Graduate (p. 36)
- Professional (p. 36)

## Graduate

### Benerd College

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

## Professional

### McGeorge School of Law

Juris Doctor  
Doctor of Juridical Science  
Master of Laws

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

### Benerd College

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

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

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

## Student Outreach and Academic Support Services

### Community Involvement Program

The Community Involvement Program (CIP), established in 1969, is a comprehensive need-based scholarship and retention program for first-generation college students from the Stockton community who have demonstrated the potential for sustainable leadership, and community involvement. The program is for students who have lived 3 years in Stockton and graduated from a local high school or are transferring to Pacific from San Joaquin Delta College. CIP students are provided opportunities to return to the community as leaders and agents of social change, promoting education with local youth.

For more information contact the CIP Office at:  
Community Involvement Program  
McCaffrey Center, First Floor  
Telephone: (209) 946-2436  
Fax: (209) 946-2176

Email: [cip@pacific.edu](mailto:cip@pacific.edu)

### The Women's Resource Center

The Women's Resource Center (WRC) aims to increase awareness and scholarship regarding women's and gender issues, to celebrate and cultivate leadership on campus and beyond, and to empower students to be active participants in bringing about social change. Annual events hosted by the WRC include the Women of Distinction Awards Luncheon as well as programming for Women's History Month, Sexual Assault Awareness, and Domestic Violence Awareness. In partnership with the Office of Title IX, the WRC runs the Title IX Peer Education Program to encourage students to help end gendered violence in our community. Located inside the Intercultural Student Success Center, the WRC is a welcoming space for students to study, relax, and find community.

### Military and Veteran Student Center



Pacific's Military and Veteran Student Center is dedicated to providing programs and services in support of the academic and personal success of our students who have or currently are serving in the United States Armed Services and their qualified dependents. The MVSC serves as a safe space to connect, while supporting students' professional goals.

## Intercultural Student Success

Intercultural Student Success (<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/Multicultural-Affairs.html>) strives to provide enriching educational opportunities for students of all backgrounds. ISS is an inclusive community that advances student success by helping students navigate their identity development and build intercultural competence. The department includes the ALANA (African, Latinx, Asian Pacific Islander, Native American) Center, Black Student Success, El Centro (Latinx Outreach), The Pride Resource Center, and the Women's Resource Center. Together, these areas work to help support students' intersectional identities through building community, capacity, and advocacy.

The Pride Resource Center (<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/Pride-Resource-Center.html>) provides holistic and identity conscious support services to the lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual (LGBTQIA+) community at Pacific. Signature programs and events include: Safe Zone LGBTQ+ Awareness & Allyship Training, National Coming Out Day, Pacific Pride Week, and Lavender Graduation. The PRC strives to be a leader and advocate for LGBTQ+ inclusion and equity within the University of the Pacific and the greater Stockton community.

## El Centro (Latinx Outreach and Academic Resource Center)

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

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

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

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

## Black Student Success

Black Student Success offers programs and support services to students of African descent. Throughout the school year, Black Student Success hosts receptions, academic workshops, networking events with members of the Black Alumni Club, and social events. Black Student Success also offers book scholarships of up to \$250 for students in need.

A signature program of Black Student Success is Students Emerging as Pacificans (STEPS) program. STEPS is a 4-day retreat that assists incoming students of African descent with their transition to college life. Pacific faculty, staff, current students, and alumni work directly

with STEPS participants, introducing them to University and community resources to enhance their academic and co-curricular success.

## Student Health Services

Student Health Services (SHS) is located in Halbert Hall on the Sacramento campus. Services are provided on an appointment basis; walk-in visits are seen case-by-case, determined by the urgency of the presenting condition. Use the portal MyHealth@Pacific (<https://healthservices.pacific.edu/>) to book a visit. Visit the health services' website (<http://www.pacific.edu/healthservices/>) for more information. After hours or on the weekends, students can access a contracted Nurse Advice Line at 209.946.2315 option 4. Students enrolled in the Student Health Insurance Plan (SHIP) also have access to 24/7 telemedicine services through LiveHealth Online. Download the app in the App Store or on Google Play.

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

The comprehensive SHS team for the three campuses consists of a Physician, Nurse Practitioners, Medical Assistants, Phlebotomists, Insurance Coordinator, Immunization Coordinator, and a Registered Dietitian. Health care delivery and medical record management are protected by privacy and confidentiality regulations.

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

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

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

## Health Insurance

Health insurance is a mandatory non-academic condition for enrollment. To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, and to satisfy the mandatory health insurance requirement, Pacific automatically enrolls all registered students listed below into the Anthem Blue Cross of CA PPO, Student Health Insurance Plan (SHIP).

- Undergraduate and Pharmacy Students enrolled in **9** or more units
- Dental Students, International Students, and Graduate Students enrolled in **1** or more units
- Law Students enrolled in **6** or more units
- Advanced Education in General Dentistry (AEGD): **all residents**

***This policy excludes distance learning, off-campus, and external programs, and therefore students are not eligible to enroll in SHIP.***

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

Qualified students who have their own comprehensive health insurance coverage and do not wish to be enrolled in Anthem Blue Cross PPO may apply to waive out of the Student Health Insurance Plan (SHIP).

**Health Insurance Waiver Requirements: Your health insurance plan must include ALL of the following in order to qualify for a waiver (Domestic and International Students)**

- The plan must provide coverage for medical evacuation of \$50,000 and repatriation of remains of \$25,000 (**International Students**)
- coverage for the entire academic year
- must be a U.S. based insurance company
- coverage for inpatient and outpatient hospitalizations
- coverage to local doctors, specialists, hospitals, and other health care providers in emergency and non-emergency situations within your campus area
- coverage for lab work, diagnostic x-rays, emergency room treatment, and prescription coverage within your campus area
- coverage for inpatient and outpatient mental health, substance abuse and counseling services in your campus area

**The following types of insurance plans are NOT acceptable and will NOT be considered:**

- Non-ACA (Affordable Care Act (<https://www.healthcare.gov/where-can-i-read-the-affordable-care-act/>)) compliant health care plan
- Short Term Medical Plans that are available to purchase on a weekly or monthly basis
- Insurance Plans that are underwritten in a Country outside of the United States
- California Medi-Cal Health Plans that do NOT have assigned benefit coverage in your UOP campus area
- Out of State Medicaid Insurance does not cover students in California

**All waivers must be submitted during the open waiver period.**

**For the waiver period and more information please visit: <https://www.pacific.edu/healthservices>**

## Counseling and Psychological Services (CAPS)

- The CAPS mission is to promote student growth and development, with regard to both personal characteristics and interpersonal competencies. We do this in the service of enabling students to benefit from and maximize their educational experience at Pacific. We also consistently strive to integrate multiculturalism into the everyday functioning and structure of our agency. Through the broad range of therapeutic services that we offer, persons may come to appreciate the uniqueness of their personalities and discover new ways to develop their potential. We have seen students make personal progress through the therapeutic process and tools provided

by CAPS. We utilize a stepped care model to provide students with the tools they need to be academically successful.

### • We Offer:

- A place where your voice will be heard.
- A compassionate and confidential atmosphere to discuss personal concerns.
- Specialized therapeutic assistance to students who are encountering adjustment problems or who are experiencing psychological and emotional distress.
- Our services to Pacific students from all backgrounds, ages, and walks of life.
- Our skills and expertise to the Pacific community through consultation, prevention services, and outreach.
- Services that foster the development and behaviors necessary for success at University of the Pacific as well as in a complex global environment.
- Services on the Sacramento campus are all currently virtual (as of November 2021). CAPS services are confidential and are funded, in part, by the Wellness Fee. We do not bill insurance. Students have access to many different therapeutic options, including individual and couples therapy, group therapy, workshops, and consultations every week day that the University is open.
  - These meetings are by appointment only and can be scheduled by calling 209.946.2315 x2 or accessing our Appointment Request Form here: <https://students.pulse.pacific.edu/caps/appointment> (<https://students.pulse.pacific.edu/caps/appointment/>).
  - Limited psychiatric consultation and medication management is available through the Stockton campus.
- CAPS has 24/7 on-call therapeutic support that is accessed by calling 209.946.2315 x3.
- CAPS also offers online self-guided therapy through TAO Self-Help, which can help you manage your own emotional well-being through the use of learning modules. Access TAO Self-Help by using your Pacific email address at: <https://us.taoconnect.org/login> (<https://us.taoconnect.org/login/>).
- For more information please see our website: <https://students.pulse.pacific.edu/caps/sacramento> (<https://students.pulse.pacific.edu/caps/sacramento/>) or call 209.946.2315 x2.

## Pacific PROMISE Scholars

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

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

## Religious and Spiritual Life

Our goal is to cultivate and support religious and spiritual life at Pacific in all its many forms. We serve the needs of all students, no matter what one's religious tradition, or if you don't consider yourself religious or spiritual at all. While we make no claim to have all of life's answers, we can help point you in the right direction, provide resources for you, and

work with you through the questions that will inevitably arise as you grow during your time at university. We can also help you find people or groups who share your interests. Our hope is that in doing so you will find a level of fulfillment, understanding, and perhaps meet other people who you can journey with in the questions of life.

The multifaith Chaplain's Office in Religious and Spiritual Life provides spiritual care and support for all students. Visit Sears Hall (connected to Morris Chapel) to meet the Chaplains and Affiliate Campus Ministers. Pacific has many active religious, faith, and spiritually-based student organizations including (among others): Asian American Christian Fellowship, Black Campus Ministries, Chi Alpha Christian Fellowship, Fellowship of Christian Athletes, Health Sciences Christian Fellowship, Hillel Jewish Student Club, Indian Student Association, Interfaith Council, Muslim Student Association, Newman Catholic Community, Nest Prayer Family, Open Door Methodist Student Ministry, Orthodox Christian Fellowship, Pacific Christian Fellowship (Intervarsity), Secular Student Alliance, and Sikh Student Association. There are also over 160 different churches, synagogues, and other places of worship and religious organizations in the greater Stockton area. Go to [pacific.edu/religiouslife](http://pacific.edu/religiouslife) for more information.

## Academic Standards

### Student Conduct and Community Standards

The Office of Student Conduct and Community Standards manages the student conduct process for students, including but not limited to, undergraduate and graduate students on Pacific's three campuses. In addition to the Code of Conduct, specific schools and programs may have policies and procedures that apply to students enrolled in a particular program of study. Pacific has developed policies and procedures to clarify the expectations and standards for students. Each student is responsible for knowing and adhering to all University policies and procedures. These policies are explicitly outlined in the Tiger Lore Student Handbook and on the web site at <http://go.pacific.edu/tigerlore> (<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>) Policies and procedures specific to a course of study are available through the respective school or program.

### Honor Code

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

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

## Conduct Standards

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

The violation of established policies and procedures and local, state, and federal laws may constitute a violation of the Student Code of Conduct or other policies and procedures specific to a course of study, school, or program. Such violations may include conduct occurring off-campus when students are participating, attending, or in some manner connected to a University-related activity. Please refer to <http://www.go.pacific.edu/tigerlore> (<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/>

<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>) for additional information and definitions.

### Campus Behavior Standards

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

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

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

## Alcohol and Other Drugs Policy

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

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

### Description of Health Risks

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

### Criminal Penalties

Federal penalties for the trafficking of controlled substances are dependent upon several conditions including the substance, amount, and whether the matter is a first offense or repeated offense for an individual or other legal entity.

For a **detailed list of penalties**>>

For information on **California underage drinking laws**>>

### Resources for Assistance

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

**Pacific's alcohol and drug policies are available online:**

- Students: **Student Code of Conduct**>>
- McGeorge School of Law students: **McGeorge Substance Abuse Policies and Procedures**>>
- Dugoni School of Dentistry students: **Dugoni Alcohol Consumption and Drug Use Policy**>>
- All University employees>>

## Pacific Alumni Association

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

## Student Academic Support Services

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

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

For purposes of reasonable accommodation, a student or applicant with a disability is a person who: (a) has a learning, physical or psychological impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); or (b) has a record with the University by which the University has officially recognized such impairment. To be eligible to continue at the University, the student or applicant must meet the qualifications and requirements expected generally of its students, and must also be able to perform the requirements of the individual major or program in which s/he is enrolled.

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

not include exemption from academic evaluation standards or from the code of student conduct.

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

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

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

For additional information, please contact:

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

More detailed information as well as our Policy Manual for Students with Disabilities is available on the web at: <https://www.pacific.edu/student-life/student-services/services-for-students-with-disabilities> (<https://www.pacific.edu/student-life/student-services/services-for-students-with-disabilities/>)

### International Programs and Services (IPS)

Located on the Stockton campus, IPS offers comprehensive services to international students and scholars coming to the United States as well as to Pacific students interested in studying, interning or volunteering abroad. IPS serves as a liaison between University schools, departments, and offices, collaborating with them to enhance international education across campuses.

### International Students and Scholars Services

IPS offers a variety of services, including immigration advising, to international students and scholars at Pacific, supporting and enhancing their social and cultural integration into the Pacific community. IPS also administers Pacific's Exchange Visitor Program. The objective of this U.S. Department of State effort is to facilitate and increase mutual understanding between Americans and citizens of other countries through educational and cultural exchanges. For more information, email [IPS@Pacific.edu](mailto:IPS@Pacific.edu).

### Housing

University of the Pacific, Sacramento Campus offers a variety of on-campus housing opportunities in order to provide an invaluable scholarly



experience. Located in the heart of the California state capitol, our on-campus residential community is the best way to fully participate in academic life. We firmly believe that by living on campus, students can maximize their time for more faculty interaction, enhanced learning, and social growth.

The Housing Office is located in the Student Life Building, in-between the Student Center and Northwest Hall. We encourage you to visit our office for more information about on-campus housing opportunities or for assistance in finding off-campus housing. Our office continues to build partnerships with off-campus renters across Sacramento County, so please reach out to us if you would like some help finding the best housing opportunity for you!

### **Graduate Student Support Services**

A Graduate Support Specialists (GSS) is located at each campus to offer students a one-stop shop for most inquiries. If your GSS doesn't know the answer to something, they'll work with you to figure it out. Ultimately, our main goal is to make your experience with University of the Pacific as easy and enjoyable as possible. There will be hiccups and there will be anguish; however your GSS will be your advocate, cheering you on from your side of the ring. Located in the Student Life Building on the Sacramento campus / 916.325.4638.

### **Graduate Writing Support**

The Graduate Writing Center provides free writing support for graduate students of all skill levels at any stage in the process for projects in any discipline. The center provides an inviting, non-judgmental space where professional staff members and student writers build collaborative learning relationships based on fostering student self-efficacy, honoring student agency, and developing transferable writing skills. The Graduate Writing Center is located in the Student Life Building at University of the Pacific's Sacramento campus; however, the center supports graduate students by offering in-person and online writing consultations, writing workshops, and writing groups across the University's three campuses. If you have questions about the Graduate Writing Center or writing resources, please contact the writing center team by email at [writingcenter@pacific.edu](mailto:writingcenter@pacific.edu) or by phone at (916) 739-7251. We look forward to working with you!

## **The information on this page is for the following professional programs on the Sacramento campus.**

### **McGeorge School of Law**

Juris Doctor

Master of Laws

Doctor of Juridical Science

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## **Code of Student Responsibility**

The Code of Student Responsibility governs McGeorge Students both on- and off-campus at all times from the day you submit your application until graduation, expulsion, voluntary withdrawal, or academic disqualification not followed by reinstatement. The Code is divided into four parts – Canons of Ethics, Disciplinary Rules, Organizational Rules, and Procedural Rules. This Code embodies the key concepts of professionalism and civility that are so crucial to the legal profession.

## **Capital Commendation for Public Service**

The McGeorge Capital Center for Law & Policy encourages students to pursue experiences that emulate pro bono legal experiences during their legal career and recognizes students who give their time to others through pro bono legal services (separate from volunteer internships) and/or unpaid community service. Students may earn the Capital Commendation for Public Service at the following levels based on total hours devoted to service during the entirety of your time at law school:

- Bronze (50 hours)
- Silver (100 hours)
- Gold (150 hours)

Any public service performed while enrolled at McGeorge may count towards the Commendation provided the hours were unpaid and not for academic credit, subject to approval by the program director. (Legal Clinic hours typically do not count towards the Commendation. Hours of service performed through the Reading Partners Program, although compensated through work-study, may count toward the Commendation.)

Students interested in receiving the Capital Commendation for Public Service should complete the Registration Form and Public Service Timesheet. Both forms are available online at <https://www.mcgeorge.edu/our-faculty/centers-and-institutes/capital-center-for-law-and-policy/capital-commendation-for-public-service> (<https://www.mcgeorge.edu/our-faculty/centers-and-institutes/capital-center-for-law-and-policy/capital-commendation-for-public-service/>).

## **Student Bar Association**

All McGeorge students hold membership in its Student Bar Association (SBA). The SBA serves as a forum for student interests and concerns and it sponsors school-wide events throughout the year including the Barrister's Ball. The SBA also organizes and oversees several student committees, and provides funding for the Registered Student



Organizations. The SBA is administered by a student-elected Board of Governors comprised of the SBA President, JD Day and Evening Division Vice-Presidents, Secretary, Treasurer, a Representative for each JD class year (1D, 2D, etc.), and an At-Large Representative representing Masters and JSD students.

## SBA Student Committees

The SBA organizes and oversees various student committees to focus on student issues and events such as stress relief activities, networking opportunities, social events, facilitating communication with the student body, and addressing student concerns. Students apply for and are appointed to serve on these committees by the SBA Vice Presidents. From year to year the committees change, but may include: Activities and Sports, Barrister's Ball, Events and Coordination (ECC), Wellness, Alumni, Masters, Bylaws, and Elections.

## ABA Law Student Division Representative

The American Bar Association (ABA) is a national organization providing law school accreditation, continuing legal education, information about the law, programs to assist lawyers and judges, and initiatives to improve the legal system for the public. All students attending ABA-approved law schools are eligible to join. One student is selected by the SBA President to serve as the McGeorge ABA Law Student Division Representative. This Representative advocates on behalf of ABA Law Student Division members from their school, serves as the school's point person on the ABA communicates the benefits and value of ABA membership at their school, and serves as one of their school's two voting delegates to the ABA Law Student Division Assembly (the policy-making body of the Division).

## Registered Student Organizations

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

## Faculty Committees with Student Representation

Each year the SBA President, in consultation with the Office of Student Affairs and Associate Dean for Academic Affairs, appoints student representatives to several of McGeorge's standing committees to insure student input to faculty and administrative policy decisions. Committees with student representatives include: Code of Student Responsibility, Curriculum, Diversity Affairs, Grading and Advancement, and Honors & Awards.

## Office of Student Affairs

The Office of Student Affairs exists to support McGeorge law and public policy students from Orientation to Graduation. We advocate for students and support extracurricular activities at the Law School including student organizations and student government, as well as a variety of all-school activities such as wellness programs, diversity and inclusion programs,

academic advising programs, and other events that serve to entertain, educate, and cultivate an inclusive community in the Law School.

In addition, we assist students with personal matters and academic concerns. We support student-parents, students with disabilities, short term medical concerns, Title IX matters, and family emergencies. Members of our team can connect you to useful resources around the university. While many people are here to assist you during your time at McGeorge, we hope you will view our office as a useful resource and a good place to start with questions.

## Career Development Office

The Career Development Office (CDO) gives students the tools needed to build an individual career plan and to take charge of their professional future. The CDO provides a modernized approach to individualized career advising including interactive programs, speakers, digital handouts and videos, and collaboration with our extensive network of alumni and employers.

## Disabled Student Services

McGeorge makes every reasonable effort to accommodate students with physical, psychiatric, 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. McGeorge's Policy Handbook for Students with Disabilities is available online at <https://www.mcgeorge.edu/policies/disabled-student-services> (<https://www.mcgeorge.edu/policies/disabled-student-services/>). Those needing accommodations should review the policy and contact the Office of Student Affairs to request the necessary paperwork.

## TB Clearance and Immunization Records

All incoming undergraduate, graduate, and professional students enrolled in one or more units attending any of the three Pacific campuses are required to meet immunization requirements by the first day of classes after which a registration hold will be applied. Visit <https://www.pacific.edu/immunizationcompliance> (<https://www.pacific.edu/immunizationcompliance/>) for more information.

## Student Health Insurance

In order to ensure each student's academic success, Pacific mandates that students maintain comprehensive health insurance if they are enrolled in 6 or more units per semester. Each academic year students are required to complete an insurance waiver if they have their own insurance that meets university requirements. If a waiver is not completed by the posted deadline date, the student will be enrolled in the student plan.

## Counseling and Psychological Services (CAPS)

Many students experience a variety of emotional challenges while in school. Counseling and Psychological Services (CAPS) is available to students on the Sacramento campus. Some common reasons students access CAPS services include relationship issues, stress management, anxiety, depression, substance abuse, traumatic experiences and more. CAPS therapists are experienced working with graduate students and provide a confidential, nonjudgmental environment in which to work on your issues. CAPS DOES NOT bill your health insurance.

## Student Health Services

Student Health Services is an on campus health clinic available to all McGeorge students as part of the mandatory Health Fee. Services include treatment for acute injuries or illness, physicals, immunizations, women's care, medication management and referrals.

## Policy Prohibiting Sexual Misconduct, Harassment, Discrimination, & Retaliation

McGeorge is committed to the personal safety of its students and other members of its campus community and to maintaining a safe and respectful environment free from sexual misconduct or gender-based discrimination. McGeorge provides education and prevention programs including awareness campaigns, prevention strategies, bystander intervention, and risk reduction. McGeorge also provides outreach programs to make students, faculty, and staff aware of all aspects of this Policy, including the practical implications of an affirmative consent standard, resources available for victims, and right and responsibilities of Students, Faculty, and Staff.

A detailed explanation of the support and services available to assault victims may be found in the full "Policy Prohibiting Sexual Misconduct, Discrimination and Retaliation," which is located at <https://webshare.pacific.edu/sites/policies/Pages/Policy%20Prohibiting%20Sexual%20Misconduct%20Discrimination%20and%20Retaliation.aspx>.

To report student, staff, or faulty sexual misconduct, a victim or witness may contact Student Affairs at [sacstudentaffairs@pacific.edu](mailto:sacstudentaffairs@pacific.edu) 916.739.7089, in addition to any campus Security Authority, such as Public Safety.

The University Title IX Coordinator, Elizabeth Trayner, may be contacted at [etrayner@pacific.edu](mailto:etrayner@pacific.edu) or 209.946.7770. Additionally, any member of the McGeorge community may make a report online using this form: [https://cm.maxient.com/reportingform.php?UnivofthePacific&layout\\_id=15](https://cm.maxient.com/reportingform.php?UnivofthePacific&layout_id=15) ([https://cm.maxient.com/reportingform.php?UnivofthePacific&layout\\_id=15](https://cm.maxient.com/reportingform.php?UnivofthePacific&layout_id=15)).

A confidential report may be made by calling the Counseling and Psychological Services (CAPS) office, using 209-946-2315. All other members of the campus community must forward any report of sexual misconduct to the Title IX Coordinator.

Retaliation, in any form, for reporting sexual misconduct, harassment, or discrimination is strictly prohibited.

## 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 is 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](http://mcgeorge.edu/Substance_Abuse_Policies_and_Procedures.htm).

## Compliance with the Cleary Act

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](http://mcgeorge.edu/Documents/Policies/annualSecurityReport.pdf).

## 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 maybe 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.

## Victims of Crime Resource Center

Since 1984, McGeorge has hosted the state-funded California Victims of Crime Resource Center which provides crime victims with legal reassurance and aid. Through the Resource Center's toll-free number, 1.800.VICTIMS, and their website (800victims.org), crime victims can obtain information from law students concerning compensation, restitution, their roles and rights in the criminal justice system, and referrals to local assistance providers and advocacy groups.

## Sacramento Campus and Law Library

The library serves all students and faculty members on the Sacramento Campus. A school ID is needed to gain entry on evenings and weekends. A variety of study spaces are available including study rooms that can be booked online up to two weeks in advance. The library offers resources to assist with both courses and research, including West Academic, CALI, Lexis, Westlaw, Bloomberg Law, HeinOnline, EBSCO, and a variety of other databases. Student support for TWEN, Canvas and ExamSoft is available.

Students can borrow material from other libraries via interlibrary loan. Reference librarians are available throughout the day and by appointment for assistance with research questions. If you have any library related

questions or concerns, please speak to a library staff member at the circulation desk, a librarian or the library director.

## Veteran's Resources

University of the Pacific has V.A. Certifying Officials on all three campuses: Sacramento campus, contact: 916.739.7106, San Francisco campus, contact: 415.929.6498, Stockton Campus, contact: 209.946.7647.

## Pacific's Diversity Listserv

The [pacificdiversity@lists.pacific.edu](mailto:pacificdiversity@lists.pacific.edu) listserv provides a central location for members of the Pacific community to share event announcements, speakers, professional development opportunities, etc., relating to diversity and inclusion. To subscribe to this list, follow these instructions:

Send a message to [sympa@lists.pacific.edu](mailto:sympa@lists.pacific.edu) from the address you want to subscribe to the list.

In the subject line of your message, type in: "subscribe pacificdiversity First Name Last Name" (indicate your own first name and last name). Leave the message body blank.

## Center for Inclusion and Diversity

The Sacramento Campus Center for Inclusion and Diversity (CID) is located upstairs in the Student Center. The CID is open to all students and is staffed by peer volunteers. Students are encouraged to explore the center for kinship and support. Programming from the CID seeks to build community, foster understanding on issues of diversity, and promote an atmosphere of inclusion for all members of the Sacramento campus.

## Bar Admission for JD and LLM Students

Each state has its own character, fitness and other qualifications for admission to the bar. 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 [calbar.ca.gov](https://www.calbar.ca.gov) (<https://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 [calbar.ca.gov](https://www.calbar.ca.gov) (<https://www.calbar.ca.gov>). Most students file the application with the Committee of Bar Examiners during their senior year, 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.

## Alumni

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

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

## Emeritus Faculty/Staff

Name	Year and Degrees
Richard R. Abood	1991, Professor of Pharmacy Practice, Emeritus, 2014.
Glen A. Albaugh	1971, Professor of Sport Sciences, Emeritus, 1999.
Leigh Charles Anderson	2000, Professor of Biomedical Sciences, Emeritus, 2017
Steven C. Anderson	1970, Professor of Biological Sciences, Emeritus, 1997.
Judith K. Andrews	1966, Associate Professor, University Libraries, Emerita, 2001.
Harriett Arnold	1994, Director, Early Childhood Development Projects, Associate Professor of Education, Emerita, 2014.
Michael H. Ballott	1971, Professor of Business, Emeritus, 2005.
David P. Baral	1981, Professor of Education, Emeritus, 1999.
Roger Barnett	1965, Professor of Geography, Emeritus, 1999.
Marlin Bates	2004, Associate Professor of Communication, Emeritus, 2019
Robert Benedetti	1989, Dean of the College of the Pacific, 2002, Executive Director of the Jacoby Center, Professor of Political Science, Emeritus, 2013.
Roy C. Bergstrom	1980, Associate Professor of Mathematics, Assistant Dean for Administration, Emeritus, 2018
David F. Besch	1985, Assistant Professor of Electrical and Computer Engineering, Emeritus, 2002.
Robert W. Blaney	1966, Professor of Religious Studies, Emeritus, 1996.

James Blankenship	1977, Professor of Pharmacology, Emeritus, 2010.	Thomas A. Coyne	1978, Professor of Law, Emeritus, 1999.
Diane M. Borden	1971, Professor of English, Director of Film Studies, Emerita, 2014.	Donald DaGrade	1970, Professor of Bassoon and Saxophone, Emeritus, 2007.
Martha W. Bowsky	1984, Professor of Religious and Classical Studies, Emerita, 2014.	Robert W. Dash	1964, Professor of Modern Language and Literature, Emeritus, 2001.
Robert Boyd	1996, Professor of Orthodontics, Emeritus, 2019	Julie Davies	1984, Professor of Law, Emerita, 2019
Lynn Beck Brallier	2005, Dean and Professor of Education, Emerita, 2017	Kenneth Day	1987, Professor of Communication, Emeritus, 2019
Dennis Brennan	1978, Assistant Dean and Associate Professor of Education, Emeritus, 2012.	Gilbert L. Dellinger	1973, Professor of Art, Emeritus, 2000.
William H. Brennan	1976, Associate Professor of History, Emeritus, 2006.	Donald V. DeRosa	1995, President Emeritus, 2009.
Ashland O. Brown	1991, Dean of the School of Engineering, Professor of Mechanical Engineering, Emeritus, 2016	Marilyn Draheim	1986, Associate Professor of Curriculum and Instruction, Emerita, 2018
Donald W. Bryan	1974, Associate Professor of Business, Emeritus, 2007.	I. Dale Dunmire	1973, Professor of Electrical and Computer Engineering, Emeritus, 1990.
Phillip Buchanan	2004, Associate Clinical Professor of Preventative and Restorative Dentistry, Emeritus, 2021	Jill Duthie	2006, Associate Professor of Speech-Language Pathology, Emerita, 2019
Dorothy Burk	1979, Professor of Biomedical Sciences, Emerita, 2020	Pamela Eibeck	2008, President Emerita, 2019
Gaylon L. Caldwell	1970, Dean of Elbert Covell College and Professor of Political Science, Emeritus, 1982.	H. Richard Etlinger	1982, Professor of Music Management/Business, Emeritus, 2000.
William H. Carpenter	1986, Professor of Dental Practice, Emeritus, 2014	Fred Fendler	1999, Associate Professor of Diagnostic Sciences, Emeritus, 2019
Linda Carter	1985, Distinguished Professor of Law, Emerita, 2016	Dale Fjerstad	1974, Associate Professor of Trumpet, Emeritus, 1986.
Patrick N. Catania	1970, Professor of Clinical Pharmacy, Emeritus, 2006.	Barbara Flaherty	1988, Associate Professor of Art, Emerita, 2010.
Patrick D. Cavanaugh	1997, Vice President, Business and Finance, Emeritus, 2014.	Donald G. Floriddia	1968, Professor of Pharmaceuticals, Emeritus, 2014.
Judith Chambers	1973, Vice President for Student Life, Emerita, 2001.	Dennis O. Flynn	1978, Professor of Economics, Emeritus, 2014.
Kishori Chaubal	1972, Associate Professor of Biological Sciences, Emerita, 1999.	Paul T. Fogle	1979, Associate Professor of Speech-Language Pathology, Emeritus, 2012.
Roy Childs	1973, Professor of Sociology, Emeritus, 2008.	William H. Ford	1974, Professor of Computer Science, Emeritus, 2014.
Deann J. Christianson	1967, Professor of Mathematics, Emerita, 2006.	Richard Fredekind	1985, Executive Associate Dean, Professor, Emeritus, 2018
Lee Christianson	1967, Professor of Biological Sciences, Emeritus, 2006.	David Fries	1973, Professor of Medicinal Chemistry, Emeritus, 2010.
Elmer U. Clawson	1974, Professor of Education, Emeritus, 1995.	Joan E. Coulter Garn	1973, Assistant Professor of Music, Emerita, 1997.
Robert Coburn	1993, Professor of Music Composition and Theory, Emeritus, 2019	Philip Gilbertson	1996, Director of the Pacific History Project, 2010-2014, Provost Emeritus, 2014.
Joel A. Cohen	1974, Professor of Biomedical Sciences, Emeritus, 2014.	Paul Glassman	1989, Professor of Diagnostic Sciences, Emeritus, 2019
Raymond Coletta	1989, Professor of Law, Emeritus, 2015	Katie Golsan	1994, Professor of French and Film Studies, Emerita, 2016
Rex Cooper	1973, Professor of Piano, Emeritus, 2014.	George Gould	1983, Professor of Law, Emeritus, 2008.



Alex T. Granik	1982, Associate Professor of Physics, Emeritus, 2005.	Giuseppe Inesi	1969, Professor of Biomedical Sciences, Emeritus, 2014.
Carol Ann Hackley	1985, Professor of Communication, Emerita, 2011.	Mari G. Irvin	1981, Professor of Education, Emerita, 2000.
Fay B. Haisley	1984, Dean, Gladys L. Benerd School of Education and Professor of Education, Emerita, 1999.	Ravi Jain	2000, Dean of the School of Engineering and Computer Science, Professor of Civil Engineering, Emeritus, 2013.
Robert E. Hamernik	1962, Professor of Civil Engineering, Emeritus, 1998.	Bahram Javid	1986, Associate Professor of Oral and Maxillofacial Surgery, Emeritus, 2021
Roseann Hannon	1970, Professor of Psychology, Emerita, 2010.	Patrick R. Jones	1974, Professor of Chemistry, Emeritus, 2011.
Halvor P. Hansen	1959, Professor of Communication, Emeritus, 1990.	Warren Jones	1981, Professor of Law, Emeritus, 2015
Peter Hansen	2008, Associate Professor of Preventive and Restorative Dentistry, Emeritus, 2019	Daniel Kasser	1984, Professor of Art and Graphic Design, Emeritus, 2019
Robert Hanyak	1985, Associate Professor of Speech-Language Pathology and Audiology. Emeritus, 2018	Lucinda Kasser	1987, Associate Professor of Art and Graphic Design, Emerita, 2019
Lois N. Harrison	1985, Professor of Music Education, Emerita, 1997.	Roger C. Katz	1974, Professor of Psychology, Emeritus, 2006.
Michael Hatch	1984, Professor of Political Science, Emeritus, 2014.	David E. Keefe	1978, Associate Professor of Economics, Emeritus, 2011.
Keith Hatschek	2001, Associate Professor of Music Management, Emeritus, 2021	William Kehoe	1985, Professor of Pharmacy Practice, Emeritus, 2019
Paul J. Hauben	1969, Professor of History, Emeritus, 1994.	Charles D. Kelso	1978, Professor of Law, Emeritus, 2015
A. Craig Hawbaker	1994, Professor, Reference and Instruction Librarian, Emeritus, 2014	W. Joseph King	1983, Professor of Electrical and Computer Engineering, Emeritus, 2009.
Eddie K. Hayashida	1979, Associate Professor of Administration, Emeritus, 2017	John R. Knight	1995, Professor of Finance and Real Estate, Emeritus, 2013.
Joel Herche	1994, Associate Professor of Marketing and International Business, Emeritus, 2019	Lorrie Knight	1996, Reference/Instruction Librarian, Professor, Emerita, 2013.
Stefan Highsmith	1978, Professor of Biomedical Sciences, Emeritus 2018	Linda Koehler	1989, Associate Professor of Health, Exercise and Sport Sciences, Emerita, 2014.
Deborah Horlak	2004, Associate Professor of Periodontics and Dental Hygiene, Emerita, 2019	Randall Koper	1985, Professor of Communication, Emeritus, 2014.
Ron Hoverstad	1990, Associate Professor of Marketing, Emeritus, 2015	J. Curtis Kramer	1975, Professor of Geosciences, Emeritus, 2005.
Steven Howell	2013, Dean and Professor of the School of Engineering and Computer Science, Emeritus, 2021	Lynn Kraynak	1987, Associate Professor of Religious and Classical Studies, Emerita, 2012.
Gary N. Howells	1971, Professor of Psychology, Emeritus, 2013.	Matthew Krejci	1989, Associate Professor of Flute and Chamber Music, Emeritus, 2021
Kenneth Hughes	1998, Associate Professor of Electrical and Computer Engineering, Emeritus, 2021	Bruce LaBrack	1975, Professor of Anthropology, Emeritus, 2008.
Wilbur R. Hughes	1980, Professor of Dentistry, Emeritus, 1995.	Brian K. Landsberg	1987, Distinguished Professor of Law, Emeritus, 2015
J. Carolyn Hultgren	1989, Assistant Professor of Physical Therapy, Emerita, 2002.	Dorothy Landsberg	2003, Associate Professor of Lawyering Skills, Emerita, 2019
Leonard A. Humphreys	1970, Professor of History, Emeritus, 1991.	Neil L. Lark	1962, Professor of Physics, Emeritus, 1999.
A. Thomas Indresano	2001, Professor of Oral and Maxillofacial Surgery, Emeritus, 2017	Thomas J. Leach	2001, Professor of Law, Emeritus, 2015
		Ira C. Lehn	1968, Professor of Violoncello, Emeritus, 1991.



Alan S. Leider	1975, Professor of Dentistry, Emeritus, 1998.	Robert Oprandy	2000, Professor of Education, Emeritus, 2019
George H. Lewis	1970, Professor of Sociology, Emeritus, 2013.	Elizabeth Rindskopf Parker	2002, Dean of the Pacific McGeorge School of Law, Emerita, 2013.
Laurie Lichter-Heath	2008, Lecturer in Business Law, Emerita, 2019	Newman Peery	1982, Professor of Business, Emeritus, 2008.
Ronald H. Limbaugh	1966, Professor of History, Emeritus, 2000.	Edwin R. Pejack	1982, Professor of Mechanical Engineering, Emeritus, 2007.
B. Jean Longmire	1976, Professor of Education, Emerita, 2005.	Bruce Peltier	1994, Professor of Pediatric Dentistry, Emeritus, 2019
Hether MacFarlane	1996, Professor of Lawyering Skills, Emerita, 2018	Richard L. Perry	1961, Professor of Physics, Emeritus, 1997.
Gary Martin	1983, Assistant Dean of Engineering, Director of Cooperative Education, Emeritus, 2019	Sandra L. Persels	1976, Professor of Drama, Emerita, 1996.
Charles A. Matuszak	1963, Professor of Chemistry, Emeritus, 2000.	Burr Phillips	2007, Professor of Voice, Emeritus, 2021
Maurice L. McCullen	1970, Professor of English, Emeritus. 2002.	Larry L. Pippin	1965, Professor of Political Science and Geography, Emeritus, 1994.
Delores McNair	2006, Associate Professor of Education, Emerita, 2021	Mark Plovnick	1989, Dean of the Eberhardt School of Business, 2006, Director of Economic Development, Professor of Management, Emeritus, 2014.
Dale W. McNeal	1969, Professor of Biological Sciences, Emeritus, 2002.	Edward T. Pohlman	1961, Professor of Education, Emeritus, 1995.
Denis Meerdink	1990, Associate Dean, Associate Professor of Physiology-Pharmacology, Emeritus, 2019	Willard T. Price	1980, Professor of Operations Management and Engineering Management, Emeritus, 2015
Lawrence Meredith	1966, Professor of Religious Studies, Emeritus, 1999.	Jan (Ellen) Rein	1989, Professor of Law, Emerita, 2006
Doris C. Meyer	1956, Professor of Physical Education, Emerita, 1990.	Herbert R. Reinelt	1962, Professor of Philosophy, Emeritus, 1999.
Peter Meyer	1985, Associate Professor of Economics, Emeritus, 2021	Claude D. Rohwer	1964, Professor of Law, Emeritus, 2005.
Jeffrey P. Miles	2002, Associate Professor of Preventative and Restorative Dentistry, Emeritus, 2021	Jennifer Ross	1993, Associate Dean of the School of Engineering and Computer Science, Emerita, 2019
James P. Morgali	1961, Professor of Civil Engineering, Emeritus, 1999.	Robert Sarka	1982, Professor of Dentistry, Emeritus, 2004.
Roger C. Mueller	1969, Professor of English, Emeritus, 1997.	Darwin Sarnoff	1972, Professor of Pharmacy Practice, Emeritus, 2004.
Alexander Murphy	1972, Professor of Biomedical Sciences, Emeritus, 2018	Ralph L. Saroyan	1970, Director of Pharmacy Pre-Health Programs, Emeritus, 2002.
Fred Muskal	1970, Professor of Education, Emeritus, 2009.	Jon E. Schamber	1980, Professor of Communication, Emeritus, 2014.
John Myers	1984, Professor of Law, Emeritus, 2019	Gilbert W. Schedler	1967, Professor of English and Religious Studies, Emeritus, 2004.
John M. Nagle	2000, Dean of the Benerd School of Education and Professor of Education, Emeritus, 2006.	Merrill Schleier	1982, Professor of Art and Architectural History and Film Studies, Emerita, 2015
Thomas Nelson	1995, Associate Professor of Education, Emeritus, 2019	George W. Schroeder	1981, Professor of Electrical Engineering, Emeritus, 2005.
George L. Nemeth	1970, Professor of Horn and Music History, Emeritus, 2005.	Glendalee Scully	1976, Professor of Law, Emerita, 2008.
David Nielsen	1986, Executive Director, Arthur A. Dugoni School of Dentistry Alumni Association, Emeritus, 2016	John E. Seaman	1969, Professor of English, Emeritus, 1999.
Phillip Oppenheimer	1997, Dean of the Long School of Pharmacy and Professor of Pharmacy Practice, Emeritus, 2021	Francis Michael Sharp	1979, Professor of Modern Language and Literature, Emeritus, 2008.

Donald Y. Shirachi	1971, Professor of Physiology and Pharmacology, Emeritus, 1994.	Ray VarnBuhler	1980, Professor of Art, Emeritus, 1998.
John Sims	1986, Professor of Law, Emeritus, 2019	Ravindra C. Vasavada	1973, Professor of Pharmaceutics, Emeritus, 2000.
Anthony Skrocki	1973, Professor of Law, Emeritus, 2004.	William H. Wadman	1955, Professor of Chemistry, Emeritus, 1988.
Douglas Smith	1970, Professor of Computer Science, Emeritus, 2007.	Joel Wagner	1998, Clinical Professor of Pharmacy, Emeritus, 2017
John D. Smith	1970, Professor of English, Emeritus, 1999.	Suzanne Walchli	2000, Associate Professor of Marketing, Emerita, 2017
Reuben W. Smith III	1972, Dean of the Graduate School and Professor of History, Emeritus, 1994.	Coburn C. Ward	1977, Professor of Mathematics, Emeritus, 2001.
Roland C. Smith	1971, Professor of Dentistry, Emeritus, 1998.	Lori D. Warner	1987, Associate Professor of Economics, Emerita, 2007.
Timothy J. Smith	1993, Professor of Pharmacy and Pharmacology, 2019	Paula Watson	2004, Associate Professor of Periodontics/Dental Hygiene. Emerita, 2018
Simalee Smith-Stubblefield	1983, Associate Professor of Speech-Language Pathology, Emerita, 2015	Gregory Weber	1990, Professor of Law, Emeritus, 2014.
Christopher Snell	1990, Professor of Sport Sciences, Emeritus, 2014.	Donald K. Wedegaertner	1963, Professor of Chemistry, Emeritus, 2004.
Larry O. Spreer	1970, Professor of Chemistry, Emeritus, 2011.	Cynthia Wagner Weick	1990, Director of the Powell Scholars Program and Professor of Management, Emerita, 2017
Louise Stark	1992, Associate Dean and Professor of Computer Engineering, Emerita, 2015	Brian Weick	1995, Professor of Mechanical Engineering, Emeritus, 2019
William T. Stringfellow	2009, Director of the Ecological Engineering Research Program, Professor, Emeritus, 2018	Stephen Wheeler	1994, Visiting Professor of Accounting, Emeritus, 2019
S. Thomas Stubbs	1963, Associate Professor of Sport Sciences, Emeritus, 1999.	Roy A. Whiteker	1976, Dean of the College of the Pacific, Emeritus, 1989; Professor of Chemistry, Emeritus, 1992.
Henghu (Henry) Sun	2008, Professor of Engineering, Director of the Pacific Resources Research Center, Emeritus, 2016	Keith Whittington	1987, Professor of Mathematics, Emeritus, 2019
J. Connor Sutton	1963, Associate Professor of Sport Sciences, Emeritus, 1999.	Frank Wiens	1976, Professor of Piano, Emeritus, 2019
Ted T. Takaya	1979, Professor of Modern Language and Literature, Emeritus, 1996.	Lynelle Wiens	1976, Professor and Program Director, Voice, Emerita, 2020
Paul A. Tatsch	1980, Associate Professor of Business, Emeritus, 2005.	Philip Wile	1987, Professor of Law, Emeritus, 2007.
Joseph Taylor	1993, Professor of Law, Emeritus, 2015	John S. Williams	1965, Professor of English, Emeritus, 1998.
Douglas Tedards	1982, Associate Professor of English, Emeritus, 2007.	Christine R. Wilson	2003, Associate Professor of Physical Therapy, Emerita, 2014.
Richard Tenaza	1975, Professor of Biological Sciences, Emeritus, 2014.	Joseph A. Woelfel	2006, Professor of Pharmacy Practice, Emeritus, 2017
William Topp	1970, Professor of Computer Science, Emeritus, 2008.	William Wolak	1975, Professor of Theatre Arts, Emeritus, 2007.
Paul Turpin	2007, Associate Professor of Communication, Emeritus, 2019	David E. Wolfe	1987, Professor of Music Therapy, Emeritus, 2007.
Richard H. Turpin	1984, Professor of Electrical and Computer Engineering, Emeritus, 2005.	A. Jeffrey Wood	2000, Professor of Pediatric Dentistry, Emeritus, 2021
Darcy Umphred	1987, Professor of Physical Therapy, Emerita, 2006.	Kojo Yelapaala	1981, Professor of Law, Emeritus, 2019
Judith L. Van Hoorn	1982, Professor of Education, Emerita, 2007.	Douglas Young	1996, Professor of Diagnostic Sciences, Emeritus, 2019
		Walter Zimmermann	1970, Professor of Mathematics, Emeritus, 2008.

# Financial Aid

- Graduate (p. 49)
- Professional (p. 49)

## Graduate

### Benerd College

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

## Professional

### McGeorge School of Law

Juris Doctor  
Master of Laws  
Doctor of Juridical Science

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

### Benerd College

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

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

Research awards are available for departmental or contract research in some fields. From time to time, fellowships are offered in certain federally-supported programs in which University of the Pacific participates.

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

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

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

### McGeorge School of Law

Juris Doctor  
Master of Laws  
Doctor of Juridical Science

## McGeorge School of Law

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

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

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

### Veterans Benefits

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

### Institutional Scholarships and Grants

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

### McGeorge Academic Achievement Scholarships

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

### First-Year Scholarships and Awards

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

### Endowed Scholarships and Awards

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

James and Dorothy Adams Scholarship (2002)  
 Ahmanson Foundation Scholarship (1975)  
 Walter F. Alexander III Memorial Scholarship (1995)  
 Alumni Association Scholarships (1977)  
 Robert, Aimee and Rosalie Asher Scholarship (2005)  
 Asian American Law Students Association Scholarship (1985)  
 Judge Joseph G. Babich Endowed Scholarship (2017)  
 Bales Family Endowment (2006)  
 Michael Belote Public Interest Endowed Scholarship (2017)  
 Raymond Henry Biele II Memorial Scholarship (1981)  
 Raymond Burr Scholarship (1987)  
 Judge Consuelo Maria Callahan Endowed Law Scholarship (2017)  
 Capital Center Law and Policy Endowed Scholarship (2016)  
 Dean Gerald Caplan Endowed Scholarship (2001)  
 Carpenters' Local Union #586 Scholarship (1988)  
 Jerome J. Curtis Jr. Memorial Scholarship (2001)  
 Judge Loren S. Dahl Award for Bankruptcy Excellence (1994)  
 Paul Dassenko Endowed Scholarship (2017)  
 Charles D. Driscoll Labor Award (1977)  
 Noel Ferris Endowed Scholarship (2017)  
 Anna Rose Fischer Memorial Scholarship (1980)  
 Stanley B. Fowler Memorial Scholarship (1975)  
 Benjamin Daily Frantz and Verdele Russ Frantz Trial Advocacy Award (1999)  
 B. Abbott Goldberg Memorial Scholarship (2005)  
 Sam Gordon Endowment (1999)  
 Martin & Doris Gross Memorial Scholarship (1993)  
 Hawaii Alumni Scholarship (1990)  
 Tracy G. Helms Memorial Scholarship (1985)  
 Brian L. Hintz Memorial Scholarship (1993)  
 Hiroshima, Jacobs, Roth & Lewis Scholarship (1982)  
 International Program Fund (LL.M.) (1988)  
 Jane Kelso Diversity Endowed Scholarship (2015)  
 Anthony M. Kennedy Constitutional Law Scholarship (1989)  
 Kierney Family Scholarship (2002)  
 William Russell Knudson Memorial Scholarship for Leadership in Law (2000)  
 Ken & Bonnie Kwong Family Scholarship (2002)  
 Frank and Joann LaBella Scholarship (1991)  
 Latino Law Students' Association Scholarship (1984)  
 LL.M. Programs Endowed Scholarship (1989)  
 Albert J. and Mae Lee Memorial Scholarship (2003)  
 Legal Education Fund (1984)  
 E.M. Manning Fund for Single Parents (1988)  
 John A. McCarthy Foundation Memorial Scholarship (1978)  
 Tom McNally Memorial Book Award (1975)  
 Carol J. Miller Memorial Scholarship (1990)  
 Hon. William K. Morgan Scholarship (1976)  
 John P. Morris Memorial Scholarship (1994)  
 Nevada Endowed Scholarship (1987)  
 Amy Olson Memorial Scholarship (2005)  
 Pacific McGeorge Faculty Diversity Scholarship (2015)  
 Edwina V. Pfund Graduate Law Scholarship (1981)  
 Jeffrey K. Poilé Memorial Civil Rights Scholarship (2002)  
 Daniel D. Richard Endowment (2006)  
 Mark and Mona Roberts Labor Law Scholarship (2002)  
 Annie M. Rogaski Endowed Scholarship for Women in Science and Law (2008)  
 Professor Claude D. Rohwer Vietnam Endowed Award (2017)  
 David C. Rust Memorial Scholarship (1981)  
 Sacramento Bee Legal Scholars Program (1981)  
 Sacramento Estate Planning Council Endowed Scholarship (1991)  
 Kamal Ramsey Sadek Memorial Scholarship (1997)

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

### **Direct Scholarships and Awards**

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

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

### **Short-Term Emergency Loan Funds**

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

### **Addalou Davis Loan Repayment Assistance Program (LRAP)**

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

Candidates must meet minimum debt requirements and have an annual adjusted gross income of less than \$60,000. This program acts as a form of post-graduate aid, enabling graduates to accept public interest jobs because they receive a grant from the law school to help reduce their monthly loan obligation. Graduates who maintain a long-term career in the public interest field can potentially receive this assistance until all of their loans are repaid. For detailed information, graduates can contact the Financial Aid Office. Applications are available in October of each year on the McGeorge School of Law website or by request from the Financial Aid Office.

### **Public Legal Services Society Summer Grants**

The Public Legal Services Society at McGeorge School of Law, a student organization for those interested in pursuing a career in the public interest area, funds several summer grants to permit students to accept positions with public service agencies during the summer months.

Applications are available in March of each year. Among other eligibility requirements, students must complete a specified number of volunteer hours at PLSS events and be a dues-paying member of the club. More information is available on the PLSS blog at [blogs.mcgeorge.edu/PLSS](http://blogs.mcgeorge.edu/PLSS) (<http://blogs.mcgeorge.edu/PLSS/>).

### Application for Financial Aid

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

### Return of Title IV Funds

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

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

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

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

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

of Law will be distributed first to the Federal Unsubsidized Stafford Loan and the Federal Plus Loan.

### Questions?

**Building:** Administration

**Phone:** 916.739.7158

**Email:** [finaid@pacific.edu](mailto:finaid@pacific.edu)

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

**Address:** 3200 Fifth Ave., Sacramento, CA 95817

**Map View:** Financial Aid Office Map ([http://mcgeorge.edu/Future\\_Students/Life\\_at\\_McGeorge/The\\_Campus/Map/Financial\\_Aid\\_Office\\_Map.htm](http://mcgeorge.edu/Future_Students/Life_at_McGeorge/The_Campus/Map/Financial_Aid_Office_Map.htm))

## Yellow Ribbon Program FAQ

### What is the Yellow Ribbon Program?

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

### What VA and community resources are available to assist me?

There are many resources available to help you:

- Community Resources ([http://www.mcgeorge.edu/Students/Student\\_Life/Financial\\_Aid\\_Office/Prospective\\_StudentsApplicantsAdmitted\\_Students/Types\\_of\\_Aid/Yellow\\_Ribbon\\_Program\\_FAQ/Community\\_Resources.htm](http://www.mcgeorge.edu/Students/Student_Life/Financial_Aid_Office/Prospective_StudentsApplicantsAdmitted_Students/Types_of_Aid/Yellow_Ribbon_Program_FAQ/Community_Resources.htm))
- V.A. Chapters (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Veteran-Services/VA-Chapters.html>)
- V.A. Forms (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Veteran-Services/VA-Forms.html>)
- Called Back to Active Duty (<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Veteran-Services/Called-back-to-Active-Duty.html>)
- Order Military Transcripts (<https://jst.doded.mil/smart/signIn.do>)

### Who is Eligible for the Yellow Ribbon Program?

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

The general eligibility requirements for the Yellow Ribbon Program include:

- You served an aggregate period of 36 months in active duty after Sept. 10, 2001.
- You were honorably discharged from active duty for a service-connected disability and you served 30 continuous days after Sept. 10, 2001.
- You are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on the service eligibility criteria listed above.



We encourage all Veterans to review the eligibility criteria directly from the VA's website at [http://www.benefits.va.gov/gibill/yellow\\_ribbon.asp](http://www.benefits.va.gov/gibill/yellow_ribbon.asp).

### What are McGeorge's Yellow Ribbon Benefits?

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

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

### How will McGeorge select Yellow Ribbon Program benefit recipients?

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

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

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

To complete an application online, you will need the University of the Pacific, Sacramento Campus VA Code number: **3-1-8912-05**.

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

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

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

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

If you receive a Yellow Ribbon award, it will be coordinated into your financial aid award in accordance with all federal, state and institutional rules and regulations. You will be notified of the award by e-mail, from Pacific's Sacramento Campus certifying official.

### How is this benefit applied to my student account?

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

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

### Will my Yellow Ribbon Award be renewed?

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

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

### For Additional Information

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

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)."

## The Board of Regents

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# Tuition and Fees

- Graduate (p. 53)
- Professional (p. 53)

## Graduate

### Benerd School of Education

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

## Professional

### McGeorge School of Law

Juris Doctor  
Doctor of Juridical Science  
Master of Law

## Tuition and Fees on this page are for the following graduate and undergraduate programs on the Sacramento campus.

### Benerd College

Master of Arts in Education  
Doctor of Education

### McGeorge School of Law

Master of Public Administration  
Master of Public Policy  
Master of Science in Law

### School of Health Sciences

Master of Physician Assistant Studies  
Master of Science in Clinical Nutrition  
Master of Science in Nursing  
Master of Social Work  
Doctor of Occupational Therapy

The University of the Pacific is an independent institution. Each student is charged tuition that covers about three-fourths of the cost of services furnished by the University. The balance of these costs is met by income from endowment and by gifts from regents, parents, alumni, and other friends who are interested in the type of education this institution provides.

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

## 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, enrolled in 12 to 18 units in each semester	\$52,918
Wellness Center	\$330
ASUOP Student Fee	\$274
Activity & Recreation Fee	\$160
Student Health Insurance	\$2,820
Room and Board	\$14,420
Total per academic year	\$70,922

1. Arthur A. Dugoni School of Dentistry and McGeorge School of Law tuition and fee schedules are available in the Sacramento and San Francisco catalogs.

There are other fees and charges unique to certain programs. These fees or charges may be determined by contacting Student Accounts or the University office that administers those programs or activities in which the student intends to enroll or engage.

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)	\$26,459
Part-time (.5 to 11.5 units) per unit	\$1,826
Excess units above 18 units, per unit	\$1,826
Engineering Co-op (full-time) Admitted prior to Fall 2016 tuition rate	\$13,230
Engineering Co-op (full-time) Admitted Fall 2016 & Thereafter tuition rate	\$6,615

## Tuition – School of Pharmacy (per term)

Type	Cost
Full-time (12 to 20 units)	\$27,173
Part-time (.5 to 11.5 units) per unit	\$1,873
Excess units above 20 units, per unit	\$1,873
Pharmacy Clerkship Rotation (full-time)	\$27,173
Pharmacy Technology Fee	\$330
Pharmacy Professional Fee (1)	\$325

- <sup>1</sup> 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	\$25,691
All schools (.5 to 15.5 units) per unit, plus applicable fees	\$1,605
Excess units above 18 units, per unit	\$1,605
Physical Therapy (12 to 18 units), plus applicable fees (Fall, Spring, Summer Terms)	\$24,577
Physical Therapy (1 to 11.5 units or over 18 units) per unit	\$1,535
Physical Therapy Fee	\$150
Speech Language Pathology (16-18 units) plus applicable fees	\$23,740
Speech Language Pathology (1-15.5 units or over 18 units) per unit, plus applicable fees	\$1,483
Athletic Training (per unit), plus applicable fees	\$973
Athletic Training Fee	\$250
Benerd School of Education Masters per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,106
Benerd School of Education Doctoral per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,140
Doctor of Occupational Therapy per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,105
Master of Social Work, Traditional and Advanced Standing per unit, plus applicable fees (Fall, Spring Summer Terms)	\$1,025
Master of Science Clinical Nutrition per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,025
Master of Physician Assistant Studies (12 to 18 units), plus applicable fees (Fall, Spring, Summer Terms)	\$18,885
Master of Physician Assistant Studies (1 - 11.5 units or over 18 units), per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,302
Physician Assistant Studies Program Fee	\$769
Master of Public Administration (MPA) & Executive Master of Public Administration per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,457
Master of Public Policy (MPP) per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,457

Doctor of Audiology Admitted Fall 2018 and after per unit, plus applicable fees (Fall, Spring, Summer Terms) \$976

Doctor of Audiology Admitted Fall 2017 per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$914
Doctor of Audiology Admitted Fall 2016 per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$880
Audiology Activity Fee	\$400
Music Therapy per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,605
Data Science per unit, plus applicable fees (Fall, Spring, Summer Terms)	\$1,573

## Master of Science in Athletic Training Program

For information on Tuition and Fees please refer to Master of Science in Athletic Training Program (<https://students.pulse.pacific.edu/x88675.html>) website for more information.

## Master of Science in Law

Type	Cost
M.S.L. Program (\$8,742) <sup>5</sup>	\$17,484
Tuition per unit *	\$1,457
Student Government Fee (\$50)	\$100
Health Insurance (\$1,793) <sup>8</sup>	\$3,586
Wellness Center Fee (\$90) <sup>13</sup>	\$180
Academic Year Total (\$10,675)	\$21,350
-	-
Estimated Additional Expenses (actual cost will vary by student):	
Books & Supplies (\$800)	\$1,600
Personal (\$9,788)	\$19,575
Transportation Fee (\$1,260)	\$2,520

<sup>5</sup> Tuition is contingent upon units taken each semester. A two-year program usually involves six(6) to nine(9) units/semester.

<sup>8</sup> Health Insurance Rates may be subject to change.

<sup>13</sup> Wellness Center Fee is \$165/semester for students taking 9+ units and \$90/semester for students taking less than 8.5 units. A reduced Wellness Center Fee for Summer also applies however those rates are not available at this time but can range from \$34 to \$55 per session.

## Online Master of Science in Law

Type	Cost
Online M.S.L. Program (\$8,742) <sup>12</sup>	\$17,484
Tuition per unit *	\$1,457
Academic Year Total (\$8,742)	\$17,484
-	-
Estimated Additional Expenses (actual cost will vary by student):	
Books & Supplies (\$800)	\$1,600
Personal (\$9,788)	\$19,575

<sup>12</sup> Tuition is contingent upon units taken each semester. A two-year program usually involves six(6) units/semester and two(2) units during the summer.

## Master of Public Policy

Type	Cost
M.P.P. Program (\$17,484) <sup>6</sup>	\$34,968
Tuition per unit *	\$1,457
Student Government Fee (\$50)	\$100
Health Insurance (\$1,793) <sup>8</sup>	\$3,586
Wellness Center Fee (\$165) <sup>13</sup>	\$330
Academic Year Total (\$19,492)	\$38,984
-	-
Estimated Additional Expenses (actual cost will vary by student):	
Books & Supplies (\$800)	\$1,600
Personal (\$9,788)	\$19,575
Transportation Fee (\$1,260)	\$2,520

<sup>6</sup> Tuition is contingent upon units taken each semester. A two-year program averages twelve (12) units/semester.

<sup>8</sup> Health Insurance Rates may be subject to change.

<sup>13</sup> Wellness Center Fee is \$165/semester for students taking 9+ units and \$90/semester for students taking less than 8.5 units. A reduced Wellness Center Fee for Summer also applies however those rates are not available at this time but can range from \$34 to \$55 per session.

## Master of Public Administration

Type	Cost
M.P.A. Program (\$8,742) <sup>7</sup>	\$17,484
Tuition per unit *	\$1,457
Student Government Fee (\$50)	\$100
Health Insurance (\$1,793) <sup>8</sup>	\$3,586
Wellness Center Fee (\$165) <sup>13</sup>	\$330
Academic Year Total (\$10,750)	\$21,500
-	-
Estimated Additional Expenses (actual cost will vary by student):	
Books & Supplies (\$800)	\$1,600
Personal (\$9,788)	\$19,575
Transportation Fee (\$1,260)	\$2,520

<sup>7</sup> Tuition is contingent upon units taken each semester. A two-year program averages six (6) to nine (9) units/semester.

<sup>8</sup> Health Insurance Rates may be subject to change.

<sup>13</sup> Wellness Center Fee is \$165/semester for students taking 9+ units and \$90/semester for students taking less than 8.5 units. A reduced Wellness Center Fee for Summer also applies however those rates are not available at this time but can range from \$34 to \$55 per session.

## General Fees (per semester)

### Student Health Insurance Plan

Undergraduate Students \$1,410

Graduate and Professional Pharmacy Students \$1,793

This fee is required for all undergraduate and professional pharmacy students enrolled in 9 units or more and for international and graduate students enrolled in 1 unit or more.

*Wellness Center Fee \$165*

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

*Wellness Center Fee \$90*

This fee is required for all students enrolled in .5 to 8.5 units.

*ASUOP Student Fee \$137*

This fee is required for all undergraduate students residing in University housing and all undergraduates enrolled in 9 units or more.

*ASUOP Graduate Student Fee \$30*

This fee is required for all graduate students and doctoral candidates enrolled in 8.5 units or more.

*Activity & Recreation Fee \$80*

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

*Activity & Recreation Fee \$40*

This fee is required for all students enrolled in 0.5 to 8.5 units.

*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.

*Professional Pharmacy Fee \$325*

This fee is required for all professional students enrolled in 12 units or more.

*Pharmacy Technology Fee \$330*

*Physical Therapy Fee \$150*

*School of Engineering and 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 \$550*

This fee is required for all Conservatory Majors.

*Matriculation Fee \$100*

This fee is required for of first-time entering Pacific students.

This fee is required for all undergraduate and professional pharmacy students enrolled in 9 units or more and for international and graduate students enrolled in 1 unit or more.

(The Student Health Insurance Fee can be waived with proof of own applicable health insurance.)

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

Wellness Center, ASUOP, Activity and Recreation fees, and class and lab fees are non-refundable after the last day to add. The student health insurance plan is not refundable after 30 days from the start of the term and is not refundable if a claim has been filed.

## Special Fees

(Partial List)

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

## Undergraduate Confirmation Deposit

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

## Housing Deposit

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

## Financial Responsibility

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

Student Financial Responsibility Agreement Acknowledgements – Your agreement to the terms and conditions contained herein are required for your registration at the University of the Pacific.

I acknowledge that when I register for any courses with the University of the Pacific or receive services or purchase goods, I am responsible for all “charges” as they are posted to my account but are not limited to tuition, fees, room and board, meal plans, Laptop Agreement, bookstore charges and library fees. I further understand and agree that my registration and acceptance of these terms constitutes a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. § 523 (a) (8) in which the University of the Pacific is providing me educational services, deferring some or all of my payment obligation for those services, and I promise to pay for all

assessed tuition, fees, and other associated costs by the published or assigned due date.

I understand and agree that if I fail to satisfy my financial obligation to the University of the Pacific, I will receive no benefits from the University of the Pacific until my account is brought current. The benefits which may be terminated include but are not limited to, course registration, grades and diplomas. Any outstanding charges, due on your student account will be transferred to a Student Note with the Student Loan Department, of the University of the Pacific for servicing. This Student Note Loan balance is subject to agency collection fees, which may be based on a percentage, with a maximum of 33% of debt, and all costs and expenses, including reasonable attorney fees we incur in such collection efforts after internal collections efforts have failed to result in the full payment of my account. Furthermore I agree to reimburse the University of the Pacific for any legal fees or costs associated with any bankruptcy.

As required by law, you are hereby notified that a negative credit report reflecting on your credit record may be submitted to a credit reporting agency if you fail to fulfill the terms of your financial obligations to the University of the Pacific. Failure to make payments on time will result in loss of housing, suspension of meal plans, and termination of enrolled student status and will result in being declined future payment plan options with the University of the Pacific. It is your responsibility to ensure that all financial aid is properly credited to your account. The University of the Pacific has the right to increase their fees and charges as needed. Registration constitutes my agreement to all the forgoing terms and conditions.

I understand and agree that if I drop enrollment in some or all of the classes or decide to withdraw from the University, I must complete and submit all required online or hard-copy documentation by the applicable deadlines listed at [www.pacific.edu](http://www.pacific.edu). I acknowledge that lack of class attendance does not constitute an official drop or withdrawal, and I will still be responsible for payment of my tuition and fees.

If some, or all, of my financial aid is revoked because I dropped or failed to attend class, I agree to repay all aid that was disbursed to my account and resulted in a credit balance that was refunded to me.

A financial hold will be placed on my account whenever charges are not paid by the due date, and late fees will be assessed. If my account balance becomes delinquent and a hold is placed on my account, it will prevent enrollment in classes. Additionally, I cannot be issued a diploma until my account balance is paid in full or brought into a current status. At the discretion of the University, I may be administratively dropped from my courses for nonpayment.

As a material part of this agreement, I understand and agree, in order for the University of the Pacific to manage my account or to collect any amounts I may owe, the University of the Pacific may contact me at my current, and any future, home phone number(s), work phone number(s), cellular phone number(s), email(s), address(es), or wireless device(s) regarding my delinquent student account, which may result in additional charges to me. Note that the University will continue to communicate with you at your school email address unless you notify the University that you no longer use the school email address or provide the University with a different email address. Methods of contact may include, text messages, voice messages and/or use of an automatic dialing device, as applicable. I understand that email communications or voicemail messages may disclose financial information if you give permission for someone to access your email or voicemail or if you access or disclose the contents of an email or voicemail in the presence of a third party. I have read this disclosure and despite the possibility of third party



disclosures, I agree that the University of the Pacific and its appointed agents may contact me as described above.

I will immediately communicate any change of my legal name, SSN/TIN, address, phone number, email and citizenship/visa, or other contact information, to the University of the Pacific and keep my student account information up to date, per the instructions found at [www.pacific.edu](http://www.pacific.edu) or by contacting the Student Loans office at 209-946-2446. If I have not updated my contact information as required, I am aware that communications may be sent to the wrong address.

If I wish to allow the University of the Pacific to communicate with my parents or a third party about my personal information, I must complete the appropriate FERPA forms, which can be found at [www.insidepacific.edu](http://www.insidepacific.edu). The University of the Pacific may disclose personal information to servicing agencies and other agents for the purpose of conducting university business while maintaining data security as required by law.

I consent to have any financial credits apply to any miscellaneous campus fees assessed to my billing account. I understand that my payment obligation remains whether or not I view my billing statement, and whether or not my account is being paid by me or someone else.

I understand that the University of the Pacific uses electronic notification of outstanding debts and due dates as its official billing method, and therefore I am responsible for viewing and paying outstanding debts by their scheduled due date. I further understand that failure to review my account for due dates does not constitute a valid reason for not paying my debts on time.

I consent to electronic delivery of IRS Form 1098-T, which is necessary to obtain a tax credit, exclusively online at [www.1098t.com](http://www.1098t.com). I understand that I can withdraw consent by contacting the appropriate office below to identify the paper process by which to request paper 1098-Ts.

I will receive a written confirmation of my request when completed. After giving consent, I can obtain a paper copy of Form 1098-T by requesting in person at Student Business Services. I understand that I only need to consent once for current and future years. Not consenting or withdrawing consent to electronic delivery will result in having the 1098-T Form go through the postal service to an address on file, which I must keep up to date. If my e-mail address or mailing address is not current, I may not receive my Form 1098-T.

If I do not waive student health insurance, I consent to electronic delivery of the IRS Form 1095-B, which is necessary to avoid a health care tax penalty, to my email address on file. I understand that I can withdraw consent by contacting the student health insurance office to identify the paper process by which to request a paper 1095-B. I understand that I only need to consent once for current and future years. Not consenting or withdrawing consent will result in having the 1095-B Form go through the postal service to an address on file which I must keep up to date. If my e-mail address or mailing address is not current, I may not receive my 1095-B form.

In addition, University of the Pacific has the authority to transition to remote or online learning and operations and to continue charging the same tuition and fees without partial or total refund, unless a fee pertains specifically to a service that is terminated (e.g., on-campus parking, housing, etc.). The transition to remote or online learning and operations may be due to a variety of force majeure reasons (e.g., public health orders). Similarly, the tuition and fee obligations will remain the same and not subject to any refund, if, for any reason, a student is permitted by

University of the Pacific to complete a term remotely or in combination of remote and in-person instruction.

I have read, understand, and consent to the terms of this agreement, as applicable, and that I have an opportunity to ask any questions I may have by contacting Student Accounts Office at 209-946-2517.

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](mailto: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 1<sup>st</sup> for the fall semester and January 1<sup>st</sup> 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](http://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.

University of the Pacific offers a payment plan which allows a student account to be paid in monthly installments each semester. The payment plan requires a down payment (1st payment) at the time of enrollment and non-refundable deferment fee applied to the first installment. Deferment fees are as follows: 3-month payment plan \$25 deferment fee, 4-month payment plan \$75 deferment fee and 5-month payment plan \$75 deferment fee. Payment Plans are not applicable for Summer Sessions except for Professional Pharmacy/Health Sciences Programs. Enrollment for the payment plan MUST be completed online.

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 diplomas, and utilization of University housing and meals, until the balance is paid in full. In addition, all institutional loans or other loans guaranteed by the Federal Government must be in good (current) standing and exit interviews completed prior to the release of diploma or transcripts.

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

Effective August 1, 2021, any student using CH31 (Vocational Rehabilitation and Employment benefits) or CH33 (Post-9/11 G.I. Bill) is protected from any penalties imposed by our University while waiting for the VA to make tuition and fee payments.

## Refund of Tuition and Fees

The following refund schedule pertains only to tuition charges and is applicable when the student drops below full time enrollment or **officially withdraws** from the University. Students who intend to withdraw must notify the Office of the Registrar.

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

Notification and withdrawal before classes begin – No charge.

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

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

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

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

If the student reducing units or withdrawing from the University is a financial aid recipient, the student's financial aid award may be adjusted according to federal and state regulations and University policy. If the student has received more federal financial aid dollars than earned, the unearned aid must be returned to the federal financial aid program or programs from which it was paid. The funds remaining on the student account after federal 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.

Health Insurance is a Mandatory Fee for all students enrolled in six (6) or more units. Students may opt out of the University provided health insurance by completing an online waiver, and providing acceptable proof of comparable health coverage by the announced deadline.

If you would like to "opt-out" of the plan and can provide proof of other comparable health insurance, you may waive participation in the plan by completing the Online Waiver Form available at [www.pacific.edu/insuranceoffice.xml](http://www.pacific.edu/insuranceoffice.xml) (<http://www.pacific.edu/insuranceoffice.xml>).

The Wellness Fee is a Mandatory Fee for all students physically attending on campus. The cost is \$165/semester (fall & spring) for students taking 9+ units and \$90/semester for students taking less than 5.5 units. Summer Wellness Fees TBD.

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

## Tuition and Fees on this page are for the following professional programs on the Sacramento campus.

### McGeorge School of Law

Juris Doctor

Master of Laws

Doctor of Juridical Science

- Juris Doctor Program | Full-Time Division | Per Semester (p. 59)
- Juris Doctor Program | Part-Time Division | Per Semester (p. 59)
- Juris Doctor Program | Student Fees (p. 59)
- Miscellaneous Fees (p. 60)
- Financial Responsibility Acceptance (p. 60)
- Payment Deadline (p. 60)
- International Payments (p. 61)
- Installment Plan (p. 62)

- Withdrawal & Transfer of Division (p. )
- Billing Schedule (p. 63)
- Refunds (p. 63)
- Course Add or Drop (p. 63)
- Disclaimer (p. 63)

## Tuition - Professional Students (per semester) Juris Doctor Program | Day Division

Type	Cost
Block Rate 12-17 units (\$28,679) <sup>1</sup>	\$57,358
Tuition per unit*	\$1,950
Academic Year Total - Day Division (\$28,679)	\$57,358

- <sup>1</sup> Day Students will only be allowed to enroll in less than twelve (12) units during their final semester, and can be changed at a per unit rate of \$1,950 subject to approval from the Assistant Dean for Student Affairs.

## Juris Doctor Program | Evening Division

Type	Cost
Block Rate 8-10 units (\$19,047) <sup>2</sup>	\$38,094
Tuition per unit *	\$1,950
Summer School (tuition varies) <sup>3</sup>	\$3,899 to \$9,748
Academic Year Total - Evening Division	\$42,423 to \$48,272

- <sup>2</sup> Evening students will only be allowed to enroll in less than eight (8) units during their final semester, and can be charged at the per unit rate of \$1,950 subject to approval from the Assistant Dean for Student Affairs. Any units in excess of ten (10) units will be charged at the per unit rate of \$1,950.
- <sup>3</sup> The traditional four year evening program requires students to enroll in 2-5 units each summer at an additional per unit cost.

## Juris Doctor Program | Student Fees

Type	Cost
Student Government Fee (\$50)	\$100
Health Insurance (TBD) <sup>8</sup>	TBD
Wellness Center Fee (\$165) <sup>13</sup>	\$330
Estimated Books & Supplies for J.D. Students (\$800) <sup>14</sup>	\$1,600
Personal (\$9,788) <sup>14</sup>	\$19,575
Transportation Fee (\$1,260) <sup>14</sup>	\$2,520

- <sup>8</sup> Health Insurance Rates may be subject to change.
- <sup>13</sup> Wellness Center Fee is \$165/semester for students taking 9+ units and \$90/semester for students taking less than 8.5 units. A reduced Wellness Center Fee for Summer also applies however those rates are not available at this time but can range from \$34 to \$55.
- <sup>14</sup> Estimated Additional Expenses (actual cost will vary by student).

## Master of Laws Program

Type	Cost
LL.M Program (17,352) <sup>4</sup>	\$34,704
Tuition per unit *	\$1,446

Student Government Fee (\$50)	\$100
Health Insurance (TBD) <sup>8</sup>	TBD
Wellness Center Fee (\$165) <sup>13</sup>	\$330
Academic Year Total (\$17,567)	\$35,134
-	-
Estimated Additional Expenses (actual cost will vary by student):	
Books & Supplies (\$800)	\$1,600
Personal (\$9,788)	\$19,575

- <sup>4</sup> Tuition is contingent upon units taken each semester.
- <sup>8</sup> Health Insurance Rates may be subject to change.
- <sup>13</sup> Wellness Center Fee is \$165/semester for students taking 9+ units and \$90/semester for students taking less than 8.5 units. A reduced Wellness Center Fee for Summer also applies however those rates are not available at this time but can range from \$34 to \$55 per session.

## Online Master of Laws Program

Type	Cost
Online LL.M. Program (\$8,676) <sup>11</sup>	\$17,352
Tuition per unit *	\$1,446
Academic Year Total (\$8,676)	\$17,352
-	-
Estimated Additional Expenses (actual cost will vary by student):	
Books & Supplies (\$800)	\$1,600
Personal (\$9,788)	\$19,575

- <sup>11</sup> Tuition is contingent upon units taken each semester.

## Doctor of Juridical Science Residency

Type	Cost
J.S.D. Residency (\$8,676) <sup>4</sup>	\$17,352
Tuition per unit *	\$1,446
Student Government Fee (\$50)	\$100
Health Insurance (TBD) <sup>8</sup>	TBD
Wellness Center Fee (\$90) <sup>13</sup>	\$180
Academic Year Total (\$8,816)	\$17,632
-	-
Estimated Additional Expenses (actual cost will vary by student):	
Books & Supplies (\$800)	\$1,600
Personal (\$9,788)	\$19,575

- <sup>4</sup> Tuition is contingent upon units taken each semester.
- <sup>8</sup> Health Insurance Rates may be subject to change.
- <sup>13</sup> Wellness Center Fee is \$165/semester for students taking 9+ units and \$90/semester for students taking less than 8.5 units. A reduced Wellness Center Fee for Summer also applies however those rates are not available at this time but can range from \$34 to \$55 per session.

## Doctor of Juridical Science Candidacy

Type	Cost
J.S.D. Candidacy (\$2,892)	\$5,784
Tuition per unit *	\$1,446
Wellness Center Fee (\$90) <sup>13</sup>	\$180
Academic Year Total (\$2,982)	\$5,964

<sup>13</sup> Wellness Center Fee is \$165/semester for students taking 9+ units and \$90/semester for students taking less than 8.5 units. A reduced Wellness Center Fee for Summer also applies however those rates are not available at this time but can range from \$34 to \$55.

## Miscellaneous Fees

Type	Cost
Return Check Fee	TBD
Installment Payment Plan Set-Up Fee	Plan A -TBD Plan B - TBD
Late Fee	2.5% of outstanding balance not to exceed TBD

## Financial Responsibility Acceptance

**Accept Financial Responsibility on InsidePacific prior to registration:** All students are required to accept Financial Responsibility for each term they register for classes. If you do not accept Financial Responsibility during the registration process for the current term, please follow these instructions to meet the requirement.

To complete via mobile device:

- Log into InsidePacific
- Expand the menu at top of the page (three lines in upper left)
- Select the Sacramento Students Link
- Select the Pacific Today Link
- Go to the Financial Responsibility Acceptance box and click on the link to accept financial responsibility
- Select the current term e.g. LAW Spring, Law Summer or Law Fall 2021 (in the drop down)
- Read the statement and click on the "I Accept" button.

In the event you do not accept Financial Responsibility at the time of registration, or prior to classes beginning, your account will be placed on Financial Hold (FH), which will prohibit you from registering for courses and/or changing your registration.

Electronic acceptance of Financial Responsibility is the University's preferred method to meet this requirement, but in the unseen event of technical difficulties, you can find a hard copy of the form here Financial Responsibility Acceptance Form (<http://catalog.pacific.edu/sacramento/tuitionandfees/file:///C:/Users/dfelici1/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/JDC1YZ6J/UOP%20FINAL%20Financial%20Agreement%2010.17.2019.pdf>). If you are unable to complete the form through InsidePacific, please sign and date the hard copy and submit it to the Business Office for our records.

## Payment Deadline

Enrollment constitutes a financial contract between you and the University of the Pacific McGeorge School of Law. All tuition and fees for each semester are due no later than five (5) days following the end of the Add/Drop period for that semester. Summer school tuition and fees are due on the first day of the session in which you are enrolled.

If at any point during the semester you incur additional charges after the add/drop period, you must pay the balance due within five (5) days. Failure to pay your balance or make satisfactory payment arrangement with the University of the Pacific McGeorge School of Law before the balance becomes past due will result in a late fee assessment. For more information on Housing related charges and penalties associated with failure to pay please see the section below on **Housing Payment Deadlines**.

Your rights to University of the Pacific, McGeorge School of Law services and benefits are contingent upon your making all payments in a timely manner as stated above. If payment of amounts owed to University of the Pacific McGeorge School of Law is not made when due, we have the right to administratively withdraw you, direct you not to attend class, withhold your grades, diplomas, scholastic certificates, and not release your exams. Failure to maintain good financial standing with University of the Pacific McGeorge School of Law, as evidenced by failure to make timely payments of any and all balances due, will also result in denied participation in any deferred payment plans and/or some forms of institutional financial aid. Further, failure to maintain good financial standing may be reported to any state bar to which you may seek admission.

If you withdraw or are dismissed during the year, all outstanding obligations become due and payable on the termination date. No adjustment of tuition will be made for late enrollment, absences from class, leaves of absence for a portion of a semester, or when a student has been dismissed or suspended by official action of the University of the Pacific, McGeorge School of Law.

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

## Housing Charges and Payment Deadlines

Rent is due on the 1<sup>st</sup> of each month. If your rent is not paid by the 5<sup>th</sup> of the month you will be assessed a late fee of \$20 by the Housing Office. Your account will be assessed an additional late fee for unpaid rent and other miscellaneous housing charges (garage fee, utilities, etc.) based on the schedule in the **Late Fee** section below. Please refer to your rental agreement for disciplinary actions for failure to pay.

## Students with Loans

The Business Office will verify with the Financial Aid Office any amount of loan money you will be receiving, if any. Upon verification of the loan proceeds, tuition that will be covered by the funds will be deferred until receipt of the funds. Loan funds will be applied directly to the tuition account for all courses for the term. Payment, for any portion not covered by loan disbursement, is due by the date specified in the Payment Deadline section below.

## Method of Payment

Students may pay by e-check, paper check, cashier's check, cash, money order or credit card (Visa, MasterCard, Discover or American Express). If paying by credit card or e-check, you may process your payment through InsidePacific. Payments in the form of cash, check and credit card can be made in person in the Business Office. Paper checks may be mailed to the Business Office. Please insure to include the student's University ID on the check so it can be applied timely and accurately.



If payments are made by credit/debit card (including, but not limited to tuition, fees and housing charges) and financial aid is received after the credit card payments were made, we are bound by our merchant agreement to refund credit card payments before issuing a refund to you. Any credit/debit card payments made within 180 days of the date the credit occurred on the account are returned first, and any remaining credit is refunded to the student second.

#### ***University of the Pacific Policy Regarding Overpayments made with wire transfer***

University of the Pacific is not a financial institution. Payments directed to us should be rendered for the amount due based upon a University invoice, or the expected amount of tuition, institutional fees and on-campus housing while you are in attendance. Payments for off-campus housing, or other personal living expenses should be directed to your personal bank account, not the University's bank account. **Please note: payments received in excess of the amount billed will either be placed on deposit for an upcoming semester, or the payment will be returned to the sender.** In the case of wire transfers, the wire transfer will be reversed to return funds back to the originating account.

## **International Payments**

### ***PayMyTuition***

Beginning in fall 2020, University of the Pacific has partnered with PayMyTuition for international tuition payments. With PayMyTuition, you can pay your tuition payments from any bank, in any country, in any currency at better-than-bank exchange rates. PayMyTuition is fast, simple, and cost-effective. PayMyTuition also provides web experience and customer support in multiple languages.

University of the Pacific partners with Western Union Business Solutions to provide international students an alternative method for paying student bills. This option allows payments to be made in the currency of choice (providing it is available in the Western Union currency list) and provides a simple and reliable way of initiating payments electronically.

Click here to learn more about how PayMyTuition works: <https://www.paymytuition.com/how-it-works> (<https://www.paymytuition.com/how-it-works/>)

Please follow this link to make a payment with PayMyTuition: <https://www.paymytuition.com/paynow/pacific> (<https://www.paymytuition.com/paynow/pacific/>)

### ***International Funds Transfer (IFT) WUBS***

University of the Pacific also partners with Western Union Business Solutions to provide international students an alternative method for paying student bills. This option allows payments to be made in the currency of choice (providing it is available in the Western Union currency list) and provides a simple and reliable way of initiating payments electronically.

International Funds Transfer (IFT) offers favorable exchange rates and eliminates bank fees typically charged for wire transfers. In ePay, payment in foreign currencies are made via Western Union Business Solutions and automatically posted to the student account once received.

See International Funds Transfer ([http://catalog.pacific.edu/file:///pacific.edu/sac/Businessoffice/Business\\_Office\\_Share/Western%20Union/Sac](http://catalog.pacific.edu/file:///pacific.edu/sac/Businessoffice/Business_Office_Share/Western%20Union/Sac)

[%20CampusV-16-0140\\_AU\\_Pacific\\_Canada\\_Infosheet\\_ENG-2-SacCampus.pdf](#)) (PDF).

Watch the video by clicking on the link below to help you learn how to make an (IFT) payment in CASHNet by going to insidePacific (referred to as our School Portal in the video).

## **University of the Pacific Policy Regarding Over Payments**

University of the Pacific is not a financial institution. Payments directed to us should be rendered for the amount due based upon a University invoice, or the expected amount of tuition, institutional fees and on-campus housing while you are in attendance. Payments for off-campus housing or other personal living expenses should be directed to your personal bank account, not the University's bank account. **Please note: payments received in excess of the amount billed will either be placed on deposit for an upcoming semester, or the payment will be returned to the sender.** In the case of wire transfers, the wire transfer will be reversed to return funds back to the originating account.

### **International Funds Transfer (IFT)**

International Funds Transfer (IFT) offers favorable exchange rates and eliminates bank fees typically charged for wire transfers. In ePay, payment in foreign currencies are made via Western Union Business Solutions and automatically posted to the student account once received. See International Funds Transfer (pdf).

Watch the video by clicking on the link below to help you learn how to make an (IFT) payment in CASHNet by going to insidePacific (referred to as our School Portal in the video).

- Learn more about how to use International Funds Transfer (YouTube) (<https://www.youtube.com/watch?v=etnQ81uS-vA>)

The video is available in the following languages:

- Cantonese (Vimeo) (<https://player.vimeo.com/video/136655116/>)
- Mandarin (Vimeo) (<https://player.vimeo.com/video/138694138/>)
- Spanish (YouTube) (<https://www.youtube.com/watch?v=wckM97dbtaY&feature=youtu.be>)

Click **here** for the most updated Currency List.

### **Late Fees**

**FEE AMOUNT:** 2.5% late fee not to exceed \$100

**FALL/SPRING FEE ASSESSMENT FREQUENCY:** Tuition & fees are to be paid in full no later than five days following the final day of the add/drop period for the current semester, or students must have an Installment Plan on file by the first day of class (first payment due five days after the add/drop period). Late fees will be assessed on the sixth day after the final day of the add/drop period and every billing cycle thereafter on the entire balance due. Please see the billing cycle located in the BILLING section.

If there is a charge on your account that you are disputing you will need to notify the Business Office in writing (SAC\_busoffice@pacific.edu) immediately to prevent a late fee from being assessed on the disputed amount.

Additional charges incurred by students following the final day of the add/drop period for the current semester are to be paid in full within five business days after the charges are posted to the student account.

If a student has an Installment Plan on file in the Business Office they can add additional charges to the plan by completing an Installment

Plan Amendment form within the five business days. Late fees will be assessed based on the following schedules:

#### SUMMER SESSION FEE ASSESSMENT & LATE FEES:

Tuition and fees are to be paid in full on the first day of the session. Pacific/McGeorge does not offer the deferred payment plan during the summer semester. Late fees will be assessed the next business day and every 30 days thereafter until the balance is paid.

**SUMMER 2021 SESSION 1:** *Payment due in full by 5:00 p.m. on May 25.*

**SUMMER 2021 SESSION 2:** *Payment due in full by 5:00 p.m. on May 31.*

**SUMMER 2021 SESSION 3:** *Payment due in full by 5:00 p.m. on June 28.*

**EXTERNSHIPS:** *Payment due in full by 5:00 p.m. on May 25.*

Pacific/McGeorge does not offer the deferred payment plan during the summer semester. Late fees will be assessed the following business day and every 30 days thereafter until the balance is paid in full.

Additional charges for any summer session that occur after the first day of class are due the next business day after the charge is assessed on the student account. Late fees for additional charges will be assessed based upon the academic year billing cycles, which can be found under the BILLING section of this document.

**LATE FEE GRIEVANCE:** All grievances relating to late fees are to be made by completing a LATE FEE GRIEVANCE FORM and submitting the form to the Business Office for consideration. All balances, less the late fee in dispute and any charge that you have notified the Business Office that you are disputing, must be paid in full prior to submitting a late fee grievance form. Forms can be emailed, faxed or delivered in person to the Business Office. Forms will be processed within five business days of receipt and an email notification will be sent to the students' pacific email account regarding the decision.

## Installment Plan

### INSTALLMENT PLANS FOR ACADEMIC YEARS 2021-2022

**INSTALLMENT PLAN:** *An installment plan to pay tuition and fees is offered to all students except for those who are attending McGeorge on an F-1 or J-1 visa.* Each student that elects to participate in the Installment Payment Plan must sign a contract with the Business Office by the dates outlined below. Students who receive Financial Aid may also elect to participate in this plan to pay off any remaining balance on tuition and fees. Additional charges incurred after the set-up of the installment plan can be added by completing an **Installment Plan Amendment Form** with the Business Office. The Business Office will not make any changes to contracts unless the amendment form has been submitted and approved.

If the Installment Plan Amendment Form is not completed the additional charges are due in full no later than five business days after the charge has been posted to the students' account.

If there is a failure to make any of the scheduled payments, as outlined by the signed contract, University of the Pacific McGeorge School of Law will assess a late fee, withdraw the student from the current term and may declare the unpaid balance to be in default and demand immediate payment of the entire unpaid balance including: principal, accrued interest, late fees and any applicable collection fee's. Collection costs shall not exceed 30% of the principal, interest and late fees at the time of acceleration.

**Because of the short time frame, we do not offer Installment Plans during the summer sessions.**

**INSTALLMENT PLAN A:** This installment plan allows the student to pay tuition and fees in four equal installments. There is a \$40 set-up fee and the student must elect to participate in this plan by the dates in the schedules below:

#### Fall 2022 Installment Plan A Due Dates

Description	Date(s)
Payment Due Dates – Plan A	Late Fee Assessment
Deadline to enroll for this plan is August 16 – 1st payment due August 31	Late fee applied September 3*
2nd payment due September 30	Late fee applied October 1*
3rd payment due October 31	Late fee applied Nov 1*
Final payment due November 30	Late fee applied Dec 2*

#### Spring 2023 Installment Plan A Due Dates

Description	Date(s)
Payment Due Dates – Plan A	Late Fee Assessment
Deadline to enroll for this plan is January 10 – 1st payment due January 25	Late fee applied January 26*
2nd payment due February 28	Late fee applied Mar 1*
3rd payment due March 31	Late fee applied April 1*
Final payment due April 30	Late fee applied May 1*

**Installment Plan B:** This installment plan allows the student to pay tuition and fees in three installments. There is a \$50 set-up fee and the student must elect to participate in this plan by the dates in the schedules below:

#### Fall 2022 Installment Plan B Due Dates & Payment Amounts

Description	Date(s)
Payment Due Dates – Plan B	Payment Amount – Plan B - Late Fee Assessment
Deadline to enroll for this plan is August 16 – 1st payment due September 14	40% of current balance - Late fee applied February 16*
2nd payment due October 31	50% of balance - Late fee applied Nov 1*
Final payment due November 30	Remainder of balance - Late fee applied Dec 2*

#### SPRING 2023 Installment Plan B Due Dates & Payment Amounts

Description	Date(s)
Payment Due Dates – Plan B	Payment Amount – Plan B - Late Fee Assessment
Deadline to enroll for this plan is January 10 – 1st payment due February 15	40% of current balance - Late fee applied February 16*
2nd payment due March 31	50% of balance - Late fee applied April 1*
Final payment due April 30	Remainder of balance - Late fee applied May 1*

\* Late fees are 2.5% (not to exceed \$100)

## Withdrawal & Transfer of Division

Students who withdraw or transfer divisions after a semester begins will have their tuition adjusted according to the schedule below. Students who change divisions and who receive institutional scholarships will have their scholarship reduced/prorated using the percentage of tuition charges below. **Please see the financial aid office before making a final decision to ensure you understand your financial obligations.**

### Fall/Spring Semester

- Week 1 = 100% Refund
- Week 2 = 60% Refund
- Week 3 = 40% Refund
- Week 4 = 25% Refund
- Week 5 and after = 0% Refund

### Summer Sessions

- Day 1 = 100% refund
- Day 2 = 60% Refund
- Day 3 = 40% Refund
- Day 4 = 25% Refund
- Day 5 and after = 0% Refund

## Billing Schedule

Bills are generated electronically based on the schedule below. If you have an outstanding bill or have had activity within the previous month, an electronic statement will be generated and an email will be sent to your University of the Pacific account. A "dynamic" bill which provides detail of all your student account activity can be viewed at any time by logging onto InsidePacific.

### Academic Year 2022-2023 Billing Cycle Dates

<https://www.mcgeorge.edu/policies/tuition-payment-policy> (<https://www.mcgeorge.edu/policies/tuition-payment-policy/>)

### Summer 2023 Billing Cycle Due Dates

<https://www.mcgeorge.edu/policies/tuition-payment-policy> (<https://www.mcgeorge.edu/policies/tuition-payment-policy/>)

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

## Refunds

If payments are made by credit/debit card (including, but not limited to tuition, fees and housing charges) and additional financial aid is received after those payments were made, we are bound by our merchant agreement to refund credit card payments before issuing a refund to you. Any credit/debit card payments made within 180 days of the date the credit occurred on the account are returned first, and any additional credit is refunded to the student second.

Any credit balance on your account, which is not impacted by our credit card merchant agreement or as a result of an IFT or wire payment for personal expenses (please see the University policy regarding over-payments above), will be returned to you in the form of a Refund Disbursement; At the beginning of each semester, the McGeorge Business office will begin to process student refunds after the Add/Drop period has ended (typically the second week of the semester). During the rest of the semester, the Business Office refund disbursement schedule will follow the University of the Pacific's check runs which occur on Monday and Wednesday nights. Refunds generated as a result of net financial aid will be mailed to your mailing address on file with the Office of the Registrar. Please allow a delay of up to five (5) business days to receive Refund Disbursements via a paper check. Students that elect to receive Direct Deposit of these disbursements will receive the money typically within three (3) business days. All charges must be paid in full before refunds can be issued from any form of financial aid.

## Title IV Authorization to Release Non-Institutional Charges (and prior year charges) Form

In order to use financial aid to cover any charges not directly related to taking a class such as health insurance, bookstore charges, library fines, student locker fees, parking fees, card replacement fees, or returned check fees, the McGeorge Business office must have a completed Title IV Authorization Form (pdf) (<http://mcgeorge.edu/Documents/Forms/McGTitleIVAuthorization.pdf>) prior to funding being disbursed.

## Course Add or Drop

Students can add/drop a course during the first week of each semester without penalty, or on the first day of each Summer session. Please note that additional tuition charges may result from add/drop actions.

## Disclaimer

University of the Pacific, Sacramento campus reserves the right to change fees, modify its services, or change its programs or payment due dates at any time and without prior notification being given.

## Questions?

**Building:** Administration, Room 104

**Phone:** 916.739.7054

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

**Address:** 3200 Fifth Ave., Sacramento, CA 95817

**Map View:** Business Office Map ([http://mcgeorge.edu/Future\\_Students/Life\\_at\\_McGeorge/The\\_Campus/Map/Business\\_Office\\_Map.htm](http://mcgeorge.edu/Future_Students/Life_at_McGeorge/The_Campus/Map/Business_Office_Map.htm))

**Fax:** 916.739.7162

**Email:** [sac\\_busoffice@pacific.edu](mailto:sac_busoffice@pacific.edu)

# University Administration

## The Administration

Title	Name
President	Chris Callahan
Provost and Executive Vice President for Academic Affairs	Maria G. Pallavicini
Vice President for Business and Finance	Kenneth Mullen
Vice President for Enrollment Management	Chris Ferguson
Vice President for Student Life	Carrie Lovelace Petr
Vice President for University Development and Alumni Relations	Burnie Atterbury
General Counsel	Kevin Mills
Vice President for Technology and Chief Information Officer	Art Sprecher
Associate Vice President for University Strategic Communications	Marge Grey
Director of Intercollegiate Athletics	Janet Lucas

## Office of the Provost

Title	Name
Provost and Executive Vice President for Academic Affairs	Maria G. Pallavicini
Chief of Staff to the Provost	TBD
Vice Provost for Faculty Affairs	Joan Lin-Cereghino
Vice Provost for Undergraduate Education	Edith Sparks
Vice Provost for Strategy and Educational Effectiveness	Cyd Jenefsky
Associate Provost	Elisa Anders
Associate Provost of Research	James Uchizono
Assistant Provost for Budget and Finance	Yuhang Shi
Chief Compliance Officer	Jared B. Gaynor
Director, Center for Teaching and Learning	Lott Hill
University Registrar	Karen Johnson

## School and College Deans

Title	Name
Dean, College of the Pacific	Rena Fraden
Senior Associate Dean	Gregg Jongeward
Associate Dean	Scott Jensen
Dean, Conservatory of Music	Peter Witte

Dean, Eberhardt School of Business	Tim Carroll
Associate Dean, Academic Programs	Cynthia Eakin
Dean, Benerd College	Patricia Campbell
Senior Associate Dean	Linda Webster
Associate Dean	Farley Staniec
Associate Dean	Rod Githens
Assistant Dean	Kyle Harkness
Dean, School of Engineering and Computer Science	Steven Howell
Associate Dean	Michael Doherty
Dean, School of Health Sciences	Nicoleta Burnariu
Dean, Thomas J. Long School of Pharmacy	Rae Matsumoto
Associate Dean for Academic Affairs	Eric Boyce
Associate Dean for Graduate Education and Research	Xiaoling Li
Associate Dean for Student Affairs Enrollment Management	Marcus Ravnán
Associate Dean for Professional Programs	Allen Shek
Assistant Dean for External Relations	Nancy DeGuire
Associate Dean for Operations	Linda Norton
Assistant Dean for Pre-Pharmacy and Pre-Health Affairs	Marcus Ravnán
Dean, Graduate School	TBD
Dean, Pacific McGeorge School of Law	Michael Schwartz
Associate Dean, Academic Affairs	Mary-Beth Moylan
Associate Dean, Faculty Scholarship	Rachel Salccu
Associate Dean of Administration	Jeff Proske
Assistant Dean, Development	Mindy Danovaro
Assistant Dean, Law Library	James Wirrell
Assistant Dean, Student Affairs	Alicia Morrell
Assistant Dean, Admissions and Financial Aid	Tracy Simmons
Dean, Arthur A. Dugoni School of Dentistry	Nader A. Nadershahi
Executive Associate Dean	Eve Cuny
Associate Dean, Clinical Services	Des Gallagher
Associate Dean, Fiscal Services	Edward Pegueros
Assistant Dean for Admissions, Student Life & Diversity	Stan Constantino



Assistant Dean, Academic Affairs	Daniel J. Bender
Dean, University Library	Mary Somerville

## Office of Vice President for Business and Finance

Title	Name
Vice President for Business and Finance	Kenneth M. Mullen
Associate Vice President for Business and Finance	Ron Ellison
Assistant Vice President, Human Resources	Linda Jeffers
Assistant Vice President, Chief Facilities Officer	Steve Greenwood
Assistant Vice President, Chief Investment Officer	Jol Manilay
Associate Controller	Audrey George
Director, Budget	Jonallie Parra
Chief Audit Executive, Internal Audit Operations	Randy Schwantes
Director, Procurement Services	Ronda Marr
Director, Risk Management	Roberta Martoza
Director, San Francisco Campus	Kara Bell
Director, Student Business Services	Elizabeth Ledesma
Director, University Payroll Services	Tara Juano

## Office of Vice President for External Relations

### Office of the Vice President for Development and Alumni Relations

Title	Name
Vice President	Burnie Atterbury
Sr. Associate Vice President, Principle Giving & Leadership Administration	Scott Biederman
Sr. Associate Vice President, Development and Advancement Unit Administration	Cathy Wooton
Associate Vice President, Alumni Operations	Kelli Page

## Office of Vice President for Student Life

Title	Name
Vice President for Student Life	Carrie Lovelace Petr
Associate Vice President for Student Well-Being/Dean of Students	Rhonda Bryant
Associate Vice President for Student Involvement and Equity	Allison Dumas
Associate Vice President/Executive Director, Career Development	Tom Vecchione

Executive Director, Public Safety	Grant Bedford
Executive Director, Residential Life, Housing, and Dining Auxiliary	Joe Berthiaume
Executive Director, Assessment and Student Development Services	Sandra Mahoney
Executive Director, Campus Life	Marc Falkenstein
Executive Director, Community Involvement & Educational Equity Programs	TBD
Associate Dean of Students (Sacramento and San Francisco)	TBD
Assistant Dean of Students	Anne Eastlick
Director, Campus Career Partnerships	Deb Crane
Director, Corporate & Employer Engagement	Robin MacEwan
Director, Counseling & Psychological Services	Kimberlee DeRushia
Director, Dining Services	Sia Mohsenzadegan
Director, SUCCESS	TBD
Director, Finance and Administration	Breann Northcutt
Director, Intercultural Student Success	TBD
Director, Orientation and Transition Programs	Ashton Ricketts
Director, Public Safety (Sacramento)	Jason Darling
Director, Public Safety (San Francisco)	John Feeney
Director, Religious and Spiritual Life/Multifaith Chaplain	Laura Steed
Director, Services for Students with Disabilities	Danny Nuss
Director, Student Health Services	Dayna Cerruti-Barbero
Director, University Bookstore	Jeremy Levenberg
Director, Upward Bound Program	Rosa Montes

## University Policy on Disclosure of Student Records

### Family Educational Rights and Privacy Act (Buckley Amendment)

The University of the Pacific complies with The Family Educational Rights and Privacy Act (abbreviated FERPA and formerly known as the Buckley Amendment). Educational institutions are required to annually notify enrolled students of their rights under the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. This page fulfills this obligation and serves as the annual FERPA notification to students at the University of the Pacific, by providing information about the university policy and students' rights with respect to their education records.

"Student" means an individual who is or who has been in attendance at University of the Pacific. A student or resident's FERPA rights begin when the student or resident registers and attends his/her first class. It does not include any applicant for admission to the university who does not matriculate, even if he or she previously attended the university. (Please note, however, that such an applicant would be considered a "student" with respect to his or her records relating to that previous attendance. Students or residents who originally sought admission to one program of study at the university and are denied, but subsequently are admitted and enrolled in a different program of study, have FERPA rights only in their admitted and enrolled program of study.) "Education records" include those records that contain information directly related to a student and that are maintained as official working files by the University. Examples of records that are **not** education records are records about students made by instructors, professors and administrators for their own use and not shown to others; campus police records maintained solely for law enforcement purposes and kept separate from the education records described above; employment records, except where a currently enrolled student is employed as a result of his or her status as a student; records of a physician, psychologist, or other recognized professional or paraprofessional made or used only for treatment purposes and available only to persons providing treatment; records that contain only information relating to a person's activities after that person is no longer a student at the university.

It is the policy of the university (1) to permit students to inspect their education records, (2) to limit disclosure of personally identifiable information from education records without students' prior written consent, and (3) to provide students the opportunity to seek correction of their education records where appropriate. A student alleging university noncompliance with the Family Educational Rights and Privacy Act has the right to file a written complaint with the Family Policy Compliance Office:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

**1. Students have the right to inspect and review their education records within 45 days after the day that University of the Pacific receives the request for access.**

Each student has a right of access to his or her education records, except confidential letters of recommendation received prior to January 1, 1975, and financial records of the student's parents. A student may, by a signed writing, waive his or her right of access to confidential recommendations in three areas: admission to any educational institution, job placement, and receipt of honors and awards. The university does not require such waivers as a condition for admission or receipt of any service or benefit. If the student chooses to waive his or her right of access, he or she is notified, upon written request, of the names of all persons making confidential recommendations. Such recommendations are used only for the purpose for which they were specifically intended. A waiver may be revoked in writing at any time, and the revocation applies to all subsequent recommendations, but not to recommendations received while the waiver was in effect.

**Procedure to be Followed:**

Requests for access should be made in writing to the Office of the Registrar, and should specify the record(s) the student wishes to inspect. The University complies with a request for access within a reasonable time, at least within 45 days. The Registrar's Office will make

arrangements for access and notify the student of the time and place where the records may be inspected.

**2. University of the Pacific limits disclosure of personally identifiable information from education records unless it has the student's prior written consent, subject to the following limitations and exclusions.**

**Directory Information.** In accordance with the FERPA, the University has the right to release Directory Information without the student's or resident's prior written consent. The University gives annual public notice to students of the categories of information designated as directory information. This information may appear in public documents or otherwise be disclosed even in the absence of consent unless the student files written notice requesting the University not to disclose any of the categories by the opt-out date, which is three weeks after the first day of the first term of enrollment. While students may opt out at any point subsequent to the opt-out date, late opt-outs will not apply retroactively to information previously released. To block the release of this information ('opt out'), a student must submit a Request for Non-Release of Directory Information Form. The University of the Pacific has designated as "directory information" the following items.

- Student's name
- University ID number
- Mailing and local address
- Telephone number
- E-mail address
- Photograph/Video
- Date and place of birth
- Degrees, honors, and awards
- Major field of study
- Grade level
- Campus of study (Stockton, Sacramento, or San Francisco)
- Dates of attendance, including matriculation and graduation
- Enrollment status (undergraduate, predoctoral, graduate, full-, part-time)
- Most recent educational agency or institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

**University Officials.** One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests. At Pacific, "University official" is defined as (1) a person employed by the University or in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); (2) a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); (3) a person serving on the Board of Regents; (4) a student serving on an official University committee (academic, grievance, or disciplinary) or assisting another University official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for University of the Pacific.

**Prior Consent Not Required.** FERPA allows additional exceptions to the written consent requirement for disclosure of education records to third parties. Some of these exceptions are listed below:

- To officials of another school in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

- To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.
- In response to a court order or subpoena, the University makes reasonable efforts to notify the student before complying with the court order.
- Appropriate parties in connection with an emergency, where knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- Parents of a student who is a dependent for income tax purposes. (Note: The University may require documentation of dependent status such as copies of income tax forms.)
- Accrediting organizations for purposes necessary to carry out their functions;
- Organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. The studies are conducted so as not to permit personal identification of students to outsiders, and the information is destroyed when no longer needed for these purposes;
- State and local officials to which such information is specifically required to be reported.
- Authorized persons and organizations that are given work in connection with a student's application for, or receipt of, financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms and conditions;
- Authorized representatives of the Comptroller General of the U.S., the Secretary of Education, the Secretary of the Department of Health and Human Services, the Director of the National Institute of Education, the Administrator of the Veterans' Administration, but only in connection with the audit or evaluation of federally supported education programs, or in connection with the enforcement of or compliance with Federal legal requirements relating to these programs. Subject to controlling Federal law or prior consent, these officials protect information received so as not to permit personal identification of students to outsiders and destroy such information when it is no longer needed for these purposes;

**Prior Consent Required.** Where FERPA does not allow exceptions to the written consent requirement, the University does not release personally identifiable information in education records or allow access to those records without prior consent of the student. Unless disclosure is to the student himself or herself, the consent must be written, signed, and dated, and must specify the records to be disclosed, the identity of the recipient, and the purpose of disclosure. A copy of the record disclosed is provided to the student upon request and at his or her expense.

The University, along with the student's education records, maintains a record for each request and each disclosure, except for the following:

1. disclosures to the student himself or herself;
2. disclosures pursuant to the written consent of the student (the written consent itself suffices as a record);
3. disclosures to school officials of the University.
4. disclosures of directory information.

This record of disclosures may be inspected by the student, the official custodian of the records, and other university and governmental officials.

### **3. University of the Pacific provides students the opportunity to seek correction of their education records.**

A student who believes that information contained in his or her education records is inaccurate, misleading, or violative of privacy or other rights may submit a written request to the Office of the Registrar specifying the document(s) being challenged and the basis for the complaint. The request will be sent to the person responsible for any amendments to the record in question. Within a reasonable period of time of receipt of the request, the University decides whether to amend the records in accordance with the request. If the decision is to refuse to amend, the student is so notified and is advised of the right to a hearing. He or she may then exercise that right by written request to the Office of the Registrar. Within a reasonable time of receipt of the request, the student will be notified in writing of the date, place, and time reasonably in advance of the hearing. The hearing will be conducted by a university official who does not have a direct interest in the outcome. The student will have a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney. Within a reasonable period of time after the conclusion of the hearing, the University will notify the student in writing of its decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. If the University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the University will amend the records accordingly. If, as a result of the hearing, the University decides that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, the University will inform the student of the right to place in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the University's decision. Any such explanation will be kept as part of the student's record as long as the contested portion of the record is kept and will be disclosed whenever the contested portion of the record is disclosed.

## **Work-Study**

University of the Pacific participates in the Federal Work-Study program, which provides employment opportunities for students who demonstrate financial need.

## **Graduate Assistantships**

### **Introduction**

University of the Pacific recognizes that providing graduate students with teaching and research assistantships is critical to the success of graduate and undergraduate programs at Pacific. This policy outlines the types of graduate assistantships, the requirements for students becoming graduate assistants, students' responsibilities, their compensation, and the evaluation of their work.

### **General**

Graduate assistantships are intended to assist students financially during their period of study. They should not interfere with a student's timely and successful progression toward graduation.

Assistantships must support the educational experience of the student and be related to the student's graduate program.

Graduate assistant appointments (singularly or in any combination with other on-campus employment) are for a maximum of 20 hours per week to prevent overload working conditions, which may threaten the student's academic progress and the quality of assigned duties.

Administrative responsibility for graduate assistantships rests within the unit in which the student is employed, in consultation with all other relevant units.

Graduate teaching assistants must reapply for appointment each year, and the assistantship is contingent upon satisfactory progress toward the degree.

## Types of Graduate Assistantships

There are two types of graduate assistantships: Teaching Assistantships and Research Assistantships.

### Teaching Assistantships

Graduate Teaching Assistants (GTAs) are funded through the respective School or College. GTAs are considered hourly employees, expected to work as teaching assistants, and are generally awarded tuition waivers. GTAs are typically responsible for directing lab sections, leading discussion sections, holding office hours, preparing course materials, grading, and in some cases, teaching regular classes of courses numbered below 200 under the tutelage and supervision of regular faculty members who are responsible for curriculum and instruction in the University. GTAs may not teach courses numbered 200 or above. However, GTAs may assist with laboratories or discussion sections for 200- and 300-level courses, but may not teach or assist with a course in which they are enrolled.

### Research Assistantships

Graduate Research Assistants (GRAs) are responsible for working on research projects in collaboration with or under the direction of a faculty or staff member. Duties assigned to Research Assistants may include gathering, organizing, and analyzing data, grading papers, and assisting faculty or non-academic units on campus. Whatever their responsibilities, duties assigned to GRAs must be relevant to the graduate program and the professional goals of the student. The supervising faculty or staff member determines the students' particular responsibilities and is accountable for monitoring and evaluating their performance. Many GRAs are funded through extramural grants and contracts; therefore, the research is often closely tied to the objectives of the grant proposal.

## Qualifications

All graduate assistants must hold a bachelor's degree or the equivalent and be admitted as students for graduate study. Applicants must have a cumulative GPA of 3.0 or better in all post-secondary coursework or in the last 60 units of baccalaureate and/or post-baccalaureate work and meet minimum enrollment requirements outlined below. GTAs must maintain good academic standing with a cumulative grade point average (GPA) of 3.0 or higher in all courses listed on the approved Program of Study. Conditionally admitted students are not eligible for assistantships. Each employing departmental unit or university office will review the qualifications of all appointees at the time of appointment to ensure compliance with existing university policies.

## Duties

A fundamental responsibility of all graduate assistants is to work closely with their supervisors in carrying out assigned duties and at the same time making satisfactory progress towards the completion of their degree programs. Duties may include a range of assignments; the exact duties will depend on the needs of the department, the background and qualifications of the graduate assistant, and the professional goals of the student. Work assignments should consider both the needs of the department and the graduate student's obligation to make satisfactory progress in his or her chosen academic program.

## Appointment

Offers of assistantships are contingent upon available funds and admission of the applicant to a graduate program and are made by the head of the unit that will employ the graduate assistant. Graduate assistantship appointments may be made for one or two academic terms,

a summer term, or one academic year. The term of an appointment for a graduate assistant may be based on the period of available funding as stated in their initial appointment letter.

Graduate assistants may not work more than an average of 20 hours per week for the university (0.5 FTE). This includes all university appointments and on-campus work positions. The exact days and hours may vary and should be decided upon in coordination with the graduate assistant's supervisor prior to the start of the term.

## International Teaching Assistants

University of the Pacific requires international graduate students whose native language is not English to obtain English proficiency certification before serving as graduate teaching assistants. English proficiency certification can be achieved by submitting official test scores on university-approved English proficiency examinations (see admission section of graduate catalog for minimum scores). This requirement does not apply to a student who has earned a baccalaureate or higher degree from an accredited institution of higher education in the United States, or from an institution in another English-only speaking country.

## Compensation and Benefits

Salary ranges for GTAs are set by the respective School or College. Individual colleges or employing non-academic units may set the exact hourly rate for each assistantship based on the type of degree program and level of academic progression (e.g., pre- vs. post-candidacy for doctoral students), the assigned duties, and other relevant factors.

Graduate assistantships, like other student employee appointments, are considered to be "at will", temporary appointments and do not qualify for vacation, holiday, or seasonal pay. Social Security and Workers' Compensation insurance benefits, however, are provided to all student employees.

## Rights and Responsibilities

A graduate assistant is a student employee performing part-time work related to academic training in an occupational category that requires all incumbents to be students as a condition of employment. Accordingly, the first priority of a graduate assistant should be satisfactory progress in his/her academic program. At the same time, graduate assistants have responsibilities for satisfactory performance of employment duties.

Graduate assistants are responsible for becoming familiar with general academic procedures in the University Catalog, the Faculty Handbook, Tiger Lore, and other university policies. These documents are available on the university's website.

Graduate assistants have a right to exhaust all proper channels in resolving a grievance regarding any aspect of their employment. For graduate assistants, the channels, in order, are: the immediate supervisor, department chair or program director, the College/School Dean, the Graduate Dean, and the Provost/Vice President for Academic Affairs.

## Enrollment

Any student serving as a graduate assistant must be enrolled for at least three units, but not more than 12 units of graduate coursework during the term in which the work is performed. Note: graduate assistants enrolled in fewer than 4 units (part-time) may be subject to additional payroll taxes. Please contact Payroll for more information. Students serving as a GA during summer I, II, or III must be enrolled in at least one unit of graduate coursework during the term in which they hold a GA appointment. Individual programs/ departments/colleges may have additional credit hour requirements.



Advanced students, who have completed the formal coursework required for their degree and are enrolled in internship, research, seminar, thesis or dissertation courses only, may enroll in fewer than three units of graduate coursework. Individual programs/ departments/colleges may have additional enrollment requirements.

## Orientation and Training

All new GTAs and GRAs will complete University of the Pacific's mandatory online training including Title IX, FERPA, IT Security, and sexual harassment training, any required safety training, and undergo a period of orientation prior to beginning work. This orientation will be conducted by the employing department and include an overview of procedures, facilities, duties and university policies. GTAs must also participate in instructor training.

## Evaluation and Continuation of Employment

Each department is responsible for determining procedures for review and evaluation of graduate assistants and for informing graduate assistants of these procedures. The process of evaluation will vary by department and type of assistantship, and may include written assessment of work by an individual faculty member or supervisor, classroom visitation by designated faculty members, and student evaluations. The results of reviews and evaluations should be discussed with the graduate assistant.

In cases where remedial measures are indicated to improve the graduate assistant's performance, the graduate assistant must be informed of the performance deficiencies and the required changes to resolve the problem. Situations leading to recommendation of dismissal for cause should be described in writing to the graduate assistant, with a copy sent to the college/school dean or appropriate administrator.

Decisions regarding the reappointment of graduate assistants will be based on the needs of the institution and the past performance of the graduate assistant. To be reappointed, graduate assistants must have demonstrated satisfactory progress in their academic programs and satisfactory performance of their employment duties at the university.

Graduate assistant appointments are "at-will," which means that the university or the graduate assistant may terminate the employment at any time. A graduate assistant's continued employment will be in jeopardy for reasons including, but not limited to, failure to meet requirements, loss of funding, unacceptable performance/conduct, or academic delinquency. All involuntary dismissals must be reviewed by Human Resources prior to implementing a dismissal.

# Benerd College

[www.pacific.edu/benerdsac](http://www.pacific.edu/benerdsac)

Phone: 916.340.6155

Location: 3200 Fifth Ave. Sacramento, CA 95817

Patricia J. Campbell, Ph.D., Dean

## Programs Offered

**Master of Arts (MA) in Leadership with a concentration in:**

- Organizational Innovation and Change

**Master of Arts (MA) in Education with a concentration in:**

- Special Education

**Doctor of Education (EdD) in Education with a concentration in:**

- Leadership and Innovation

## Certificates

- Certificate in Leading and Facilitating Innovation
- Certificate in Strategic Consulting

## Mission

Benerd prepares thoughtful, reflective, creative, caring and collaborative professionals for service to diverse populations through personalized and transformational learning experiences.

## Admissions Requirements

### General Admissions Requirements

1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work.
2. An appropriate degree from an accredited university (bachelor's for admission to master's programs; master's for admission to educational specialist (EdS) and/or doctoral programs).
3. A completed application portfolio to Graduate Studies, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation attesting to the candidate's ability to undertake post-baccalaureate studies.
4. Some programs may have other requirements. Please see specific degree and program requirements for information.
5. Doctoral programs require an admissions interview. Please see specific programs for information.
6. Review by the appropriate department.
7. Evidence of qualities and character in keeping with the philosophy and standards of this University and Benerd College.

## Basic Education Policies

### Master of Arts Degree

Graduate students who wish to secure a Master of Arts degree must meet the requirements specified for all Master of Arts degrees. Students should consult with the assigned advisor within the first semester of enrollment to develop a plan of study. Benerd College offers one Master of Arts degree with different concentrations (please refer to the MA program information page).

### Doctor of Education Degree

The EdD degree is designed to ensure that each graduate possesses a deep understanding of foundational issues; key theories related to the student's academic focus; historic and emerging research related to student's academic focus; critical issues of research, policy, and practice; moral dimensions of research, policy, and practice; leadership challenges and opportunities; and methods and limitations of research. The degree is also designed to ensure that the candidate can identify key issues and problems and engage in focused and systematic research into problems and related questions. Further, the degree is designed to ensure that graduates possess leadership competencies including verbal and written communication skills; professional maturity; personal discipline; and social and emotional intelligence competencies.

Graduate students who wish to secure a Doctor of Education (EdD) degree with a major in Education must meet the requirements specified for all Doctor of Education degrees. Students should consult with the assigned program advisor within the first semester of enrollment to develop a plan of study. Candidates who seek EdD degrees must also complete a doctoral dissertation and register for a minimum of 2 units

of EDUC 399 and continue to enroll in one unit of EDUC 399 until the dissertation is complete. Please refer to the EdD program information page for more information about courses.

## Education Courses

### **EDUC 010. Dean's Seminar. 1 Unit.**

A basic introduction to the career of teaching and the programs and methodologies of the Benerd College 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 096A. Service-Learning and Civic Action Part A. 2 Units.**

This seminar fulfills the first course of the two-course sequence that constitutes the foundational academic component of the California Civic Action Fellowship. This service-learning fellowship introduces students to some of the most pressing challenges facing urban centers such as Stockton, CA, and, through an interdisciplinary service-learning and social justice lens, offers pathways for addressing these challenges. Bridging theory and practice, the seminar aims to address issues around urban challenges broadly defined, develop civic skills and knowledge, prepare students for 21st-century challenges, and contribute to the public good. Students must take both EDUC 096A and EDUC 096B to earn GE credit for this sequence.

### **EDUC 096B. Service-Learning and Civic Action Part B. 2 Units.**

This seminar fulfills the second course of the two-course sequence that constitutes the foundational academic component of the California Civic Action Fellowship. This service-learning fellowship introduces students to some of the most pressing challenges facing urban centers such as Stockton, CA and, through an interdisciplinary service-learning and social justice lens, offers pathways for addressing these challenges. Working from the final proposal delivered at the conclusion of the previous fall semester, students will deliver a project to benefit the community partner with which they serve. Students must take both EDUC 096A and EDUC 096B to earn GE credit for this sequence.

### **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 121X. Learner-Centered Concerns. 3 Units.**

This course is a general overview of stages in human development from birth to young adulthood. Topics include prominent learning and motivation theories, learner-centered principles of teaching and assessment, the characteristics of learners with exceptional needs, and individual differences among learners including English language learners. Students who are interested in Multiple Subject, Single Subject and/or Educational Specialist credentials take this course. Twenty hours of fieldwork in K-12 public schools is required. Open to all students.

### **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 145. Elementary Physical Education. 3 Units.**

This course is designed to prepare students for employment in an elementary school setting and provide them with the tools necessary to formulate and implement a comprehensive elementary PE experience for all students. Participants learn a wide range of teaching skills that facilitate the ability to create a quality active learning environment in elementary PE. Students explore effective teaching and assessment strategies, classroom management skills, the use of constructive feedback, the negotiation of diverse classrooms and the development of appropriate student learning outcomes. Students also are introduced to the subject matter of elementary PE and will undertake several teaching episodes. This course encourages students to engage in reflexive teaching practices, develop physically educated young people, maximize student involvement and enjoyment in PE and integrate core curriculum subject matter into PE lessons.

**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 Teacher Education Program 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/Teacher Education Program 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 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 Teacher Education Program permission; minimum 2.5 GPA, fingerprint and TB test clearance.

**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/Teacher Education Program 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/Teacher Education Program 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 Teacher Education Program'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 Teacher Education Program'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. (DVSJ, ETHC)

**EDUC 182. ECE: Curriculum and Inquiry. 3 Units.**

This course is an upper division course that examines the theoretical understandings of curriculum and inquiry in the early childhood development classroom. Students refine their knowledge, skills, and dispositions related to early childhood methodology and application to young children in diverse populations.

**EDUC 183. ECE: Social Contexts/Cognitive Development. 3 Units.**

This course is conducted as an undergraduate level seminar that is designed to clarify the cognitive, philosophical, historical, psychological, cultural, social and ethical foundations of early childhood education. The nature of theory and practice are important to teachers of young children and this course provides a broad synthesis of knowledge of child development principles to better understand how children think, act, and how to be effective with them in the classroom.

**EDUC 188. Literacy in Early Childhood Education. 3 Units.**

This course will intellectually engage participants in the exploration of integrating theory, research and practice in the dimensions of literacy for young children zero to five years of age. Participants will be expected to advance their own knowledge base as they develop their ability to research, analyze, evaluate and synthesize developmental, sociocultural, linguistic, cognitive and other sign systems associated with literacy events. Prerequisite: Junior standing.

**EDUC 189. Practicum. 2-4 Units.**

**EDUC 191. Independent Study. 1-4 Units.**

**EDUC 192. Preliminary Fieldwork. 1-3 Units.**

Consent of program lead.

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

Consent of program lead.

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

Consent of program lead.

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

Permission of program lead.

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

Permission of program lead.

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

Permission of program lead.

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

Permission of program lead.

**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 program lead.

**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. Education for a Diverse Democracy. 3 Units.**

This course is a multidisciplinary exploration of the intersections of education, diversity, and democracy. It introduces foundational and emerging theories and perspectives to examine the interplay of race, class, gender, ability, national origin, and other forms of difference in shaping educational policy, practice and experience, and considers fundamental questions including, "What is education?" and "What is education for? (ETHC)

**EDUC 205. Urban Issues in Education. 3 Units.**

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

**EDUC 207. Sociology of Education. 3 Units.**

Students study the sociology of education and the classroom.

**EDUC 209. Curriculum Theory. 3 Units.**

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

**EDUC 209D. Principles of Design in Education. 3 Units.**

Explore principles of design, the design thinking process, and how to design new processes within educational settings.

**EDUC 209M. Models of Learning. 3 Units.**

Explore new models of learning and design plans to implement models in real educational settings.

**EDUC 211. Facilitation of Projects and Initiatives. 3 Units.**

This course provides knowledge and skills necessary to facilitate projects and initiatives related to learning and change. Emphasis will be on tools, techniques, processes, and steps of managing projects and group facilitation.

**EDUC 212. Instructional Strategies and Classroom Process. 3 Units.**

Students learn a variety of instructional strategies to achieve course objectives. Course content includes a review of research on effective teaching skills related to motivation, expectations, modeling, questioning, grouping, direct instruction, cooperative learning and classroom management. Students examine contemporary lines of inquiry with regard to classroom processes.

**EDUC 214. Supervision of Instruction. 3 Units.**

This course offers a review of models of supervision and processes that support effective descriptions of classroom practices, analysis and feedback regarding those data and the provision of instructional support for continuing classroom improvement. A practicum component is included.

**EDUC 215. Creativity and Ideation. 3 Units.**

This course engages students in processes to foster creativity and develop original ideas. Students develop skills in creativity and ideation processes to develop solutions that will be launched later in the program.

**EDUC 216. Nature and Conditions of Learning. 3 Units.**

Students study both cognitive and traditional learning theories, their applications to instruction and the development of effective teaching strategies. In addition, information processing models are explored and their implications for instruction are addressed.

**EDUC 220. Seminar: Social Class Effects in Education. 3 Units.**

This seminar explores the nature of social class and its effects on learning in the classroom.

**EDUC 221. Research in Second Language Acquisition. 3 Units.**

This course focuses on the linguistic, psychological, social and cultural processes in learning and teaching a second language. It is designed to examine the major theoretical perspectives and research studies in second language acquisition. It involves critical analysis and critique of important literature and research studies in second language acquisition. It covers techniques for conducting classroom-based research in second language learning and teaching. Students in this course learn to develop a research proposal to investigate an area of interest in the field of second language acquisition.

**EDUC 225. Psychology of Reading. 3 Units.**

Students explore current theory and research findings related to the psychological processes involved in literacy acquisition and development. Emphasis is placed upon a cognitive and psycholinguistic approach to understanding the processes of reading and the implications for instruction.

**EDUC 230. Leading in Diverse Contexts. 3 Units.**

This course provides knowledge and skills to lead, motivate, and coordinate diverse individuals toward attaining shared goals. The course will include study of leadership in organizational and community-based contexts, with an emphasis on development of personal leadership competencies.

**EDUC 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 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 Adolescents. 3 Units.**

Candidates will consider the principles of adolescent development in context. Key concepts will be examined to determine how developmental pathways affect student achievement, motivation, and wellbeing. Adolescent development will also be addressed as a major consideration for effective classroom management with a focus on 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/Teacher Education Program 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: 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/Teacher Education Program 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. Transformational Teaching & Learning. 3 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. Fieldwork is required.

**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 Teacher Education Program's Director of Field Experiences for enrollment in an additional concurrent course. The course is open only to MEd Degree candidates. Corequisites are EDUC 172 and SPED 125X.



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

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

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

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

**EDUC 274. Action Research. 3 Units.**

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

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

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

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

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

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

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

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

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

**EDUC 279. Innovation in Education. 3 Units.**

This course explores innovation in the educational and social sectors. Provides knowledge and skills necessary to create change within these sectors.

**EDUC 280. Education Law and Legal Processes. 3 Units.**

Students examine laws, legal principles, interpretations and practices governing federal, state, county and local school organization and administrations. Course content includes laws relating to youth, contracts, liability and tort, effect of federal and state laws on education.

**EDUC 281. Modern Trends in Early Childhood Education. 3 Units.**

Students learn current trends in the education of children from birth through third grade.

**EDUC 282. Advanced Curriculum and Theory in Early Childhood Education. 3 Units.**

Involvement with curriculum design, analysis and evaluation.

**EDUC 283. School Finance and Business Administration. 3 Units.**

Public schools as economic institutions and the roles of the federal, state and local governmental agencies related to school finance are addresses. Students examine public school revenues and expenditures, budget development and administration, and the operational finance of funds and services.

**EDUC 284. Directed Teaching Special Assignment. 2-10 Units.**

All day Student Teaching in subject-matter classroom(s) and action research, usually in a secondary school. Open only to Master of Education candidates. Prerequisites: completion of all prerequisite coursework with grade "C" or higher; minimum GPA of 3.0; Admission to Teacher Education/Credential Candidacy; CBEST passed; subject matter completed and approved; approval of a Certificate of Clearance; TB test clearance; program assessments completed; completion of Directed Teaching approval process and clearance by the Director of Field Experiences. The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework permitted other than CURR 195X and SPED 125X and weekend and vacation workshops, except that a candidate must petition in advance to the Teacher Education Program's Director of Field Experiences for an additional concurrent course. Corequisite: CURR 195X, SPED 125X.

**EDUC 285. Leadership Fundamentals. 3 Units.**

Students learn and apply functions, responsibilities and relationships of being a leader. Student progress through a series of modules aimed at developing leadership competence, self-reflection, and expertise in specific applications of leadership.

**EDUC 286. Administration of Human Resources. 3 Units.**

This course addresses skills and techniques of employee selection, orientation, administration, supervision and evaluation. Topics include staff development activities, determining personnel need, and employee organizations.

**EDUC 287. Social Entrepreneurship. 3 Units.**

Engages students in action-oriented research of current social enterprises to examine the concept of social entrepreneurship. Provides students a platform to plan how to create social impact through an actual venture created through the program.

**EDUC 288. Literacy in Early Childhood Education. 3 Units.**

The purpose of this graduate level course is to intellectually engage participants in the exploration of integrating theory, research and practice in the dimensions of literacy for young children zero to five years of age. Participants will be expected to advance their own knowledge base as they develop their ability to research, analyze, evaluate and synthesize developmental, sociocultural, linguistic, cognitive and other sign systems associated with literacy events. This graduate course may be taken by post-bachelor's degree and graduate degree candidates.

**EDUC 289. Practicum. 2-4 Units.**

Graduate students may enroll in library research with consent of the program lead.

**EDUC 290. Digital and Blended Learning. 3 Units.**

In this course students will explore and apply digital and blended learning models to design technology-enhanced learning.

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

Graduate students may enroll in library research with consent of the program lead.

**EDUC 292. Advanced Fieldwork. 1-6 Units.**

Prerequisite: Consent of the program lead.

**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 program lead.

**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 295D. Trends in Health Professions Education. 3 Units.**

Focused on the changing landscape and shifting paradigm in healthcare and health professions education, and what we can do as educators in response to the opportunities and challenges brought by the new learning needs of students, diverse patient population, evolving technology, and emerging pedagogical models. Key trends and hot topics in curriculum design, instruction, and technology in the health sciences will be examined and discussed.

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

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

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

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

**EDUC 295I. Innovative Learning Environments. 3 Units.**

Investigate the impact of learning environments and design learning environments for specific contexts.

**EDUC 295M. Seminar: Learning Design. 3 Units.**

This course provides understanding and application in the design, development, and evaluation of learning experiences in various sectors, with a particular emphasis on creating innovative and immersive learning experiences.

**EDUC 295P. Teaching and Assessment in Health Professions Education. 3 Units.**

Focused on assisting faculty in the health professions and others who support them to understand and implement effective teaching and assessment strategies. Addresses the knowledge, skills, and dispositions expected from a professional educator within the specific context of health professions.

**EDUC 296. Integrative Capstone in Innovative Leadership. 2-4 Units.**

This course provides the culminating experience of the program, including leadership-related fieldwork project to apply innovation skills through integration of research, theory, and practice.

**EDUC 296T. Integrative Capstone in Innovative Teaching and Learning. 1-4 Units.**

Provides the culminating experience of the program, including a teaching and learning-related fieldwork project to apply innovation skills through integration of research, theory, and practice.

**EDUC 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. Socio-Cultural Perspectives and Inquiry. 3 Units.**

This course aims to investigate social and democratic aspects of our communities, particularly education and schooling, in the context of a diverse and multicultural society. It engages doctoral students in exploring, conceptualizing, and critiquing social identities and positionality to examine the interdisciplinary understandings of cultural and social realities.

**EDUC 315. Cultural, Social, and Emotional Literacy. 3 Units.**

Utilizes a systems theory approach to evaluate theoretical foundations and relevant research on the promotion and evaluation of social emotional learning, culturally sustaining pedagogies and culturally responsive teaching.

**EDUC 316. Systems Thinking and Interdisciplinary Curriculum Inquiry. 3 Units.**

This course focuses on interdisciplinary ways of conceiving curriculum through the use of a systems theory framework. Emphasis will be placed on understanding interrelationships between subject matter disciplines for the purposes of describing and offering solutions to local/global problems requiring sustainable behaviors.

**EDUC 317. Aesthetics, Arts, and Imagination as Curriculum Context. 3 Units.**

Explores the arts as both a foundation for a liberal education and a medium for inquiry into education. Emphasis will be places on understanding the role the arts as practiced by education practitioners and the role of the arts in conducting educational inquiry.

**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. Teaching as a Subversive Activity. 3 Units.**

This course focuses on the role critical theory and critical thinking in schooling and education and the ways in which these processes aim to disrupt traditional, standardized, limiting orientations to teachers' curriculum decision making, and re-envisioning what it means to be well educated.

**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 Methods for Action-Oriented Research. 3 Units.**

This course focuses on methods of designing and conducting action-oriented qualitative research. Topics include: characteristics of qualitative research, data collection and analysis, determining validity and reliability, and ethical issues related to qualitative research.

**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.

**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 Family Therapy and Collaboration. 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. This course also prepares mental health clinicians to help families collaborate with helping institutions to improve the well-being of children.

**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. Behavior Assessment and Intervention. 3 Units.**

In this course graduate students will learn how to develop and write a behavior intervention plan. Students will learn about and practice various methods of data collection, including interviews, systematic observations, and review of records, designing behavioral interventions, implementing behavioral interventions, and analyzing behavioral interventions. Particular attention is given to collecting and analyzing behavioral data within a multi-tiered system of supports (MTSS) framework. For students in the School Psychology program, this course is accompanied by one unit of EDUC 396 School Psychology Field Work.

**EDUC 345. Academic Assessment and Intervention. 3 Units.**

In this course graduate students will collect and analyze academic data and design and implement academic interventions. Students will 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 multi-tiered system of support (MTSS) framework. For students in the School Psychology program, this course is accompanied by one unit of EDUC 396 School Psychology Field Work.

**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. 3 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. Interdisciplinary Ways of Seeing, Knowing, and Acting. 3 Units.**

Engages students in the development of understanding of the multiple foundational influences in which education is viewed today. Addresses historical, philosophical, epistemological scholarship that frames contemporary educational and schooling decision-making processes.

**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. Trends, Issues, and Dynamics of Change. 3 Units.**

In-depth exploration of the intersection of learning, leadership, and change in various sectors. The class integrates research and practice through (1) organization theory and change and (2) an innovation and systems perspective on learning.

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

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

**EDUC 363. Seminar: Personnel Issues. 3 Units.**

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

**EDUC 364. Policy Analysis, Creation, and Navigation. 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. Students think through their own relationships with policy from an organizational perspective.

**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. Marketing and Storytelling for Social Impact. 3 Units.**

Provides experiences crafting marketing strategies that resonate with stakeholders of ventures designed for social impact. Emphasis is on creation of projects in storytelling, recruiting, social media, and branding.

**EDUC 367. Seminar: Leadership in Diverse Organizations. 3 Units.**

In this course, students explore techniques for using leadership skills to increase cultural proficiency in diverse educational and organizational contexts.

**EDUC 368. Seminar: Leading Complex Organizations. 3 Units.**

In this course, students explore techniques for using leadership skills to increase cultural proficiency in diverse educational and organizational contexts.

**EDUC 370. Prof. Induction Planning. 2 Units.**

Students learn how to develop a collaborative professional induction plan to meet the requirements for the Professional Administrative Services Credential.

**EDUC 371. Professional Assessment. 2 Units.**

This course provides a formal assessment of candidates for the Professional Administrative Services Credential.

**EDUC 372. Program and Organization Evaluation. 3 Units.**

The course provides knowledge, skills, and experience in the evaluation process for programs and organizations to facilitate organization effectiveness and development.

**EDUC 372M. Measuring Social Impact. 3 Units.**

Provides knowledge, skills, and experience to evaluate and iteratively develop social and educational change initiatives.

**EDUC 374. Action Research. 3 Units.**

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

**EDUC 377. Design Thinking & Lean Startup for Social Impact. 3 Units.**

This course develops context for design thinking and lean startup models in starting an educational or social enterprise. Students implement ideas into actionable projects and enterprise development.

**EDUC 380. Leading Innovation. 3 Units.**

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

**EDUC 381. Law in Higher Education. 3 Units.**

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

**EDUC 382. Leadership in Higher Education. 3 Units.**

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

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

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

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

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

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

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

**EDUC 387. Human Sexuality. 1 Unit.**

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

**EDUC 388. Counseling Practicum. 1-6 Units.**

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

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

Permission of department chair.

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

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

**EDUC 396. School Psychology Fieldwork. 1-3 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 397A. Graduate Research in Education. 1-4 Units.****EDUC 397B. Graduate Research in Education. 1-4 Units.****EDUC 397C. Graduate Research in Education. 1-3 Units.****EDUC 398. School Psychology Internship. 1-3 Units.**

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

**EDUC 398B. QSA Projects. 1 Unit.**

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

**EDUC 398C. Dissertation Proposal Development. 1 Unit.**

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

**EDUC 398D. Qualifying Scholarly Activities. 1 Unit.**

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

**EDUC 399. Doctoral Dissertation. 1-15 Units.****Educational Psychology Courses****EPSY 191. Independent Study. 1-3 Units.**

Permission of program lead is required.

**EPSY 291. Independent Graduate Study. 1-4 Units.**

Prerequisite: Consent of the program lead.

**EPSY 318. Program Evaluation for School Psychologists. 3 Units.**

This course prepares advanced degree students with the attitudes, ethics and develop skills that will allow them to evaluate a variety of educational programs in different types of settings, as well as develop requests for funding to meet grant specifications. This course is specifically designed for the unique responsibilities of professionals in school psychology.

**EPSY 324. Seminar: Advanced Consultation and Supervision. 3 Units.**

This course provides doctoral students with advanced training in and exposure to effective models of collaboration and supervision with an emphasis on systems-level change with diverse populations in public schools.

**EPSY 391. Graduate Independent Study. 1-3 Units.**

Permission of program lead.

**EPSY 397A. Graduate Independent Research. 1-4 Units.****EPSY 397B. Graduate Independent Research. 1-4 Units.****EPSY 397C. Graduate Independent Research. 1-4 Units.****EPSY 397D. Graduate Research. 1-4 Units.****EPSY 397E. Graduate Research. 1-4 Units.****EPSY 397F. Graduate Research. 1-4 Units.**

## Leadership Courses

**LEAD 200. Exercising Leadership. 3 Units.**

Provides knowledge and skills to lead, motivate, and coordinate diverse individuals toward attaining shared goals. Includes study of leadership in organizational and community-based contexts, with an emphasis on development of personal leadership competencies.

**LEAD 201. The Ethical Leader. 3 Units.**

Enables students to understand ethics, leadership, and leadership ethics and how they relate to our personal and professional lives. This course attempts to raise awareness surrounding these legal, moral and ethical challenges, create a sensitivity to the implications of leadership decisions so you can make the most effective decision possible, equip you with tools and strategies for managing your own and others' ethical behavior, and encourage you to critically evaluate the decisions of others.

**LEAD 202. Leadership Fundamentals. 3 Units.**

Learn and apply functions, responsibilities and relationships of being a leader. Student progress through a series of modules aimed at developing leadership competence, self-reflection, and expertise in specific applications of leadership.

**LEAD 210. Leadership and Inquiry. 3 Units.**

Engages students in cycles of inquiry to gain deeper understanding of the issues that impact their organization and how that informs their leadership identity. Through these inquiry cycles, students reflect on how actions and decisions influence an organization and its people. Students use these reflective practices to build self-awareness about their on-going leadership growth and development.

**LEAD 215. Evaluation for Organizational Effectiveness. 3 Units.**

Provides knowledge, skills, and experience to facilitate collaborative, data-informed evaluation. Focused on increasing the effectiveness of programs, groups, and organizations.

**LEAD 220. Creativity and Ideation. 3 Units.**

Engages students in creativity and ideation. Students develop creativity skills and ideation processes to create ideas that will be launched later in the program.

**LEAD 221. Facilitation of Projects and Initiatives. 3 Units.**

Provides knowledge and skills related to group facilitation with focus on facilitating projects and initiatives of all types. Emphasis will be on facilitative leadership, tools, techniques, processes, and knowledge for helping teams succeed.

**LEAD 229. Human Resource Functions. 3 Units.**

Addresses the administration of strategic human resources (HR) with a focus on talent management and development. Topics include competencies for human resources, tactical and strategic approaches to human resources, organizational roles, motivation theory and practice, integrated talent management, generations in the workplace, the coach approach to performance management, and succession management.

**LEAD 251. Learning Design. 3 Units.**

This course provides understanding and application in the design, development, and evaluation of learning experiences in various sectors, with a particular emphasis on creating innovative and immersive learning experiences.

**LEAD 252. Coaching for Organizational Contexts. 2 Units.**

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

**LEAD 255. Design Thinking. 3 Units.**

Provides knowledge, skills, and application to facilitate human-centered inquiry and design processes for organizational problem solving.

**LEAD 256. Change in Complex Systems. 3 Units.**

Immerses students in innovation and change methodologies while working with clients in transforming teams, groups, and organizations.

**LEAD 258. Organizational Consulting. 3 Units.**

Provides knowledge and skills necessary to facilitate and support the implementation of change in teams, groups, and organizations. Emphasis on both theoretical and practical aspects of consulting skills, particularly the consultant-client helping relationship.

**LEAD 259. Organizational Learning. 3 Units.**

Utilization of principles and theory to 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.

**LEAD 260. How to Change the World. 3 Units.**

Examines ideas and concepts around society, socialization and what it means to be social change agents. Focuses on the development, continuity and changes in social institutions, culture and society and their impact on how we fit into society, how we view ourselves as individuals and how we create change.

**LEAD 261. Design Thinking for Social Impact. 3 Units.**

Design thinking is an iterative problem-solving process of discovery, ideation, and prototyping. The process can be used to address all kinds of creative challenges. This course will focus on equipping students with design thinking skills, as they apply to leadership and social impact issues.

**LEAD 262. Understanding Social Impact & Change. 3 Units.**

Provides a foundation of the concepts, themes, vocabulary, and theories related to social impact and social change. Gives students opportunities to explore various community and professional practices to expand awareness of social impact issues and the role of power, privilege, and identity in their understanding.

**LEAD 263. Global Social Change. 3 Units.**  
Explores issues related to globalization, the changing relationships related to culture and societies, and the impact on us individuals. Examines power, privilege, activism, resistance, and global social justice movements to deepen our understanding of social relations at local, national, and international levels.

**LEAD 265. Reflective Practice for Leadership & Social Impact. 3 Units.**  
Engages students in reflective practice to understand the impact their identity has on their leadership skills. Students will develop critical perspectives related to leadership and social impact.

**LEAD 295. Special Topics in Leadership. 1-4 Units.**  
n/a.

**LEAD 296L. Integrative Capstone in Innovative Leadership. 2-4 Units.**  
Provides the culminating experience of the program, including leadership-related fieldwork project to apply innovation skills through integration of research, theory, and practice.

**LEAD 296S. Integrative Capstone for Social Impact. 2-4 Units.**  
Provides the culminating experience of the program, including a leadership-related fieldwork project to apply skills and demonstrate an understanding of social impact through the integration of research, theory, and practice.

**LEAD 297. Graduate Research in Leadership. 2-4 Units.**  
n/a.

## Master of Arts

www.pacific.edu/benerdsac  
Location: 3200 Fifth Ave. Sacramento, CA 95817

### Programs Offered

**Master of Arts (MA) in Leadership with concentrations in:**

- Organizational Innovation and Change

**Master of Arts (MA) in Education with concentrations in:**

- Special Education

### Admissions Requirement

1. A cumulative GPA of 2.65 or better in all postsecondary coursework or 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 Graduate Admissions, essay(s) following program guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and two completed references forms
4. Faculty interview, if required.
5. Evidence of qualities and character in keeping with the philosophy and standards of this University and Benerd College

### Credentialing and Licensing

Credential programs may be combined with the master's degree or the doctorate in education. The MA in Education, Teaching concentration, or Special Education concentration, offers programs for earning a Multiple Subject, Single Subject, in selected content areas, and Education Specialist, Mild-Moderate; Moderate/Severe Disabilities credentials. The Counseling Psychology Concentration includes an optional track (beyond the 32 unit minimum) to become eligible for the Licensed Professional Clinical Counselor (LPCC).

## Pacific Undergraduate to Master's Pathway

Pacific undergraduates can complete up to 6 units of MA in Leadership coursework as part of a pathway degree program if the student has an overall undergraduate GPA of 3.0. Successful completion of coursework will double count toward the undergraduate degree and graduate degree requirements; credits will not be applied to the graduate transcript until the requirements of the undergraduate degree are met.

Students in the undergraduate Organizational Leadership or Healthcare Administration and Leadership programs can transfer their leadership capstone into the master's program. Students in other majors can complete up to two LEAD courses as an undergraduate, as part of elective coursework. See the "Program" tab for more information.

### Program Purpose: To Develop Creative, Flexible, and Caring Leaders

1. Lead in an ethical and socially responsible manner
2. Utilize inquiry-based approaches to fostering change
3. Identify, understand, and utilize cultural differences and perspectives of all stakeholders
4. Develop and integrate a critically reflective lens on leadership development

### Concentration-specific Outcomes

Develop skills to lead the development of people, performance, and organizations.

## Master of Arts in Leadership

The Master of Arts (MA) in Leadership requires a minimum of 32 units, with a Pacific cumulative grade point average of 3.0. Students can take a LEAD 202 during their senior year at Pacific and transfer it into this program. The course can be counted toward both the master's and the bachelor's degree.

Students can take up to 6 units of the following courses as an undergraduate or prior to master's enrollment, as part of Pacific Pathways: LEAD 200 (cross-listed with ORGL 199) or LEAD 202. Up to 6 units can be applied toward the master's, bachelor's, and applicable pre-degree certificates program in Benerd.

Unit Requirement: 32

### 1. Leadership Core

LEAD 200	Exercising Leadership	3
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### 2. Inquiry Core

LEAD 210	Leadership and Inquiry	3
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### 3. Capstone

Students will be required to complete a capstone experience, which includes an integrative portfolio and field experience. This experience is completed as part of one of the LEAD 296 courses:

LEAD 296L	Integrative Capstone in Innovative Leadership
LEAD 296S	Integrative Capstone for Social Impact

### 4. Core Area Concentrations

Students may elect to concentrate in one or more specific areas. To earn a concentration, students must fulfill the general requirements listed above and specific concentration requirements listed below. A single course may be used to fulfill requirements in two or more concentrations.



## Organizational Innovation and Change

LEAD 255	Design Thinking	3
LEAD 256	Change in Complex Systems	3
LEAD 258	Organizational Consulting	3
LEAD 259	Organizational Learning	3

## 5. Remaining Units

Of the required 32 units, 23 units must be from Benerd College. Cohorts will have more prescriptive requirements.

# 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 College, 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.

For students entering the Licensed Professional Clinical Counselor (LPCC) track within the Counseling Psychology Concentration (see above), EDUC 201 and EDUC 216 may be taken during the student's senior year at Pacific, which will be counted toward the master's and the bachelor's degree.

## Unit Requirement: 32

### I. Theoretical Core:

Select one of the following: 2-4

EDUC 204	Education for a Diverse Democracy
EDUC 220	Seminar: Social Class Effects in Education
EDUC 230	Leading in Diverse Contexts
EDUC 259	Teaching English Learners - Single Subject
EDUC 334	Theories of Multicultural Family Therapy and Collaboration

Select one of the following: 2-4

EDUC 209	Curriculum Theory
EDUC 216	Nature and Conditions of Learning
EDUC 250	Teaching Assessment
EDUC 255	Teaching in the Content Areas I
EDUC 237	Organizational Learning
SPED 242M	Curriculum and Instruction for Students with Mild/Moderate Disabilities
SPED 242	Curriculum and Instruction for Students with Mild/Moderate and Mod/Severe Disabilities

### 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 Transformational Teaching & Learning and Teaching as Reflective Inquiry III
EDUC 274	Action Research
EDUC 296	Integrative Capstone in Innovative Leadership
EDUC 304	Program Evaluation
Other approved research courses	

#### Field Experience Course Options:

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

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

## III. Capstone Experience

Students will be required to complete a capstone experience (e.g., oral exam, portfolio, thesis, action research project and/or written comprehensive exam). The capstone experience will be determined within each concentration. Some concentrations integrate the Field Experience and Capstone into a course (e.g. EDUC 296, EDUC 296T). Other concentrations have courses with integrative teacher research experiences, which fulfill the capstone requirement (e.g. EDUC 276, or SPED 295A). For students who do not elect not to earn a concentration, his or her advisor will select an appropriate capstone experience.

## IV. Concentration

Students may elect to concentrate in one or more specific areas. In order to earn a concentration, students must fulfill the general requirements listed above as well as specific concentration requirements listed below.

A single course may be used to fulfill requirements in two or more concentrations, but the units will not count twice.

### Core Area Concentrations

#### Special Education

Select 12 units of the following:		12
SPED 266	Building Family & Professional Partnerships	3
SPED 224	Assessment of Special Education Students	3
SPED 228	Advanced Programming for Students with Disabilities	3
SPED 231	Evidence Based Practices in Autism Spectrum Disorder	3
SPED 232	Juvenile Biplor Disorder	3
SPED 242M	Curriculum and Instruction for Students with Mild/Moderate Disabilities	3
SPED 242	Curriculum and Instruction for Students with Mild/Moderate and Mod/Severe Disabilities	3
SPED 295A	Seminar: Crucial Issues in Special Education	3
SPED 295E	Positive Behavioral Support in the Classroom	3

SPED 298M	Directed Teaching: Special Education (Mild/Moderate)	1-10
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**Note:** 1.) Specific courses are subject to change as per state requirements. Students must meet all state requirements in order to earn a credential. 2.) Minimum of required 12 units with specific courses determined by state credential requirements and advisers' approval required. Although the Master of Arts in Education requires a minimum of 12 units, credential programs may require additional units. 3.) \*If these courses were taken in the undergraduate program, then electives will be required as substitutions.

## Doctorate of Education

<http://www.pacific.edu/sacedd>

Location: 3200 Fifth Ave. Sacramento, CA 95817

## Degree Program

**Doctor of Education (EdD) in Education with specialization in:**

- Leadership and Innovation

## Admissions Requirement

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

### Program Stages

The approval of the dissertation proposal by the student's committee 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 College 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. After coursework is completed, students must register for at least one unit of EDUC 399 in each semester (including once during summer) to maintain active student status until the dissertation has been successfully defended, unless on an approved leave of absence. Students are not required to register in the semester immediately following a successful final defense.

### 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 the time limit outlined in the Residence and Time Limits section (<https://catalog.pacific.edu/stocktongraduate/academicregulations/#Residence>) of the Academic Regulations page of the graduate catalog. 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 College department offices.

### Semester Hour Requirements

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

Students who take doctoral core courses at part of a MA degree completed at Pacific may count those units towards their EdD. Students graduating from a 32-unit program in Benerd can count up to 6 units requirements toward both degrees.

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

Students who are working towards a MA degree with a concentration in Counseling Psychology that exceeds 32 units may apply for and enroll in the EdD with a concentration in Counseling Psychology after successful completion of their first 32 units in the MA degree.

Students who receive the MA degree with a concentration in Counseling Psychology and then decide to apply to the EdD with a concentration in Counseling Psychology or who are seeking the degrees concurrently may count units taken after the first 32 units in the MA degree towards their EdD.

Students who graduated from Benerd's MA in Leadership can apply the following courses to both degrees: LEAD 296L/LEAD 296S (in place of EDUC 368) and LEAD 215 (in place of EDUC 372).

If students complete their MA degree requirements before completing their EdD requirements, they may be awarded the MA degree before completing EdD requirements.

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 Benerd College.

### Students will be able to:

- Contribute to their discipline through conducting an original research study
- Critique and synthesize existing information relevant to their area of inquiry
- Apply appropriate methodologies to their process of inquiry
- Analyze data gathered through their process of inquiry and draw appropriate conclusions from that data
- Synthesize their results with previously existing information

## Doctorate of Education

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

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

### I. Core

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

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

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

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

### II. Research and Dissertation

(Minimum 5 units)

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

### III. Concentrations

Students in Sacramento ordinarily must complete the concentration as part of their course of study. In order to earn a concentration, students must fulfill the general requirements listed above as well as specific concentration requirements listed below. A single course may be used to fulfill requirements in two or more specializations.

### Specialization Concentrations

#### Leadership and Innovation

Select 18 units from the following Specialization courses:		18
EDUC 360	Trends, Issues, and Dynamics of Change	
EDUC 364	Policy Analysis, Creation, and Navigation	
EDUC 367	Seminar: Leadership in Diverse Organizations	
EDUC 368	Seminar: Leading Complex Organizations	
EDUC 372	Program and Organization Evaluation	
EDUC 380	Leading Innovation	

#### Cognate Concentrations

**IV. Of the required 56 units a minimum of 18 units must be from the Benerd College**

**V. Of the required 56 units a minimum of 18 units must be taken at the 200 or 300 level**

## Law Programs

<https://law.pacific.edu/law>

Phone: (916) 739-7191

Location: McGeorge School of Law

Michael Hunter Schwartz, Dean

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

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

## About McGeorge School of Law

Established over 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 capital lawyering, international law, and trial and appellate advocacy.

## Programs Offered

**Juris Doctor (JD) including optional Certificates of Concentration in:**

- Business
- Capital Lawyering
- Elder and Health
- Intellectual Property
- International
- Tax
- Trial & Appellate Advocacy
- Water and Environmental

**Doctor of Juridical Science (JSD) with concentrations in:**

- International Water Resources
- International Legal Studies

**Master of Laws (LLM) with concentrations in:**

- Transnational Business Practice
- U.S. Law & Policy
- Water & Environmental Law

**Master of Public Administration (MPA) with optional concentrations in:**

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

**Master of Public Policy (MPP) with optional concentrations in:**

- Capital Policy Making
- Environmental and Water Policy
- Public and Non-Profit Leadership

**Master of Science in Law (MSL) with focus areas in:**

- Government Law & Policy
- Health Care
- Human Resources
- Water & Environmental

**Dual Degrees in:**

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

## Mission Statement

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.

## 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.

## Non-Discrimination Policy

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), 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.

## Statement of Diversity and Inclusion

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. (Statement adopted by the Minority Affairs Committee, '08-'09)

## 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.

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

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

Inquiries regarding compliance with the Family Educational Rights and Privacy Act may be directed to the Assistant Dean for Student Affairs, Registrar's Office, or to the Federal FERPA Office of the United States Department of Education.

## Faculty Directory

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Barry Spitzer, Adjunct Professor of Law, B.S., Pennsylvania State University, J.D., University of the Pacific, McGeorge School of Law

Jennifer Spore, Adjunct Professor of Public Policy, B.A., M.P.A., University of the Pacific, Ph. D., University of California, Davis

Molly Stafford, Adjunct Professor of Law, B.A., Pomona College, J.D., Northeastern University School of Law

Hon. Myrlys Stockdale-Coleman, Adjunct Professor of Law, B.A., Howard University, J.D., Lincoln Law School, Sacramento

Dena Stone, Adjunct Professor of Law, B.A., California Polytechnic State University, J.D., University of the Pacific, McGeorge School of Law

Ray Tamaddon, Adjunct Professor of Law, B.A., Bowdoin College, J.D., Boston University, School of Law

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

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

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

Sue Ann Van Dermeyden, Adjunct Professor of Law, B.B.A., California State University, Chico, J.D., University of the Pacific, McGeorge School of Law

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

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

Weiru Wang, Adjunct Professor of Law, J.D., University of Utah College of Law, Salt Lake City

Leland Washington, Adjunct Professor of Law, B.A., California State University, Sacramento, J.D., University of Pacific, McGeorge School of Law

Glenn Wichinsky, Adjunct Professor of Law, B.A., University of Miami, J.D., University of the Pacific, McGeorge School of Law

James Wirrell, Associate Dean for Library Services, B.A., Simon Fraser University, M.C.S., Regent College, LL.B., University of British Columbia, J.D., M.S.L.I.S., University of Illinois at Urbana-Champaign

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

Claudia Wrazel, Adjunct Professor of Law, B.A., University of California, Los Angeles, J.D., Gould School of Law, USC

Etan Zaitzu, Adjunct Professor of Law, B.A., New College of California, SF, J.D., University of the Pacific, McGeorge School of Law

Timothy Zindel, Adjunct Professor of Law, B.A., University of California, Los Angeles, J.D., University of California, Hastings College of Law

## Law Courses

### **LAW 100. Skills Lab- Torts. 1 Unit.**

This required first-year course teaches students "best practices" for studying the law and teaches students legal analytical skills, including IRAC as a structure for legal analysis, critical case reading, rule extraction, case-briefing, synthesis, 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. The Legal Profession. 1 Unit.**

In this course, students will acquire knowledge, skills, and qualities that are essential to a successful career in the law. Topics covered include professional identity formation, professionalism, teamwork, resilience, integrity, self-awareness, and interpersonal communication. This course will introduce students to the roles lawyers play in society, as well as the practicalities, challenges, responsibilities, and privileges of being a member of the legal profession. It will also familiarize students with the wide spectrum of careers in which a law degree is required or desirable, and challenge them to think deeply about a career path that will be truly satisfying. To help students attain meaningful employment, this course will require students to understand the “best practices” in job search activities, including resume writing, cover letter writing, working with mentors, goal setting, and networking. Upon registration in The Legal Profession, students will be charged a course material fee.

**LAW 105. Civil Procedure. 2-4 Units.**

Questions of jurisdiction and venue; federal subject matter jurisdiction such as diversity and federal question –jurisdiction; notice and code pleading; Federal Rules of Civil Procedure –governing joinder of claims and parties; discovery; summary and default judgments; and issues of finality of judgments.

**LAW 110. Contracts. 2-4 Units.**

Formation at common law and under the Uniform Commercial Code; consideration and other bases for enforcing promises; when writing is required; parol evidence and interpretation; unconscionability and other defenses; excuses for nonperformance; conditions, performance and breach; damages.

**LAW 115. Criminal Law. 2-4 Units.**

The course develops principles of punishment and the purposes of the criminal law, issues relating to actus reus, mens rea, causation, among other issues. It covers homicide as well as attempts and accomplice liability, and various other crimes. Further, it covers several defenses, both justifications and excuses. This course will be offered in both an experiential format and an analytical skills format.

**LAW 119. Structured Study Group. 0 Units.**

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

**LAW 125. Property. 2-4 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. 2-4 Units.**

The law of civil injuries. The course explores civil liability for interference with an array of legally protected interests, particularly intentional wrongdoing, negligence, and strict liability.

**LAW 133. Accelerated Honors JD Program Seminar. 1 Unit.**

The Accelerated Honors Program Seminar explores an advanced area of law, or subject matter or skills related to legal practice. The seminar introduces first-year law students to legal topics and/or skills not typically available to them in the first-year curriculum. (Open only to Accelerated Honors Program students).

**LAW 134. Global Lawyering Skills I. 2 Units.**

Introduction to basic lawyering skills including legal research, writing, analysis, and 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 focus on objective memoranda.

**LAW 135. Global Lawyering Skills II. 3 Units.**

A continuation of the lawyering skills training provided in GLS I. Students work towards mastery of legal research and objective legal analysis. Students also prepare other written assignments including client letters, contract drafting, and learn how to give oral advice to clients. Persuasive legal analysis and mediation are also introduced and practiced. Research and writing assignments build in complexity.

**LAW 136. Global Lawyering Skills III. 3 Units.**

A continuation of the lawyering skills training provided in GLS II. Students prepare trial and appellate court briefs and oral arguments using a simulated case file. Students also work through one universal problem used in all GLS III sections. They are introduced to domestic and transnational legal issues, as well as strategic considerations concerning representations, litigation, and alternative dispute resolution.

**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.**

This course begins by placing California community property law in a national and global context. Topics examined include the contracting between intimates before and during marriage; characterization of property during marriage and at dissolution; fiduciary duties between spouses; management, control and liability of property; marital options, including nonmarital cohabitancy; and conflict of 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.**

This course covers important constitutional restraints on the police during pre-trial investigations. Issues include the incorporation of protections found in the Bill of Rights as limitations on state power; the Fourth Amendment protections against unreasonable searches and seizures; the right to be free from compelled testimony, including the role of Miranda in doing so; the Sixth Amendment right to counsel in various settings, and other issues relating to those protections, including standing and the exclusionary rule.

**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 185. Professional Responsibility. 2 Units.**

Regulation of the legal profession and the ethical responsibilities of its members; the attorney-client relationship; advertising and solicitation; 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; and, judicial ethics.

**LAW 187. Law and Ethics in Government. 2-3 Units.**

This course explores the unique nature of governmental ethics in executive branch agencies by comparing, contrasting and synthesizing the legal and administrative approaches to ethical conduct. Major topics covered will include bureaucratic values, discretion and responsibility; understanding competing ethical frameworks; conflicts of interest; and various forms of administrative voice and exit (e.g., whistleblowing and leaking). Administrative case studies and social science literature along with federal statutes, regulations, case law, and executive orders will constitute the source material for this inquiry. The goal and final deliverable will be the development and application of a personal statement of public service ethics to an ethical dilemma in government.

**LAW 190. Remedies. 3 Units.**

Clients seek remedies, not legal causes of action. This course will focus on the broad array of remedies available – generally organized under the categories of equity, injunctions, and monetary damages – and the strategic considerations for a lawyer seeking the client's desired remedy. The course focuses on analyzing and solving problems. This course serves as a capstone for doctrinal courses by comparing the remedies available under different causes of action.

**LAW 200. Financial Literacy 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.

**LAW 209. Local Agency Practice. 2 Units.**

California has thousands of local agencies and special districts providing essential services. This course explores local agency decision making in a variety of substantive areas. In this active learning course, the substantive mandates and policies are integrated into practical simulations and realistic legal assignments that emphasize advocacy, negotiation, and litigation. The litigation component examines administrative and traditional writs in addition to validation and reverse validation actions - unique and specialized lawsuits brought to challenge government actions. The course will focus on the substantive areas of the Brown Act, Public Records Act, California Environmental Quality Act, and Political Reform Act. (Practicum).

**LAW 210. Business Planning. 2-3 Units.**

Consideration of selected problems involving the organization, financing, operation, and restructuring of business enterprises. The problems require the combined consideration and application of corporate, tax, and securities law, accounting and financial matters, and business considerations and strategies. The problems also raise pertinent questions regarding the relationship between the business client and counsel and attendant problems concerning a lawyer's professional responsibility. Students may be expected to prepare research memoranda, legal opinions, and draft necessary documents. Prerequisites: LAW 151; LAW 300.

**LAW 211. Entrepreneurial Management. 2 Units.**

This online course introduces students to the knowledge, skills, and processes involved in innovation and entrepreneurship. Topics include how to generate new business ideas, how to evaluate new business opportunities, how to assemble human, financial, and strategic resources for a new firm, and how to manage growth and exits. Lessons will be delivered through online lectures, cases, and exercises, but there will also be flexible opportunities to meet individually and in small groups with the professor and with Sacramento-area entrepreneurs. The course will pay particular attention to the application of innovation and entrepreneurship to legal and other professional services. Students will be required to develop and pitch their own new business idea. The course is aimed at students seeking greater knowledge of the business skills involved in innovation and entrepreneurship. Scheduling note: Although the course is online, 15% of the course (approximately 2 sessions) will be in person and will be scheduled at mutually agreeable times after the class begins and will be based on meeting times that work for the participants. These 2 sessions will be mandatory.

**LAW 212. Intro. to Legal Analysis. 2-3 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 214. Small Business Seminar. 2 Units.**

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

**LAW 216. The Business of 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 217. Leadership in Organizations for Graduate Students. 1 Unit.**

This online course explores skills necessary for professional competency and excellence in 21st century organizations. Working in and with public agencies is emphasized. Topics covered may include teams in organizations, cross-cultural dynamics, professional work product and communications, and professional ethics. Focus will be given to case studies and practical exercises. Open only to graduate students.

**LAW 220. Banking Law. 3 Units.**

Introduction to the regulation of banks, savings and loan associations and their holding companies, particularly as they compete or interact with investment banks, securities dealers, real estate brokers, credit card issuers, and related financial services institutions.

**LAW 225. Bankruptcy. 2-3 Units.**

This course examines the United States Bankruptcy Code and the Federal Rules of Bankruptcy Procedure. Areas of emphasis are: eligibility for and dismissal of a bankruptcy case; claims against a debtor; treatment of executory contracts and leases; exemptions; discharge of indebtedness; and reorganizations in Chapter 11. The course material will give students a solid introduction to bankruptcy law and its application to the debtor-creditor relationship.

**LAW 230. Water Resources Law. 2-3 Units.**

This course introduces the legal principles that control water allocation for human and environmental purposes, taught via a combination of in-person class meetings and online exercises such as lectures, readings, videos, discussion and research. Legal principles covered include: categories of surface and groundwater rights, management approaches, allocation for environmental purposes, federal-state relationships, tribal and reserved rights, reasonable use, waste, and the public trust doctrine. Students gain practical understanding of water allocation and use in contemporary society, as well as critically examine the social policies that govern water management. Classes will meet in Classroom A on Mondays and Thursdays; other instruction will be in an online format, with support from the professor, structured to provide regular interaction with the professor and other students. Students are precluded from enrolling in this course if they have completed Water Resources Law in a different format.

**LAW 235. Environmental Practice. 3 Units.**

This case study course explores legal and practical challenges associated with environmental permitting for a hypothetical project involving wetland and endangered species issues. Participants will learn about natural resources law and policy by simulating permit acquisition and regulatory compliance under key federal and state laws related to wetlands and endangered species. Participants will review water resource and environmental compliance approaches for real-life projects, explore practical options for resolving natural resources issues, and develop professional presentation skills. This course is appropriate for students seeking careers in federal, state or local agencies, private firms, non-profit organizations, and the legislative sphere. The skills learned in this course are essential for natural resources attorneys and also helpful to many practice areas including business, finance, general litigation, administrative, municipal, legislative, and others. Prior or concurrent enrollment in LAW 510 Natural Resources Law, LAW 507 Environmental Law or equivalents helpful but not required (Practitioners may enroll with permission of the professor.) Enrollment limit.

**LAW 240. Insurance Law. 2-3 Units.**

Insurance is a critical risk management tool for businesses and individuals. This survey course will cover general principles of insurance coverage, including contract formation, defenses and damages. The course will introduce students to first party insurance (typically, property insurance) and will focus on third party insurance (liability insurance).

**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. Making Deals. 2 Units.**

In this course, students will learn how to negotiate and draft business contracts, including the process of identifying and managing risks in the business relationship, translating client needs into fundamental contract concepts, and the art of drafting enforceable contracts that deliver client expectations. 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 letters of intent, employment agreements, and purchase and sale agreements.

**LAW 260. Commercial Law. 3 Units.**

This course covers Articles 3, 4, 4A, and 5 Uniform Commercial Code (UCC), as well as federal statutes and regulations pertaining to the creation and transfer of negotiable instruments and liability of parties thereto, bank deposits and collection, wholesale funds transfers, electronic funds transfers, and letters of credit. Also discussed is Article 9 UCC pertaining to the creation of security interests in personal property and fixtures and the sale of accounts and chattel paper, the validity of such interests as against third parties, requirements for perfection, priorities among competing interests, rights to proceeds of the collateral, and rights and duties upon default of the secured debt. Article 6 UCC pertaining to bulk sales, and Article 7 UCC pertaining to title is also considered.

**LAW 261. Sales of Goods. 3 Units.**

This course covers all stages of contracts for the sale of goods in domestic and international transactions including documentary sales and electronic transactions. Focus is upon existing Article 2 and revised Article I of the Uniform Commercial Codes. Selected coverage of certain aspects of article 2A and revised Article 5; of acts dealing with electronic communications; of federal consumer protection acts; and of the Convention on Contracts for the International Sale of Goods.

**LAW 265. Copyright Law. 2-3 Units.**

This course explores ownership rights in expressive information and contrasts these rights with ownership interests in technological information; 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. 2-3 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 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. 2-3 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 300. Federal Income Taxation. 3 Units.**

This course examines the basic concepts underlying the federal income taxation of individuals. Subjects covered include the definition of the tax base (income and deductions), identification of the taxpayer, computation and characterization of gains and losses on the disposition of property, examination of certain exclusion and nonrecognition provisions, and the timing of tax liability. Special consideration is given to issues of tax policy and the development of skills necessary for working with the Internal Revenue Code. (Practicum).

**LAW 302. Estate and Gift Tax/Estate Planning. 3 Units.**

This course is a survey of the fundamentals of Federal transfer taxation, including the estate tax, the gift tax, and the generation skipping transfer tax, and a study of the planning techniques utilizing lifetime and testamentary transfers, life insurance, and other vehicles to best achieve the intentions of the owner as to the disposition of accumulated wealth. Prerequisite or Concurrent Enrollment: LAW 170.

**LAW 304. Mental Health - Policy and Law. 2 Units.**

This course is designed to expose students to legal and policy current issues arising in the context of government regulation and treatment of persons with serious mental health problems. Course coverage includes such issues as involuntary civil commitment, predictions of dangerousness, assessment of competency, the rights to treatment and to refuse treatment, and the relationship between mental health diagnoses and criminal responsibility and punishment. Students will undertake a substantial research and writing project.

**LAW 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 Partnerships. 3 Units.**

This course is a broad coverage of the basic principles of federal income taxation as applied to corporations and shareholders, partnerships and partners, and limited liability companies and their members. The course examines the formation, operation and liquidation of corporations and partnerships, consideration of transactions between the entity and its shareholders or partners, and choice of entity concerns and strategies. Prerequisite: LAW 300 (Practicum).

**LAW 325. Taxation of Real Estate Transactions. 3 Units.**

This course surveys selected provisions of the Internal Revenue Code relating to the federal income taxation of real property transactions. Subjects covered include the sale of a principal residence, treatment of mixed-use property, limitations on losses, characterization of gains and losses, nonrecognition provisions, deferred payment sales, and anti-tax shelter provisions. Students taking this course will have been exposed to fundamental tax concepts in the basic income taxation course. Prerequisite: LAW 300 (Practicum).

**LAW 375. U.S. Taxation of International Transactions. 3 Units.**

The course covers the application of federal income tax laws to U.S. citizens, residents, and corporations investing or doing business without the United States and nonresident aliens and foreign corporations investing or doing business within the United States. The course emphasizes fundamental issue of cross-border activities, including jurisdiction to impose tax, source of income provisions, foreign tax credit, income tax treaties, U.S. anti-deferral regime, transfer pricing, and nonrecognition transactions with foreign entities. (Practicum).

**LAW 400. Advanced Criminal Procedure. 2 Units.**

Students study the criminal process from the initial court appearance through sentencing, with particular emphasis on constitutional issues such as double jeopardy, jury trial, discovery, the plea bargaining process, and procedures relating to the preliminary hearing and to sentencing. Prerequisite: LAW 165.

**LAW 405. Worker's Compensation Law. 2 Units.**

This course will examine case law and the statutory, regulatory framework of the California Worker's Compensation system. Students will study employment relationships, causation of injury, benefits, procedure and practice, including trial preparation and appellate review. Classroom exercises and assignments will involve real-life scenarios that require students to use critical thinking and analysis to develop advice and strategies for potential clients (injured workers, employers and insurers). Students will develop a working knowledge of this complex system which covers all California workers and their employers. (Practicum).

**LAW 410. White Collar Crime. 2 Units.**

This course is an examination of substantive and procedural issues that arise in the investigation and adjudication of various business crimes, including the methodology for identifying criminal intent in business activity, corporate liability for acts of employees, corporate officer liability for acts of corporate agents, strict liability of corporate officers for hazardous work place conditions, constitutional and common law privileges of business entities, the operation of the investigative grand jury, immunity, searches of business premises, and the interplay between civil and criminal proceedings.

**LAW 415. Criminal Law Defenses. 2 Units.**

The moral underpinnings of, and public policy controversies regarding, criminal law defenses. Among the topics likely to be covered are: the purpose of criminal law defenses; categorization of defenses, and the moral/legal controversies surrounding traditional defenses (e.g., self-defense and duress) and proposed new defenses (e.g., battered-women defense, "rotten social backgrounds," brainwashing, euthanasia). (Limited enrollment).

**LAW 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 inequities in the tort system.

**LAW 433. Employment Law. 3 Units.**

Employment Law covers the law relating to the workplace, except for subjects covered in Labor Law and Anti-Discrimination Law. Topics include the definition of "employee" in the platform economy, the nature of the employment relationship, employee rights under common law and regulatory regimes (such as OSHA, FLSA and ERISA), and employee duties.

**LAW 440. Family Law. 2-3 Units.**

This course focuses on the changing definitions of "family" and "marriage:" pre-marital agreements; unmarried couples; domestic partnership; dissolution of marriage and domestic partnership; annulment; financial consequences of dissolution; parent-child relations; custody of children and visitation; child support and spousal support; domestic violence; child maltreatment; and adoption. (Practicum).

**LAW 442. Alternatives to Litigation in Family Law. 2 Units.**

This experiential course integrates family law theory and mediation practice with business development. Family law practice is changing to increasingly favor out-of-court dispute resolution. To succeed in the emerging field of cooperative divorce, an attorney must have technical, emotional, marketing and business skills. This course combines lecture, lab activities, and role play exercises, elevating basic mediation skills and family law knowledge to explore the unique and varied skill set required to build - and enjoy, a cooperative divorce practice. Prerequisite: LAW 440-Family Law. Enrollment limit. (Practicum).

**LAW 450. Juvenile Law. 1 Unit.**

This course includes an in-depth analysis of issues relating to juvenile court procedure and practice, including delinquency, child abuse and neglect, and termination of parental rights. Students learn about the role of the attorney in the juvenile court.

**LAW 465. Federal Habeas Corpus. 3 Units.**

Students study state and federal habeas corpus proceedings and policies, including the history of the "Great Writ;" the complex requirements for habeas corpus proceedings; the exhaustion doctrine; cognizable claims; legal representation; nature of the proceedings and relief; successive petitions; and recent changes in the law.

**LAW 490. Expert Testimony. 2 Units.**

Students will learn substantive law regarding evidentiary issues surrounding the admissibility of expert testimony and then apply that knowledge in simulated advocacy skill workshops. Students will learn through reading, discussion, extensive role-playing, and self-reflection. Students will conduct simulated expert interviews, expert preparation, preparing and using technology-based demonstrative evidence, depositions, direct examination, and cross examination.

**LAW 491. Criminal Competency and Responsibility. 2-3 Units.**

Students will learn substantive law relating to mental health issues in the criminal justice system and then apply that knowledge in simulated advocacy skill workshops. Students will learn through reading, discussion, extensive role-playing, and self-reflection. Students will conduct simulated opening statements, closing arguments, direct and cross examination, expert preparation, competency bench trials, and criminal responsibility jury trials using a mock case file.

**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 502. The Executive Branch and the Administrative State. 3 Units.**

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

**LAW 503. Legislation and Statutory Interpretation. 3 Units.**

In this age of statutory proliferation, an understanding of how courts interpret statutes is a crucial skill every attorney should possess. The dominant purpose of this class is to train students to make effective statutory interpretation arguments on behalf of their clients. Through a combination of exercises and cases, the class explores the academic and judicial debate concerning appropriate methods of statutory interpretation. In addition to studying the legislative process, students will learn different devices that are used in the interpretation of statutes, such as canons of construction, legislative history and precedent, as well as different theories of statutory interpretation, such as textualism, dynamic statutory interpretation and purposive interpretation. (Practicum).

**LAW 505. Legislatures and Lawmaking. 3 Units.**

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

**LAW 506. Law and Literature. 1-2 Units.**

This reading course focuses on the representation of law, lawyers, and legal and ethical issues in world literature. Each seminar participant is required to prepare a presentation on one of the pre-selected literary works and to discuss (i) how the law and lawyers are presented in the work; (ii) what legal, socio-political or ethical problem(s) the work highlights; (iii) how the work resolves the problem(s), if at all; and (iv) how the work might influence a reader's understanding of the law. Participation in the seminar is limited to ten students, who are expected to choose one of the designated works prior to the beginning of the program. Grading will be based upon the student's presentation and a short summary paper.

**LAW 507. Environmental Law. 3 Units.**

This course is a survey of legal principles and policies relating to protection and enhancement of the physical environment. Particular attention is given to common law doctrines and public rights and remedies; federal and state control programs for the fields of air pollution, water pollution, noise, solid waste management, fish and wildlife resources; planning for federal, state and local administrative agencies.



**LAW 509. Special Topics in Environmental Law. 2 or 3 Units.**

This course will explore a specific field or issue in environmental law. The particular focus of the course, course requirements, and any prerequisites will be provided in the registration materials for the semester in which the course is offered. Students will be required to complete a substantial scholarly paper. Priority will be given students pursuing the Environmental Law Concentration. Prerequisite or concurrent enrollment: LAW 507.

**LAW 510. Natural Resources Law. 3 Units.**

Students examine the law and policy relating to the use of federally owned lands for the production or enjoyment of various natural resources. Major themes include the history of federal public land law and policy, the jurisdictional authority of the federal government and the states over public lands, and the respective roles of the federal legislative, executive and judicial branches in formulating and enforcing natural resources law and policy. Specific natural resources considered include water, minerals, timber, grazing, wildlife, recreation, and the preservation of historical and environmental values. (Practicum).

**LAW 511. Climate Change Law & Policy. 2 Units.**

Climate change is a serious threat to human health and the environment. This course is a survey of the legal tools employed to address global climate change through mitigation and adaptation measures at the international and domestic levels. These measures are relevant to many areas of law practice including water, land use, business, real estate, municipal, legislative, and public law as well as environmental and natural resources. The course will explore the legal regime created at the international level, U.S. responses at the state and local levels, and common law based litigation. Particular attention will be paid to mitigation of greenhouse gas emissions through the Clean Air Act, renewable energy policies, and various initiatives in the transportation, energy and building sectors.

**LAW 513. California Lobbying & Politics. 2 Units.**

This course explores how power and influence operate in the California Legislature. The first part of the course examines the processes and pressures a California legislator typically encounters prior to casting a vote in the Legislature, including campaigns for local and state office; fundraising; the influence of political parties and partisan leadership; grassroots supporters; and Sacramento-based interests. The second part of the course develops theories of legislative persuasion, including a blend of traditional advocacy skills and political strategy. The course includes a mock legislative hearing exercise at the State Capitol.

**LAW 513-O. Lobbying & Politics. 3 Units.**

This online course explores lobbying within U.S. state legislatures, with a particular emphasis on legislative and regulatory advocacy in the California legislature. The course provides opportunities for comparison of other state legislatures, and emphasizes development of practical skills that facilitate participation in state legislative and regulatory processes. This course is open only to graduate students.

**LAW 515. Conflict of Laws. 3 Units.**

Students study the law applicable to private interstate and international transactions. Domicile, jurisdiction, recognition of foreign judgments and family law matters (divorce, annulment, alimony, custody) as well as choice of law problems in torts, contracts, and other transactions are covered.

**LAW 517. Statutes and Regulations. 3 Units.**

This course introduces students to strategies and techniques for interpreting and applying statutes and regulations in the modern administrative state. Topics include foundational issues important to public law, such as the legislative process, doctrines of statutory interpretation, the structure of administrative law, and the role of agencies in interpreting and enforcing statutory schemes.

**LAW 518. Public Authority in Use. 2 Units.**

Examines capacity for effective authoritative decisions beyond single jurisdictions or agencies, such as joint powers authorities, MOUs, contracts, statutes or court determinations (e.g., preemption) and others. Also examines devices for joint actions across sectors or which seek to direct individual behaviors.

**LAW 526. Mediation. 2-3 Units.**

This course provides functional knowledge of the power and practice of mediation, which is increasingly being used to resolve both litigated and non-litigated disputes. Mediation employs a natural third party, the mediator, to help disputing parties make better decisions concerning whether and how to settle a dispute. This course examines the theoretical, legal, ethical, and practical aspects of mediation through lecture, discussion, video simulations and extensive interactive exercises and role-plays. Students will learn to conduct mediations in step-by-step process. This course also covers how to represent a client effectively in mediation and explores appropriate applications of mediation. Enrollment limit. (Simulation).

**LAW 528. Online Dispute Resolution. 1 Unit.**

Online Dispute Resolution (ODR) is an experiential class designed to introduce professional skills related to the use of technology as part of an alternative dispute resolution (ADR) practice. Students will engage in classroom work and discussions to become familiar with the impact of information and communication technology (ICT) on ADR practice and ethics, but the bulk of the course time will be spent using ICT applications and interacting with the instructor and fellow students regarding the appropriate use of ICT. Course work will demand that students engage in collaborative efforts to assess and use ICT in work with case fact patterns. Feedback will be in the form of group de-briefings, and in direct feedback from the instructor. (Simulation).

**LAW 531. National Security: Counterterrorism. 1-3 Units.**

This course will take an in-depth look at counterterrorism in China, Colombia, India, Israel, Russia, Spain, and the United States. The course will examine competing conceptions and definitions of terrorism at the national and international level and the institutions and processes relevant to operational counterterrorism. This course will include the study of the balance between national security interests and civil liberties found in the following topical areas: relevant Supreme Court decisions in the surveyed nations, legislative provisions in response to acts of terrorism, operational counter-terrorism considerations (including targeted killing), policy recommendations, the use of military tribunals or civil courts in trying suspected terrorists, the emerging law regarding enemy combatants and their detention, and the arguable need for new self-defense doctrines at the global level.

**LAW 535. First Amendment. 3 Units.**

This course is an in-depth and comprehensive study of freedom of speech including political speech, defamation, obscenity, commercial speech and the press. Also included will be a review of governmental demand for information as well as freedom of religion, including the establishment and free exercise clause Prerequisite: Completion of LAW 163.

**LAW 542. Employment Discrimination Law. 2-3 Units.**

This course will examine laws aimed at curtailing discrimination in the workplace. The course will also examine the different claims, methods of proof, and the defenses available in employment discrimination cases. Statutory coverage will include Title VII of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race, ethnicity, sex, and religious orientation); the Americans with Disabilities Act; the Age Discrimination in Employment Act; and various state statutes that prohibit discrimination on the basis of sexual orientation and marital status.

**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, 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 566. Public Agency Law. 2 Units.**

Using a combination of theoretical and practical approaches, students learn about the various aspects of public agency law and work as government lawyers. Students engage in a thorough analysis of a specific complex contemporary government law issue and then develop proposals to resolve the issue through legislative or administrative processes. Requires completion of a significant research project.

**LAW 567. Election Law. 2 Units.**

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

**LAW 567-O. Election Law - Online. 3 Units.**

The course introduces the main concepts of election law. Coverage includes constitutional law and principles, campaign finance law, election administration, and the Voting Rights Act, among other topics. The online version is taught as a three-unit course and is open only to graduate students.

**LAW 568. California Initiative Seminar. 2 Units.**

This course involves a detailed review of the California initiative process and specialized research techniques appropriate for understanding initiative measures. Each student prepares an objective analysis of one or more initiatives that are likely to appear on an upcoming California statewide ballot. The analysis includes a clear description of what the initiative does, whether there are serious ambiguities in the text of the initiative, and whether the initiative is likely to be held constitutional if challenged. The analysis does not include a recommendation of how people should vote or comments about the wisdom of the initiative. (Practicum).

**LAW 570. Health Law. 3 Units.**

This course is an introduction to the U.S. health care system and public policies and laws that impact both health care providers and consumers of health care. Topics covered include federal and state regulation of hospitals, physicians and managed care organizations; standards of care and medical malpractice; privacy and confidentiality; informed consent; access to care and federal/state reform proposals; public and private financing of health care; forms of health care enterprises, and end of life issues.

**LAW 572. Public Health Law. 3 Units.**

Students study legal powers and duties of government to assure the conditions necessary for the public to be healthy (e.g., to identify, prevent, and ameliorate health risks to the population), and the limitations on government's power to constrain the autonomous, privacy, proprietary, and other legally protected interests of individuals for the protection and promotion of public health. Topics covered include the foundation and scope of public health state policy powers; health promotion, persuasion, and free expression control of infectious diseases; bioterrorism; public health regulation of property and the professions; tort law's role in public health; and obesity and the scope of public health.

**LAW 573. Bioethics and Public Health Law. 1-3 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 also provides an introduction to legal issues emerging in the field of Public Health. The focus of the course varies from year to year depending on emerging medical/legal/ethical issues and also depending on whether the course is taught in the one, two, or three unit format.

**LAW 576. Cap. Lawyering and Pol. Making. 2 Units.**

This course introduces students to the lawyer's role in developing, modifying, implementing, advocating, and influencing public policy, including: legislation, regulations, executive orders, court orders, and other policy edicts at the national, state, and local levels. Students learn how to do policy analysis; learn the essential organization and procedures of the various policymaking venues; are able to consider and weigh strategic implications associated with the various venues and processes; conduct research using a variety of sources unique to policymaking in California and other settings; learn and develop skills for advocacy, negotiation and compromise in a policymaking setting; and practice applying course knowledge and skills to important public policy matters of the day. Students complete a project on an actual and current public policy problem.

**LAW 576-O. Government Law & Policymaking. 3 Units.**

This online course introduces students to the role of government agency leaders in developing, modifying, implementing, advocating, and influencing public policy, including: legislation, regulations, executive orders, court orders, and other policy edicts at the national and state 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 federal and state settings; learn and develop skills for advocacy, negotiation and compromise in a policymaking setting; and practice applying course knowledge and skills to important public policy matters of the day. Students complete a project on an actual and current public policy problem.

**LAW 580. Public Education Law. 2-3 Units.**

Survey of existing statutory and case law relating to rights, obligations and responsibilities of public school personnel, students, faculty, parents, administration, and financing of public education.

**LAW 583. Water & Environmental Justice. 3 Units.**

Water & Environmental Justice (3 units). This course will explore challenges and opportunities in meeting the goal of providing a healthy environment and safe, affordable, accessible, and reliable water supplies to all people regardless of race, ethnicity, gender, economic status, national origin, and education level. Specific topics may include, among others, the human right to water, disparate impacts from facility siting, toxic exposure, climate justice, food security, access to nature, participation in environmental governance, and capacity building in disadvantaged communities. Enrollment is limited to graduate students.

**LAW 586. Federal Indian Law. 2-3 Units.**

A course covering the relationship of American Indian nations and their members to the federal and state governments. The course is an introduction to the field of Native American law and will focus on tribal sovereignty, criminal and civil jurisdiction, taxation, land and water rights, natural and cultural resources, environmental regulation, and tribal gaming.

**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 600. Public International Law. 3 Units.**

Students study the nature, sources and evolution of international law; relation of international law to municipal law; subjects of international law; peaceful settlement of disputes; international agreements; state responsibility and treatment of aliens; the use of force; the role of international organizations.

**LAW 608. International and Foreign Legal Research. 1-2 Units.**

The course examines methods, strategies, and sources for international and foreign legal research. The emphasis is on developing research skills in the area of international law, although the course will also include instruction related to foreign legal systems. General topics to be covered include treaties, customary international law, international courts and arbitration. (P/F).

**LAW 614. International Protection of Human Rights. 2-3 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 humanitarian 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 and Drug Policy. 2 Units.**

Most of Americans now live in states where marijuana is legally available for medical or medical and recreational use. Despite that, they are violating the federal Controlled Substances Act of 1970 when they engage in almost any activity involving marijuana. This course examines the unusual history of, the regulation of marijuana, a product that into the 20th Century had recognized medical uses. It explores how marijuana went from being considered a useful product to becoming the “demon weed” and then how it has regained acceptance within the United States. Along the way, the course focuses on the War on Drugs and how that war continues to impact Americans despite changed attitudes towards marijuana. Also, potentially within the scope of the course is an expanded look at drug policy generally as several states and researchers are exploring medical benefits of drugs like L.S.D. and psilocybin once seen as so dangerous that they have no medical use.

**LAW 617. Practice and Business of Cannabis Law. 2 Units.**

The course encompasses both a theoretical and applied approach to practicing law in the cannabis space. The business of cannabis and practicing law in the space necessitates navigating the contradictions implicit in the often conflicting federal, state, and local laws and lawyers must navigate these contradictions while staying abreast of continuously emerging laws, regulations, and policies. The course covers topics including (i) ethical obligations specific to lawyers representing cannabis clients, (ii) corporate structuring and tax planning for small companies and multi-state operators; (iii) financing challenges and solutions in light of current banking limitations and securitization obstacles; (iv) taxation issues given IRS section 280E (inability to take ordinary business expenses); (v) the lack of bankruptcy protection; (vi) cannabis in the public markets and securities law; and licensing and compliance with local jurisdiction and state regulations.

**LAW 619. International Criminal Law. 1-3 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. 2-3 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 638. EU: Int'l Trade & External Relation. 1 Unit.**

The current US Administration's approach to trade and trade policy with friend and foe is significantly more 'robust' than that of previous administrations. This new direction represents a substantial shift not only for the EU but also for the existent world trade system as such. The course "EU: Int'l Trade & External Relations" will explore and explain different aspects of this shift and what it portends by contrasting the at times disparate US and EU approaches to bilateral and global trade arrangements. In order to provide a basis for fruitful discussion, an introduction will be given in the EU's approach to the WTO and its dispute settlement mechanism as well as its approach to bilateral and regional trade agreements and their clauses on broader policy goals such as promoting human rights, international environmental law goals, and social rights. In addition, the course will provide insight into the legal intricacies the EU faces when entering into relations with other States and organizations, as a consequence of its composite legal order.

**LAW 647. International Economic Law. 2 Units.**

This course serves as a broad introduction to the legal aspects of international economic relations and global economic governance, with a focus on trade and investment. The course will look at sources of international economic law, and also international actors and international financial institutions in this regime. It will additionally consider the law relating to the International circulation of goods, services and factors of production, to the protection of international investment, as well as the role of supranational institutions (WTO/ICSID) in the area of trade and investment dispute resolution.

**LAW 650. European Union Law. 1-3 Units.**

This course is an introductory study and analysis of substantive EC law within the framework of an understanding of the complex socio-economic and political environment within which the Treaty of Rome is implemented, starting with the reasons for the formation of the EC and the institutions of the EC, including: free movement of goods, internal taxation, quantitative restrictions, competition law, free movement of capital, services and people. The course also covers EC external relations with several countries or groups of countries.

**LAW 654. European Union Law for International Business. 1 Unit.**

This course provides a general introduction to EU law, in the context of how businesses typically enter the EU market. The course concentrates on key matters that international business partners will face entering the EU market and the discussion will focus on selling goods to an EU buyer, e-commerce activities aiming at the EU market, sales via an EU representative, entering the EU market via franchising arrangements, establishing a permanent presence in the EU, and related matters. This is a problem based course and students will work collaboratively to resolve challenging case studies.

**LAW 675. U.S. & International Sale of Goods. 2 Units.**

This course covers all stages of contracts for the sale of goods in domestic and international transactions including documentary sales and electronic transactions. Focus is upon existing Article 2 and revised Article I of the Uniform Commercial Codes. Selected coverage of certain aspects of article 2A and revised Article 5; of acts dealing with electronic communications; of federal consumer protection acts; and of the Convention on Contracts for the International Sale of Goods. Prerequisite: Contracts.



**LAW 676. International Labor Law. 2-3 Units.**

This course will cover bilateral, regional, multilateral and other global regimes that involve laws regulating workers and the workplace across national boundaries. It will include norms and practices adopted by governments, including as part of trade agreements, but also those involving private rules and procedures in codes of conduct and other corporate social responsibility programs. The course will also explore the conflicts and intersections of these global labor regimes with human rights norms and some comparative laws, particularly those involving the United States.

**LAW 680. International Intellectual Property. 1-3 Units.**

Trademarks, copyrights, patents and trade secrets will be reviewed by a survey of certain aspects of select international treaties. The course has a strong international comparative law component with a Pacific Rim or European Union focus.

**LAW 688. Internship. 12 Units.**

This course is used for candidates who are placed in a law firm for an internship. Students will earn 12 units of credit. Interns are expected to be fully integrated into the daily work of the host firm. Among the tasks normally assigned to interns are research, preparation and review of documents, client interviews, negotiations, and observing court appearances. This course is designed for LLM students only.

**LAW 689. International Commercial and Investment Arbitration. 2-3 Units.**

This course introduces students to international investment treaty law and arbitration. Topics covered include jurisdictional issues of qualifying investment and nationality, the distinction between treaty and contract claims, the relationship between parallel proceedings in domestic and international fora, the appointment of arbitrators, interim measures of protection, transparency of arbitral proceedings, the application of substantive protection such as standards of nondiscriminatory treatment, fair and equitable treatment, observance of undertakings, and protection against unlawful expropriation, host state defenses such as necessity and countermeasures, issues of corruption and illegality, theories of the calculation of damages, and enforceability of awards against states. (Practicum).

**LAW 690. Special Topics- International. 1-3 Units.**

Special Topic Courses in International LAW.

**LAW 690A. European Law In Practice. 1 Unit.**

Students will learn about law practice in Europe through observation and instruction. This seminar consists of a two-day boot camp, placement in an internship in a European law firm, company, or legal institution for five weeks prior to the Salzburg Summer Program, and weekly online or telephonic conferences during the course of the internship. Students will be required to keep a reflective journal and write periodic reflective essays. The Associate Dean for Experiential Learning and the Director of Graduate and International Programs will help students find an appropriate placement, and must approve each student's registration.

**LAW 690B. Hot Topics in European and International Company Law. 1 Unit.**

After providing a general introduction to comparative company law and its challenges, the course will deal with conceptual differences between common law and civil law rules on companies regarding source, form, style and substance. The special part of the lecture will focus on: - Brexit and its consequences for EU/International company law - Corporate social responsibility (liability, reporting) - M&A (creditor protection, cross-border conversion) - Shareholders liability (e. g. liability for a delayed insolvency request) - Directors' duties (codification of the business judgment rule, compliance in the field of data protection, employee protection for managers, D&O insurance) - Equity-replacing shareholder loans The course will highlight possible consequences for US enterprises doing business with European partners. (Practicum).

**LAW 692. Comparative Freedom of Expression. 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 First Amendment and the European Court of Human Rights that explain and apply Article 10 of the European Convention. There will be a focus on the doctrines as to which of the two systems have taken divergent paths, such as in dealing with "hate speech" and defamation.

**LAW 694. International Dispute Resolution. 1 Unit.**

This course surveys the wide variety of process choices in international dispute resolution. It will include a comparison between civil and common law judicial procedure and of alternative dispute resolution methods such as international arbitration and mediation. The course will examine the legal, policy, ethical, and jurisprudential issues associated with these processes. It will also address the negotiation and drafting of choice of law and choice of forum clauses, as well as of arbitration agreements. The course will be taught through case law, descriptive readings, simulation exercises, and discussion.

**LAW 699. Special Topics. 1-4 Units.**

Special Topic Courses in LAW.

**LAW 699A. California Craft Beer Law. 2 Units.**

In this course, you will learn the constitutional, statutory, and regulatory framework that controls and impacts California craft breweries on a daily basis. Topics we will cover include the historical bases for alcohol regulation, the three-tier system, licensing and regulation, ABC enforcement procedures, and various compliance requirements. We will also lightly touch on various legal disciplines that impact craft-breweries, including entity formation and intellectual property (trademarks). This course will introduce you to the roles lawyers play in counseling and representing California craft breweries. This course will also familiarize you with the surprisingly wide spectrum of legal issues that attorneys representing California craft breweries must be familiar with to competently perform their work.

**LAW 699AA. Legal Argumentation Seminar. 2-3 Units.**

Legal practice is organized around making persuasive arguments. Most of the argumentative techniques were developed nearly 2,500 years ago as part of the classical rhetorical tradition. In this seminar students will study the relevance of this tradition for contemporary lawyering.

**LAW 699AB. Workplace Investigations. 2 Units.**

Through this course students will learn about workplace investigations, including consistent investigative practices, preparing for and conducting effective interviews, creating a thorough documentary record, making credibility determinations, reaching findings supported by the record, and writing defensible investigative reports. The course will be taught using simulation and a highly interactive format. (Simulation).

**LAW 699AC. Defamation Law. 1 Unit.**

This one-unit, interactive course will focus on the complex and interesting law of defamation (i.e., the law about false reputation-harming communications). Raising both tort and constitutional law issues, defamation law is regularly tested on the Bar Exam.

**LAW 699AD. US and Intl Arbitration. 3 Units.**

This survey course of U.S. and international arbitration introduces students to both U.S. arbitration and international investor-state arbitration. This course will explore the legal basis of arbitration from commencing arbitration and the arbitrators' jurisdiction to challenging and confirming awards and their vacatur or annulment, and will learn the importance of the arbitration clause or submission agreement, forum selection, and arbitration provider rules. Other topics covered include the appointment of arbitrators; interim measures of protection; the application of substantive investment protection standards in treaties; and the enforceability of awards. The course will culminate in a series of simulated arbitrations, in which students will act both as advocates and arbitrators. (Simulation.).

**LAW 699AE. Artificial Intelligence and the Law. 2 Units.**

This course will explore the rise of new technology, its relation to the law, the bodies that regulate technology, and its potential future applications with a focus on AI and big data. Students will learn about the practical challenges, as well as the benefits and limitations, of technology applied in the legal system, and will consider the ethics of the AI transformation for the legal profession.

**LAW 699AF. Sports Law in Practice. 1 Unit.**

This course is focused on how to practice as a Sports Law Attorney. Reviewing case law, collective bargaining agreements, statutory and regulatory law, the course will consider the impacts of current laws on the sports industry, in particular the new rules allowing for college athletes to profit from name, image, and likeness use. Other subject matter the course will cover includes anti-trust, right to publicity, client representation, negotiations, and lock outs and strikes. Each student will negotiate a player's contract, endorsement deal, or coach's contract. In addition, students will learn the practical skills that are required to be a Sports Attorney.

**LAW 699AG. Negotiating Entertainment Contracts. 1 Unit.**

The course examines the theoretical, ethical, and practical skills essential to lawyers representing a broad array of domestic and international stakeholders in the entertainment industry from directors to actors, writers and producers. Students will learn how to conduct typical contract negotiations with artists guilds as well as negotiations of separation and exit agreements for breaches of contract.

**LAW 699AH. Juvenile Dependency Law. 2-3 Units.**

This course includes an in-depth review of child welfare investigations and juvenile dependency court procedure and practice. Sub-topics include child abuse and neglect allegations, juvenile dependency status review hearings, and permanency planning requirements. Students will additionally learn about the roles of the attorneys involved in the juvenile dependency court system.

**LAW 699AI. Doing Business in Europe: EU and International Law Essentials. 1 Unit.**

This course provides a general introduction to the EU and International Law framework for US businesses entering the EU. It is structured according to the different modes of how businesses typically access the EU market: E-commerce activities aiming at the EU market, direct sales to an EU buyer, sales via an EU representative, entering the EU market via franchising arrangements and joint ventures, establishing a permanent presence in the EU and related matters. The discussion will focus on the relevant EU law questions, such as EU structure, basics of the law of establishment, free movement of goods, competition law, etc. The course will also cover the international law obligations of the EU and its members regarding US businesses in the EU. These rules include the WTO legal framework that governs trade between the US and the EU, as well as the rules of international investment law and investor-state arbitration that protect US investors in the EU.

**LAW 699AJ. eDiscovery Law. 3 Units.**

Increasingly, attorneys are becoming "general contractors" when it comes to certain highly technical areas of the law. This is certainly true of the practice of eDiscovery. Unless you have chosen to make eDiscovery the focus of your practice, you will most likely instead be charged with assembling – and then managing – the right team of attorney specialists, technologists, and allied professionals who will conduct the eDiscovery components of cases on your behalf and under your direction. Any attorney serving in such a capacity will need to know enough about the law and technical aspects of eDiscovery to assemble the right team, keep costs under control, and ensure that legal and ethical obligations to clients, the court, and opponents are met and discharged. This course endeavors to impart such "general contractor" knowledge and expertise.

**LAW 699AK. Jury Selection. 2-3 Units.**

This course will focus on developing the "art" of jury selection in workshops. Students will learn about current topics in jury selection and will solicit jurors for a simulated case. The final will be a jury selection exercise followed by a brief opening statement where jurors will vote after opening statement so that students can determine whether the questions they asked served to discover the jurors bias or predisposition in favor of or against their case.

**LAW 699BB. The Law of American Policing. 1-2 Units.**

This seminar explores the establishment, role, and function of police in a democratic society. It will provide a foundation in the history of police culture/behavior, police discretion and its control. There will be a focus on the emerging topics of police legitimacy and public support, use of force, institutional bias, and racial justice. We will also discuss the present abolition movements and reform efforts across the country and within California.

**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 699CC. Racial Justice and Equity Practicum. 3-4 Units.**

Students in this course will work directly with a community organization to promote racial justice and equity through research projects, promotion of a speaker series, and legislative work. The practicum will focus on structural racism and explicit and implicit biases and how the effects of these forces are manifest in the criminal justice system, including constitutional and civil rights violations on the basis of race. The practicum will also focus on increasing public awareness of racism and racial injustice in the area of criminal justice and designing anti-racist solutions. Students will attend a weekly seminar and will complete 150 (3 units) to 200 (4 units) hours of on-site work with an approved community organization. This course is an experiential learning course and does count toward the externship requirement in the experiential learning graduation requirement.

**LAW 699DD. Criminal Competency and Responsibility. 2-3 Units.**

Students will learn substantive law relating to mental health issues in the criminal justice system and then apply that knowledge in simulated advocacy skill workshops. Students will learn through reading, discussion, extensive role-playing, and self-reflection. Students will conduct simulated opening statements, closing arguments, direct and cross examination, expert preparation, competency bench trials, and criminal responsibility jury trials using a mock case file.

**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 699EE. Expert Testimony Using Technology. 2-3 Units.**

Students will learn substantive law regarding evidentiary issues surrounding the admissibility of expert testimony and then apply that knowledge in simulated advocacy skill workshops. Students will learn through reading, discussion, extensive role-playing, and self-reflection. Students will conduct simulated expert interviews, expert preparation, preparing and using technology-based demonstrative evidence, depositions, direct examination, and cross examination.

**LAW 699F. Cybersecurity Law & Policy. 1-2 Units.**

This course will provide students exposure to the current key legal and policy issues related to cybersecurity, including the legal authorities and obligations of both the government and the private sector with respect to protecting computer systems and networks, as well as the national security aspects of the cyber domain including authorities related to offensive activities in cyberspace. This course will include a survey of federal laws, executive orders, regulations and cases related to surveillance, cyber intrusions by both private and nation-state actors, data breaches, and privacy and civil liberties matters, among other topics. The course will also explore the legislative and technology landscape in this dynamic area, and will provide students with opportunities to discuss cutting-edge issues at the intersection of law, technology and policy.

**LAW 699G. Information Privacy Law. 1-2 Units.**

This course examines an individual's ability to control his or her personal information. Privacy law consists of constitutional law, statutory law, torts, and contracts. This course begins with foundation of privacy law in the United States and tracks the evolution of privacy law into 21st Century statutes. The course considers the challenges of regulating and enforcing privacy laws.

**LAW 699H. Race, Mass Incarceration & Criminal Justice Reform. 3 Units.**

This course explores the rise of mass incarceration between the 1970's and the 2000's, its consequences for communities of color, and the emerging strategies to move the US justice system away from its heavy reliance on incarceration. The course is broken into two parts. In the first half of the semester, we will examine the causes and dynamics of mass incarceration in America. In the second half of the course, we will look at how criminal justice can be reformed to address the current crisis of mass incarceration.

**LAW 699I. Leadership in Organizations. 2 Units.**

This course helps prepare students for responsible leadership and service in the many roles that lawyers perform both in and out of legal practice. Students are introduced to basic principles and methods of leadership and apply what they are learning to their current leadership role. Students will assess their own leadership strengths and weaknesses and develop the skills and self-awareness necessary to lead ethically and effectively. Registration in this course requires concurrent service in a leadership role, such as serving as a board member for a Registered Student Organization, the Student Bar Association, or a non-profit board, or serving as a Torts Fellow. (Practicum).

**LAW 699J. Gaming Law and Regulation. 1 Unit.**

This course will provide a basic working knowledge and understanding of the North American and International Gaming Industry. Our focus will be primarily on the domestic gaming industry which will include an examination of what legally constitutes an act of gambling; how tribal gaming and commercial gaming are regulated by federal and state governments; the administrative process for obtaining a privileged gaming license; technology licensing; the structuring of a business entity with consideration of gaming license requirements and investigative inquiries; the laws and regulatory agency oversight of gaming activities; public policy issues and problem gaming considerations.

**LAW 699K. Law Teaching. 2 Units.**

The course focuses on all aspects of designing law school courses and teaching law students, including course sequencing, classroom teaching, and designing and grading exams. The course also addresses how to develop as law teacher. Students will be taught the best practices through lectures, discussions, interactive exercises, and role-plays.

**LAW 699L. Writing for Publication. 2 Units.**

This course explores best practices with respect to research and writing for publication in the fields of international and comparative law. It is designed for JSD and LLM students who plan to write theses or dissertations, as well as other students interested in doing serious scholarly or policy writing.

**LAW 699M. Legal English. 1 Unit.**

This course prepares international students to work with English-speaking clients. The course introduces students to important grammar, legal vocabulary, and idioms often encountered when lawyering in English. Students will practice writing under timed conditions and oral presentation skills. The course also includes discussion of topics important to cross-cultural lawyering. This course is mandatory for all graduate law students, who are non-native English speakers (P/F).

**LAW 699N. Disability Law. 1-2 Units.**

In this course, we will cover the statutes, regulations and cases that support the rights of individuals with disabilities, their families and caregivers. Since everyone with a disability is a person first, their rights impact every category of legal study and practice. Among the important legislation that we will study are the following: Individuals with Disabilities Education Act (IDEA); Americans with Disabilities Act of 1990 (ADA); and Federal Civil Rights Act.

**LAW 699O. Corp Gov & Human Rights. 1 Unit.****LAW 699P. Democracy & the Rule of Law. 1 Unit.****LAW 699Q. Victims in Criminal Procedure. 2 Units.****LAW 699R. The Law of Art, International Commerce and Cultural Heritage. 1 Unit.**

This course will explore “art” and “cultural property and heritage” as fields of legal inquiry and practice. The course will examine the intellectual, economic, moral, property rights, and arising connections with an artist’s works and their derivative rights in the United States and international contexts.

**LAW 699S. Reproductive Rights and Justice. 1-2 Units.**

This seminar course will introduce students to select topics in the field of reproductive rights and justice. Students will explore topics related to sterilization, contraception, abortion, pregnancy, and childbirth. Prerequisite: LAW 163 Constitutional Law.

**LAW 699T. Law and Legal Technology. 1-2 Units.**

This course will equip students with the skills to understand the technological tools in use by legal professionals. An examination of current legal technology and its implications on ethical obligations will provide a grounding for the practical use of these tools. The course will also review how to keep current with new technological developments, and how such developments might relate to legal ethics. Areas of focus will include privacy and security, productivity software, practice management, e-discovery, and social media. Technological expertise is not required. Course Material Fee: \$120 - National Society of Legal Technology.

**LAW 699U. JSD Research Seminar. 1 Unit.****LAW 699V. Settling International Disputes: The Global Trend. 1 Unit.**

This course will introduce students to international dispute resolution techniques, including negotiation, mediation, and arbitration, with a focus on the global movement toward online dispute resolution (ODR). Students will be introduced to international ODR standards and best practices and discuss both the opportunities and shortfalls of ODR processes in the context of global transactions. The course will also introduce cross-cultural communication issues and obstacles, and strategies for overcoming them. Students will participate in group exercises and simulations and course materials will be curated from a variety of international resources.

**LAW 699W. Healthcare Compliance. 3 Units.**

This course provides an overview of healthcare compliance from conceptual, substantive, and operational perspectives. Students will explore the need for compliance programs within healthcare organizations. The course will provide an overview of the federal laws that generate the most significant compliance obligations, including False Claims Act, Anti-Kickback Statute, Stark Law, HIPAA, HITECH, antitrust laws, EMTALA, and tax laws. Students will also examine legal and practical issues related to the operation of a compliance program.

**LAW 699X. Negotiations. 3 Units.**

This course examines the theoretical, ethical, cultural, and practical considerations essential to effective negotiations. Students learn negotiation skills through lecture, discussion, and interactive exercises and role-plays. Students are introduced to best practices in negotiations, including preparation, strategy, and tools and techniques that enhance negotiation success. This course helps students understand competitive and collaborative approaches and identify strengths and weaknesses in personal negotiating style. Enrollment limit and open only to graduate students. (Simulation).

**LAW 699Y. Implicit Bias and the Law: Modern Forms of Discrimination. 2 Units.**

Discrimination in the workplace has taken center stage in the country’s legal and political arena. Despite extraordinary progress for women and minorities since the first state and federal anti-discrimination laws were enacted, we have recently seen an uptick in litigation, lawmaking, and government agency enforcement designed to address today’s more subtle and nuanced forms of discrimination, including implicit bias. The goal of this course is to analyze these modern forms of discrimination, evaluate the perspectives of various stakeholders, and explore effective ways to address these issues through the law. The course combines theory and practice to prepare students for the type of work they will do as lawyers advising clients in this area of the law.

**LAW 699Z. Voting Rights Then and Now. 1 Unit.**

This seminar explores the origins and centrality of voting rights, the factual and theoretical bases for the Voting Rights Act of 1965, enforcement of the Voting Rights Act, and the modern struggle for voting rights. Students will learn how social conditions and movements can affect the law, understand the basic legal principles of the law forbidding discrimination in voting rights, and how to apply these principles to contemporary issues.

**LAW 701. Poverty Law. 3 Units.**

This course dives into the relationship between poverty and law in the United States and the legal systems people living in poverty engage with regularly. Reviewing poverty data, policy arguments, legal doctrine, and practice, we will explore modern anti-poverty programs and issues such as welfare, work, housing, health, education, and criminalization. The course will conclude with an examination of new trends in legal services and the role lawyers can play in empowering historically marginalized communities.



**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 705. Introduction to Space Law. 1-2 Units.**

This course examines the international and domestic laws that govern the exploration and use of outer space. It will address property rights in outer space, the rescue and return of astronauts, liability for damage caused by space objects, the allotment of orbital slots, and other aspects of the legal regime governing governmental and private activities in space.

**LAW 706. Persuasive Public Speaking. 1-2 Units.**

This course introduces students to the many aspects of persuasive public speaking including content, word choice, and delivery. Students study the theory of persuasion through reference to historical and social science sources. Students develop public speaking confidence by practicing their skills and receiving constructive feedback. The one-unit version is taught either as a hybrid or online course, and is only open to graduate law students. Enrollment limit. (Simulation).

**LAW 711. Practical Analysis, Strategies, & Skills (PASS) I. 3 Units.**

PASS I is a three-credit course graded on a pass/fail basis in which students complete extensive writing practice based on CA Bar Exam essay questions and performance test questions, receiving instructions in and following CA Bar Exam procedures, standards, and strategies. Students also receive individualized written and oral feedback concerning critical reading skills and issue identification, answer outlining and time management, use of IRAC, answer structure and tone, and crafting effective rule statements, factual analyses and arguments, and conclusions. Students review selected areas of substantive law commonly tested on the CA Bar Exam and complete weekly MBE (multiple choice) exercises using Adaptibar review software. Required for students in Directed Study, but open to all students in their final year of law school. Adaptibar MBE preparation software is required as course materials in PASS I and is offered at a discounted rate. Students must purchase Adaptibar using the special link and instructions that will be available on the PASS I course TWEN page.

**LAW 712. Practical Analysis, Strategies, & Skills (PASS) II. 3 Units.**

PASS II is a three-credit, graded course that allows students to get a head start in reviewing three challenging bar-tested subjects: Civil Procedure, Property, and Contracts. PASS II is a "flipped" class, meaning that students review substantive law and lectures outside of class, spending class time primarily engaging in essay and MBE simulations. Themis Bar Review provides an online platform for course content and assessments, but students wishing to take PASS II may be enrolled in any commercial review course. There is a course materials fee that will be charged upon enrollment in PASS II.

**LAW 745. Elder Law and Social Policy. 3 Units.**

This course introduces students to the broad range of legal and policy issues and options affecting older persons. Topics covered include the demographics of aging; special ethical issues when representing the elderly; Social Security, SSI, Veteran's benefits and private retirement income plans; financing health care through Medicare, Medi-Cal and the VA; housing options and long term care; the definition of legal incapacity and planning for incapacity; end of life decision making; and elder abuse. Students join UCD Medical students for joint, interdisciplinary classes. (Practicum).

**LAW 747. Elder & Health Law Clinic. 1-3 Units.**

This course is offered in conjunction with Elder Law and Social Policy and is designed to help students integrate legal theory, practice skills, and professionalism in the growing field of law, aging, and the representation of vulnerable populations. In addition, students will be working to remedy the legal needs of persons experiencing homelessness as part of a Medical Legal Partnership with local primary and behavioral health clinics. Students undertake representation of the elderly ad homeless in the greater Sacramento area, including elder abuse, housing, consumer matters, Medicare and health access issues, public benefits, advanced health care directives, powers of attorney, simple wills and estate planning, and alternatives to conservatorships, criminal record expungement, child support modification. Students interview and counsel clients, conduct factual investigation and legal research, develop case theories and strategies, manage case files, draft documents negotiate and present or defend client's cases in court. 150 hours per semester of clinical work is required, of which 30 hours are allocated to the instructional portion. Students may participate for more than one semester. These returning students have the option of enrolling for 3 credits (150 hours), 2 credits (100 hours) or 1 credit (50 hours). Admission into the Elder & Health Law Clinic is by an application process. Graded. Enrollment limit. Prerequisite: Completion of, or concurrent enrollment in, Elder Law and Social Policy.

**LAW 750. Women and the Law. 2 Units.**

This course focuses on the evolution and current situation of women and their related issues in the American legal system and may include foreign and international law comparisons. Topics covered may include domestic violence, child custody, reproductive rights, marriage and divorce, domestic partnerships, education, employment, sexual harassment, prostitution, and pornography.

**LAW 770. Critical Race Theory. 2 Units.**

In this seminar we will examine Critical Race Theory (CRT) as a means of interrogating the legal status quo. We will cover the critical legal studies (cls) roots of CRT, some of the classic CRT literature, and contemporary legal issues that lend themselves to CRT analysis. The course is taught in a seminar format. Students will be expected to read several books, engage actively in class discussions, and write a scholarly paper.

**LAW 780. Sexual Orientation and Gender ID. 2 Units.**

This course examines the law's treatment of gay, lesbian, bisexual, and transgender (LGBT) persons. Topics covered include the recognition and/or regulation of LGBT sexuality, relationships, and employment. The students undertake a substantial research and writing project. (Limited Enrollment.).

**LAW 800. Client Interviewing and Counseling. 2 Units.**

A survey of, and practice in, the basic techniques of interviewing and counseling clients within the framework of a multitude of legal problems. The course also covers the basic principles and techniques of negotiating the resolution of legal disputes. (P/F).

**LAW 802. Negotiation and Settlements Seminar. 2 or 3 Units.**

This course examines the theoretical, ethical, and practical skills essential to being an effective advocate in negotiations involving legal disputes. Students learn negotiation skills through lecture, discussion, video simulations, and extensive interactive exercises and role-plays. Students are introduced to negotiation tools and techniques that enhance negotiation success. This course helps students identify strengths and weaknesses in personal negotiating style. Enrollment limit. (Simulation).

**LAW 803. Advanced Legal Research - Blended. 2 Units.**

This course is an in-depth examination of the principles, techniques, and sources of legal research taught via a combination of in-person class meetings and distance education. Students gain an understanding of research strategies through in-person and online lectures, readings, videos, discussions, and research exercises. Students complete multiple fact-based assignments as well as a final examination. There is ample interaction with the professor and other students both inside and outside the formal structure of the course throughout its duration, and ample assessment of student effort and learning throughout the course. Students are precluded from this course if they have taken Advanced Legal Research in a different format. (P/F) Enrollment Limit. (Practicum).

**LAW 804. Criminal Pretrial Litigation. 2-3 Units.**

This course includes lectures, demonstrations, and extensive student participation in all phases of criminal pretrial litigation: investigation, client and witness interviewing and preparation, case evaluation, charging decisions, discovery, pretrial hearings including grand jury and preliminary hearings, pretrial motions, plea negotiations, sentencing considerations, and ethical considerations in all phases. Students draft documents pertaining to all aspects of criminal pretrial practice. (Simulation).

**LAW 807. Advanced Appellate Advocacy Seminar. 2 Units.**

This course is required for students competing on Moot Court teams. It focuses on advanced theory and practice of appellate advocacy, including the appellate process, preparation of appellate briefs and presentation of oral arguments. It meets both semesters for 2 units per semester. Enrollment must be approved by course instructor and is limited. All students will prepare two appellate briefs while participating in interschool competitions. Prerequisite: Global Lawyering Skills II, unless waived by the professor.

**LAW 809. Civil Pretrial Litigation. 2 Units.**

This course includes lectures, demonstrations, and extensive student participation in simulations concerning all aspects of civil litigation before trial with particular emphasis on strategies for efficiently securing favorable outcomes. Areas of coverage include: early informal investigation, identifying a "theory of the case," how case theory affects formation of a discovery plan, selecting among informal and formal discovery choices, choosing deponents, tactics of taking and defending depositions, preparing interrogatories and interrogatory responses, tactics of propounding and responding to other discovery requests, options for resolution of discovery disputes, evaluation of potential pretrial motions for full or partial summary adjudication, and pretrial submissions. Students draft documents pertaining to all aspects of civil pretrial practice. (Simulation).

**LAW 812. Trial Advocacy & Evidence Skills. 3 Units.**

Trial Advocacy and Evidence Skills takes a student through the entire range of in-court trial skills: examination of witnesses, opening and closing addresses to the jury, communications techniques, handling of exhibits, jury selection, and trial strategy while simultaneously teaching them how to utilize the Federal Rules of Evidence in the courtroom setting. To supplement the basic required course in Evidence Law, this course includes analysis of evidence issues in the weekly exercises and the final trial, including online webinars by the professors to highlight rules of evidence as they arise in the trial context. The course concludes with an all-day jury trial in front of a guest judge and volunteer jurors from the community.

**LAW 812L. Trial Advocacy & Evidence Skills.-Lecture. 0 Units.**

Trial Advocacy and Evidence Skills takes a student through the entire range of in-court trial skills: examination of witnesses, opening and closing addresses to the jury, communications techniques, handling of exhibits, jury selection, and trial strategy while simultaneously teaching them how to utilize the Federal Rules of Evidence in the courtroom setting. To supplement the basic required course in Evidence Law, this course includes analysis of evidence issues in the weekly exercises and the final trial, including online webinars by the professors to highlight rules of evidence as they arise in the trial context. The course concludes with an all-day jury trial in front of a guest judge and volunteer jurors from the community.

**LAW 815. Advanced Trial Advocacy. 3 Units.**

This course consists of lecture (including frequent demonstrations), combined with weekly practice sessions, covering at an advanced level: case theory development (including discussion of integration of case theory with jury instructions), persuasive opening statements, organization and technique of direct examination, advanced techniques of cross examination, direct and cross examination of expert witnesses, closing argument using analogy and storytelling techniques, jury selection, complex topics in evidence, special exercises in communications, vocal arts, and movement. Prerequisite: LAW 812. (Simulation).

**LAW 821. Taking and Defending Depositions. 2 Units.**

This course provides students with the practical, hands-on experience of preparing for, taking and defending depositions. Using a realistic case file, each student learns to: understand the various roles of a deposition – use as a discovery tool, evidentiary support for motions and impeachment at trial; prepare for the deposition including preparing the deponent; create an outline of a deposition; take a deposition, defend a deposition and play the role of a client or witness being deposed; and draft a file memo summarizing the deposition. Each student receives in-depth feedback from the professor. Enrollment limit. (Simulation).

**LAW 822. Lawmaking in California. 2 Units.**

This course covers the fundamental components of the legislative process, policy and ethics including legislative procedure, bill drafting and analysis, history and intent, advocacy, relationships with the executive branch, and powers and limits of the legislative branch. Students learn about statutory and regulatory lawmaking and observe the lawmaking process in action. Students draft legislation (bills and amendments) and analyses. The making of statutory law has an increasingly critical role in our legal system. This course prepares students who want to continue their studies in the legislative arena and participate in the Legislation & Public Policy Clinic.

**LAW 824. Written Discovery. 1-2 Units.**

This course introduces students to the conceptual, legal, strategic, and practical issues relating to written discovery in civil litigation. The course also teaches students how to draft and respond to special and form interrogatories, requests for admission, and demands for production in a simulated case. Enrollment limit. (Simulation).

**LAW 826. Negotiating Disputes Into Deals. 1 Unit.**

This course focuses on creative problem-solving techniques integral to a negotiator's toolbox, examining how to create value when negotiating common disputes. The course uses a live negotiation simulation where students can develop strategies, employ bargaining tactics, and structure agreements, tools that are applicable to a wide range of negotiation contexts. Through simulation, combined with lecture and small group exercises, students negotiate a resolution to a conflict and draft a settlement agreement. Enrollment limit. (Simulation).

**LAW 850. Homeless Advocacy Clinic. 1-3 Units.**

Students in the Homeless Advocacy Clinic provide legal services to individuals experiencing homelessness and to criminal justice-involved individuals. These persons are among the most vulnerable in the Sacramento community and often fall through the cracks of legal and medical systems, perpetuating a costly and tragic cycle of recidivism and chronic unsheltered homelessness. Students work to eliminate civil legal barriers for formerly incarcerated persons who are experiencing homelessness. The legal services include access to public benefits, expungement of criminal records, reduction of traffic fines & fees, child support modification, and credit counseling. Case managers at our community partners provide standardized legal screenings and referrals. Students conduct initial consultations with potential clients and then deliver legal advice and representation. Students gain valuable experience in working with vulnerable individuals and helping to give them a chance to get back on their feet and reintegrate with the community. There is a weekly seminar course that is required for this clinic. (One Semester, 3 Graded Units) Prerequisites for Enrollment: A written application is required. Previous or concurrent enrollment in Poverty Law (when offered), Civil Procedure, and Evidence. Previous or concurrent enrollment in Elder Law & Social Policy (when offered) is recommended. The Clinic is one semester, although students are encouraged to enroll in 2 semesters.

**LAW 853. Legislative & Public Policy Clinic. 3 Units.**

Students gain practical experience in researching, drafting, and pursuing adoption of California State legislative, policy, and regulatory proposals. The course examines techniques of legislative persuasion, including a blend of traditional advocacy skills and political strategy. Students will learn practical skills such as drafting support and opposition letters and bill analyses, negotiation and compromise, and persuasive speaking. Working in teams, students are responsible for identifying a client in need of a state law change, analyzing the deficiencies in current law or policy, and practice, drafting proposed statutes or regulations, refining the proposals to reflect public affairs and political realities, crafting a strategy for effectuating the change, and pursuing adoption of their final proposals in the California Legislature or an administrative agency. Activities include preparing briefing materials, presenting proposals to the appropriate governmental offices, assembling a grassroots and support coalition, seeking favorable media coverage, lobbying for change, meeting with opposing parties to discuss their concerns and negotiate changes, and participating in public hearings. The Clinic includes a weekly, two-hour seminar, where students are taught practical skills in legislative advocacy, as well as present and receive feedback on the results of their team collaborations with other students. By the end of the course, students are expected to have demonstrated competence in devising and executing a realistic strategy for passing legislation or petitioning a state government department to adopt a rule change. Admission into the year-long clinic is by an application process, and admission preference will be given to students pursuing a Capital Lawyering Concentration. Enrollment limit. Year-long (6 Graded Credits, 3 per semester).

**LAW 859. Small Business Law Clinic. 3 Units.**

Students will gain practical experience in client interviewing, researching, case management, document preparation and other skills necessary to represent the legal needs of small business entrepreneurs. Working with a business law firm that agrees to represent clients in a pro or low bono capacity, students will participate in a weekly seminar to discuss best practices, legal and procedural issues that arise when meeting the legal needs of small business clients. By the end of the course, students will be expected to have demonstrated competence of the basic business and transactional legal skills necessary to represent the legal needs of a small business, either in the start-up process or on-going needs. Completion of Business Associations is a pre-requisite unless waived with the approval of the professor. The clinic includes a weekly, one-hour seminar. (Limited enrollment.) Graded.

**LAW 865. Immigration Clinic. 1-3 Units.**

Students will provide legal assistance and direct representation to low-income clients on immigration matters including asylum, Special Immigrant Juvenile Petitions, U and T visas, VAWA petitions, and deportation defense. Students gain experience in client counseling, case analysis, problem-solving and cross cultural competency. 150 hours per semester of clinical work is required, of which 30 hours are allocated to the instructional portion. Students may participate for more than one semester. These returning students have the option of enrolling for 3 credits (150 hours), 2 credits (100 hours) or 1 credit (50 hours). Admission into Immigration Law Clinic is by an application process. Graded. Prerequisite: Completion of, or concurrent enrollment, in Immigration & Naturalization Law.

**LAW 874. Federal Defender Clinic. 3 Units.**

Students represent indigent defendants charged with misdemeanors before Federal Magistrate Judges in the first semester, under the joint supervision of a Federal Defender and McGeorge faculty. Students hone their skills in client counseling, plea negotiation, case analysis, oral and written advocacy and trial techniques. Students conduct evidentiary hearings and many conduct full jury trials. Admission into the year-long Federal Defender Clinic is by an application process. Prerequisite: Concurrent enrollment in LAW 895. Enrollment limit.

**LAW 875. Bankruptcy Clinic. 1-3 Units.**

The Bankruptcy Clinic provides a practical skills experience in insolvency issues and proceedings. Students interview and counsel clients, and assist clients in all aspects of case assessment, negotiation and settlement, including representation of debtors and creditors in bankruptcy proceedings in the United States Bankruptcy Court for the Eastern District of California. The Bankruptcy Clinic also represents both debtors and creditors in adversary proceedings including objections to discharge and other related proceedings. The instructional portion of the clinic will focus on the substantive and procedural law of bankruptcy. 150 hours per semester of clinical work is required, of which 30 hours are allocated to the instructional portion. Students may participate for more than one semester. These returning students have the option of enrolling for 3 credits (150 hours), 2 credits (100 hours) or 1 credit (50 hours). Admission into the Bankruptcy Clinic is by an application process. Graded. Enrollment limit. Prerequisite: Completion of, or concurrent enrollment in, Bankruptcy or Survey of Bankruptcy.

**LAW 882. California Parole Hearings and Litigation. 1 Unit.**

California's parole system impacts nearly every aspect of the criminal justice system. Prosecutors, defense attorneys, legislators, Board of Parole Hearings staff, and the judiciary all encounter the parole system at some point. This practicum introduces students to California's parole system to build a fundamental understanding that will inform students' future legal professions. It addresses topics including the history of sentencing and parole in California; the statutes, regulations, and case law that govern parole consideration and release; changes to California's parole scheme that have followed California Supreme Court cases, federal court orders, and California legislation and ballot propositions; the use of habeas corpus to challenge parole denials; parole supervision; and recidivism. Guest speakers will provide practical insight into their roles in the parole process. Students will complete several short assignments to gain experiential knowledge of these topics by evaluating the legal and practical soundness of parole decisions, drafting closing arguments for parole hearings, and playing a role in a mock parole hearing.

**LAW 895. Federal Pretrial/Trial Litigation Seminar. 2 Units.**

This course provides the podium component of a full year Federal Defender Clinic experience. Students participate in in-depth legal and case analysis, problem-solving, advocacy training, client counseling, simulated hearings and trials based on actual case files, and the preparation of motions, briefs and case analysis memoranda. Class discussions include ethical issues encountered in criminal defense work. The focus is on criminal defense in the Federal system, including how the structure and prosecution/defense roles reflect social and political values. Students are required to stay current on criminal law procedure and sentencing issues and engage in critical thinking about both legal/case strategy and broader issues raised by the representation of indigent clients. (Enrollment limited to those enrolled in LAW 874.).

**LAW 904. Crime Victims Seminar. 1 Unit.**

A series of substantive and procedural law seminars required for all students enrolled in the Crime Victims Clinic. The seminars will cover the constitutional and statutory rights of crime victims and the difficulties inherent in exercising those rights. Students will research, write, and present substantive papers on victims' rights topics. Seminars will be held weekly with one Saturday session.

**LAW 909. Prisoner Civil Rights Mediation Clinic. 3 Units.**

Students co-mediate Section 1983 prisoner civil rights cases with a Federal Magistrate Judge during this year-long clinic. Under Section 1983, prisoners in state prisons have the right to file a civil rights complaint seeking relief for alleged violation of rights protected by the Constitution or created by federal statute. Students learn both the theory and practice of mediation and develop the skills necessary to serve as mediators, including conducting pre-mediation meetings with both sides. Students learn Section 1983 prisoner case law and work closely with Federal District Court personnel. Admission into the year-long Prisoner Civil Rights Mediation Clinic is by an application process, and is limited to third and fourth-year students. Prerequisite: LAW 526, LAW 802 or a non-credit basic 40-hour mediation workshop with the consent of the professor. Enrollment limit.

**LAW 920. Pacific Law Review - Editors. 1-3 Units.**

Editorial board members are elected by the outgoing board. Editors supervise the staff and make policy decisions concerning McGeorge Law Review publications. The Editor-in-Chief and the Chief Managing Editor receive three credits. All other Editors receive two credits. (P/F).

**LAW 921. Pacific Law Review - Staff. 1-3 Units.**

Staff members are competitively selected from advanced students. Two credits are awarded on completion of a draft comment or casenote of publishable quality. One additional credit is awarded on completion of all editorial and production processes necessary for publication of a comment or casenote. The additional credit is awarded in the academic year in which the requirements for the additional credit are completed, which can be in the same year in which the initial two credits are awarded or in the following year. (P/F).

**LAW 922. Pacific Legislative Law Review. 1 Unit.**

Students review and analyze selected California legislation. Work is performed during summer and fall. Units are awarded in the fall and spring. (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 University of the Pacific Law Review. The seminar focuses on development and production of a law review comment topic and legal research techniques. The course begins shortly before the official beginning of the semester and ends before the end of September. Each writer must develop a comment topic, outline, and research plan to complete the course. In addition, each writer must identify a faculty advisor who has agreed to supervise the student to completion of the comment.



**LAW 954. Externship. 3-4 Units.**

Students will perform on-site legal work as externs under the supervision of field placement supervisors in government agencies or non-profit entities which specialize in the practice of civil law. This is an umbrella course which includes placement sites that do not easily fit into the other externship categories. Placement site and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. Current placement sites include the Yolo and San Joaquin County Counsel's Offices, the Sacramento, Roseville and Stockton City Attorney's Offices, California Office of Homeland Security, California Department of Education, the Pacific Justice Institute and the Pacific Legal Foundation. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

**LAW 956. Externship - Judicial. 2-14 Units.**

Students will perform on-site legal work with court research attorneys or Judges at various local California Superior Courts, or such other court(s) as the Field Placement Director may approve. Placement sites (which may include Superior Court divisions with specialized jurisdictions such as probate, juvenile or family law courts) and practice descriptions are set forth in the Directory of Field Placements, which is available on the internet at the Pacific McGeorge website or in the Field Placement Program office. The Field Placement Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

**LAW 957. Externship - Seminar. 0 Units.**

Externship participants will also be required to concurrently enroll in a seminar, in which students will attend five (5) seminar meetings throughout the semester and consult with their seminar leader. Seminar leaders may require students to keep a reflective journal or write periodic reflective essays. Additionally, seminar leaders may require a final written work product or an appropriate writing sample that is reflective of their placement. The Externship Director will help students find an appropriate placement, and must approve each student's registration. (P/F).

**LAW 960. Externship-Semester in Practice Accelerated Honors Program. 7 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). This course is for JD students in the Accelerated Honor Program only.

**LAW 961. Externship - Semester in Practice. 2-14 Units.**

Students will perform on-site legal work as half-time externs (minimum of 280 hours) or full-time (minimum of 560 hours) externs during a semester under the supervision of a field placement supervisor in a court, government agency or nonprofit organization, or in a private placement. Private placements are limited to those areas in which students are unable to gain practical experience without receiving academic credit and are not otherwise available through regular field-placement offerings. Private placements have included IP, Entertainment, General Counsel, Water, and Lobbying-related placements. Students must complete pre-placement interviews with the Director of the Field Placement Program and the Assistant Dean for Student Affairs before applying to placement sites. A student's enrollment in a half time or a full time externship must be approved by the Field Placement Director, the Assistant Dean for Student Affairs, and by the Associate Dean for Academic Affairs. Half time and full time externships may have class rank requirements, and generally, are recommended only for students in the top half of their class. (Up to 7 P/F units for half-time; up to 14 P/F, or 12 P/F units and 2 graded units, for full-time).

**LAW 969. Mock Trial Evidence. 1 Unit.**

Enrollment limited to the members of the current Mock Trial Team. Trial Evidence will hone the skills of the Mock Trial Team in making and responding to evidentiary objections in the cauldron of the trial arena. The Fall competition cases will be used to isolate and analyze the likely issues that will arise. For those who have already taken Evidence this will be an intensive review. For those now taking Evidence, it will be an opportunity to learn Evidence law in context.

**LAW 970. Mock Trial Team. 1-3 Units.**

Students selected for Mock Trial teams prepare simulated civil and criminal jury trials, then compete regionally and nationally against other law school teams. Expert litigator-coaches train students during practices held several times a week. The course enhances the student's persuasion and advocacy skills and reinforces the integration of the rules of evidence into actual trial practice. (Simulation) (P/F).

**LAW 979. Interviewing and Counseling Team. 1 Unit.**

Student competitors conduct an initial 30-minute interview with a person role playing a client and address both the client's legal and non-legal needs. Competitors are evaluated on their ability to explain various aspects of the attorney-client relationship, build rapport, address professional responsibility issues, determine the client's goal(s), and consider applicable law and options available to the client. Enrollment will be on a selective basis and limited to 6-8 students. Prerequisites include participation in the Client Interviewing and Counseling course or a live-client clinical program.

**LAW 980. LLM Legal Research, Writing and Analysis. 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 982. Negotiations Competition Team. 1 Unit.**

Students selected for Negotiation team prepare simulated negotiations, then compete regionally and nationally against other law school teams. Expert negotiator-coaches train students during practices held several times a week. The course enhances the student's knowledge of and skills relating to negotiations. (Simulation) (P/F).

**LAW 986. Dissertation. 12 Units.**

This course is for JSD students who are completing an approved Dissertation.

**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. 1-3 Units.**

Graduate Level Directed Research provides the opportunity for exchange and graduate law students (LLM, JSD, MSL) 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 Assistant Dean or 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 faculty and student will meet in-person regularly and 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, 25 pages in length including footnotes for two units of credit, or 40 pages in length including footnotes. A student is not permitted to receive credit for Directed Research for a project produced for the student's employer or for any other law school course or activity.

**LAW 995. Visiting Program/Off Campus. 17 Units.**

This course is used to track enrollment for students taking coursework at another institution as a visiting student.

## Public Policy Courses

**PUB 210. Law and Policy Foundations. 3 Units.**

Sets public policy making and implementation in the US system of law and democratic governance with limited comparison to legal and governance systems of other nations. Includes emphasis on roles and responsibilities of public professionals and the importance of analyses from differing perspectives. Attention to institutions and policies that effectively address value conflict, complexity and uncertainty.

**PUB 211. Conflicted, Complex, Uncertain. 4 Units.**

Sets public policy making and implementation in contexts of value conflicts, complexity and uncertainty especially as addressed in US democratic system of governance but also comparatively globally. Starts with structural design of the US constitution (separation of powers, federal system, and limited government). Includes analysis of major changes in structures, powers and activities with emphasis on roles and responsibilities of public professionals. Establishes importance of analyses from differing perspectives: individual/household, communities (of place or interest), firms/organizations, public agencies and public interest, including intergenerational. Introduction to tools premised on rational public policy making and implementation. Major attention to tools of analysis and instruments of action that explicitly incorporate value conflict, complexity and uncertainty.

**PUB 212. Choices in Policy Design. 3 Units.**

Choices of policies and design of programs are core responsibilities of any public body. How these choices are made is critical. The chosen policies and programs shape the potential to achieve desired objectives, influence whether and how a public agency interacts with other public and private sector organizations involved in the same issue, some even working toward the same goal. Very importantly, how these choices are made and the choices themselves determine the roles of citizens beyond elections and also the roles of stakeholders. This course focuses on the design elements of these choices that cross any single department, sometimes seen at the level of a whole government-a nation, state, county, city or special district. Examples include how councils, boards or commissions develop calendars of work, including enacting ordinances and regulations, adopting budgets, or managing collective bargaining. Some important designs are externally imposed on organizations, including prescriptions of constitutionally superior governments, as well as standards established by professional bodies, such as the Government Accounting Standards Board. Students in the course develop tools to strategically analyze these design choices and assess how important features of policy process can be changed. Many of the concepts and tools are also relevant to larger non-profit organizations and some are relevant to for-profit firms.

**PUB 213. Enhancing Societal Capacity. 3 Units.**

Enhanced societal capacity is an overarching goal of public policy. Today's quality of life, economic competitiveness and opportunity, or use of natural resources, reflect past choices. Societal capacity to choose and to act will determine our futures and should be viewed globally. Progress here is not synonymous with "larger" or more "active" government as very important public purposes are achieved by actions which protect the liberty of or empower individuals, households, firms and communities. However, important societal purposes are achieved by public action that requires capacity derived from legal authority, technical competencies, fiscal resources, political support and networked relationships. Examination of a broad, global range of policy making and implementation tools, ranging from individual or family choice (e.g., in schools), through expertise (e.g., scientists) and a variety of techniques to learn from assessment of policy and program implementation, all analyzed from different perspectives established in PUB 211.

**PUB 214. Budgets, Financial Management. 3 Units.**

Develops understanding of the role budgets play in state, local, and federal governance. Examines the politics of budgeting and the process of developing capital and operating budgets. Gives students hands on experience working with core budget and other financial documents, including budget change proposals, performance measures, comprehensive annual financial reports, and public agency actuarial valuation reports. Also explores the effect economic cycles and past government and voter decisions have on modern budget options.

**PUB 215. Capstone: Public Policy Analysis Case. 4 Units.**

Examines capacity for effective action beyond single jurisdictions or agencies. Also examines devices for joint actions across sectors, including inter-sectoral and inter-governmental, such as specific area plans, joint powers, financing districts or purposeful networks. Explicit attention is given to allocation of risks as a public policy tool, often seen in financing of large projects and programs.

**PUB 218. Professional Skills. 1 Unit.**

Develops professional skills in writing and presentation. Exercises establish the high standards required in professional work in the public sector. Contrasts colloquial, advocacy and discipline-based academic communications vs. professional work products used in the making and implementation of public policies to clarify norms and the writing and presentation competencies required in these roles.

**PUB 219. Directed Research. 1-3 Units.**

Students complete comprehensive individual research projects under the supervision of a faculty member resulting in a public policy relevant analysis. Topic, unit credit and graded or pass/fail must be approved in advance. (P/F or graded) (may be repeated).

**PUB 221. Economic Concepts and Tools. 4 Units.**

Develops competence in economic concepts and tools. Draws from microeconomics. Key concepts include efficiency, equity, tax incidence, opportunity cost, cost-benefit analysis and the role of incentives, marginal analysis, competition, public goods and market failure. Provides opportunity for students to discuss the effectiveness of various government programs and regulation or de-regulation strategies from an economic point of view.

**PUB 222. Finance for Public Policies. 3 Units.**

Develops competence to use concepts and tools of public finance common to professionals in public policy arena. Examines substantive and procedural requirements related to various forms of public agency revenue sources in California, including taxes, assessments, fees and charges. Other topics include revenue estimation, capital facility financing, internal controls, fund accounting and public investments. Attention also paid to institutions critical to public finance.

**PUB 232. Public Policy Research Tools. 3 Units.**

Emphasizes importance of accurate and relevant information to sustain and advance effective public policy in support of constitutional democracy. Develops skills for use of qualitative and quantitative research methods, including construction and analyses of purposive samples, interviews and surveys. Includes techniques useful in providing information from the different perspectives introduced in PUB 211. Develops competencies in program or policy evaluation. Attention is given to unobtrusive measures found in common public policy processes and to effective presentation of results to different audiences.

**PUB 233. Public Manager Analytics. 4 Units.**

Introduces students to use of analytics in managing organizations and implementation of programs or policies. Provides students with a solid foundation in descriptive and inferential statistics. Topics covered include: measures of central tendency and dispersion, probability and probability distributions, hypothesis testing and confidence intervals, correlation, simple regression, and an introduction to multivariate regression. Develops competencies in identifying relevant analytics, collection of data including survey design, and making information usable for decision makers seeking to improve performance in achieving policy goals.

**PUB 234. Advanced Policy Analytics. 3 Units.**

Policy analysts seek to understand why public policy problems exist and what, if anything, could be done to address them. Program evaluators want to know whether and how well extant public policies/programs designed in response to policy problems are working. This course extends the statistical toolbox, introduced in PUB 233: Public Manager Analytics, used in policy analysis and program evaluation. By the end of the course, students should be able to estimate and interpret a variety of econometric models. Topics include: Hypothesis testing with multivariate regression, dummy variables, interaction effects, fixed effects, instrumental variables, time series, discontinuity models, and logistic regression.

**PUB 241. Leaders, Organization Behavior. 4 Units.**

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

**PUB 242. Systemic Change. 3 Units.**

Analysis and developing skills relevant to purposeful, enduring change of public policies and public institutions. Roles and strategies of policy entrepreneurs are analyzed. Actions which strengthen policies are contrasted with those which weaken them. Explicit attention not only to public executives, but also to strategies of elected officials, stakeholders, and advocacy groups. Identifying and understanding the articulation of a variety of tools, such as strategic communications or facilitated processes, as well as more specific policy tools, such as changed laws, new decision arenas, or changed financial incentives.

**PUB 251. Pub Admin: Values, Roles and Skills. 4 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. Capstone: Strategy, Implementation. 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, or (3) a project for an actual client. The goal is strengthening knowledge and competencies for sustained, long-term effectiveness. Much class work is undertaken by teams.

**PUB 261. Water Policy Choices. 3 Units.**

Identifies and analyses possible changes in water policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

**PUB 262. Health Policy Choices. 3 Units.**

Identifies and analyses possible changes in health policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

**PUB 263. Sustainability Policy Choices. 3 Units.**

Identifies and analyses possible changes in sustainability policy in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices. Includes attention to energy, water and land uses, but also to sustainability agendas of businesses and other actors.

**PUB 264. Public Reform Policy Choices. 3 Units.**

Identifies and analyses possible changes in public institutions and practices in the next 2-5 years and beyond. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer term effects of public policy choices.

**PUB 265. Emergency Services Policy. 3 Units.**

Encompasses emergency preparedness planning, response and recovery, including natural disasters, terrorism, intelligence/information available and analyses, and counterterrorism. Attention to linkages among national, state, local and nongovernmental arenas of decision and capabilities.

**PUB 266. Advanced Quantitative Tools. 3 Units.**

Multivariate regression and modeling tools, including application to cases in water and health care. (prerequisites: PUB 231 and PUB 232).

**PUB 267. Economics of Place, Industry. 3 Units.**

Develop competence in economic concepts, theories and tools relevant to analyses of sub-national places, such as a region or watershed, including valuation of ecosystem services, and to industries, such as health care or agriculture. (prerequisites: PUB 221 and PUB 222).

**PUB 268. Judicial Administration. 3 Units.**

Identifies and analyses possible changes in judicial institutions and practices in the next 2-10 years. Develops capacity to analyze relevant values, past history, competitive forces, and adaptive human behaviors to identify promising strategies. Emphasizes skills and tools of leadership and implementation required for success in this complex context.

**PUB 271. Public Policy Special Topics. 3 Units.**

Topic selected by faculty member to fit curricular needs, current issues and student interest. Illustrative topics include "U.S. Social Movements and Public Policy," "Spatial and Data Analysis," or "The Economics of Race in the United States."

**PUB 281. Public Finance Policy Choices. 3 Units.**

Identifies and analyses current practices and possible changes in instruments and practices of public finance in the next 2-5 years and beyond. Develops competencies in use of selected instruments. The primary focus is supporting executive roles: capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public finance practices.

**PUB 282. Public Data Policy Choices. 3 Units.**

Identifies and analyses current practices and possible changes in public policies and practices concerning collection, use and access to public data in the next 2-5 years and beyond. Includes analytics of public data. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices regarding collection and uses of public data.

**PUB 283. Public Policy Decision Tools. 3 Units.**

Identifies and analyses uses of decision tools in making and implementing public policies. Develops competencies in use of selected tools. Additionally considers possible changes in use of such decision tools in the next 2-5 years and beyond. The tools considered include those which emphasize formal calculation, structured uses of science and other expertise, and procedural rules under which decisions are made. The primary focus is supporting executive roles: capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of use of various decision tools.

**PUB 284. State Government. 3 Units.**

Focuses on the distinctive attributes and roles of state governments. Emphasizes understanding of the institutions and operations of state government with particular attention to effectiveness and to the roles of public professionals, including civil service careerists, public-interest advocates, political leaders and contracted service providers. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices.

**PUB 285. Local Government. 3 Units.**

Focused on the distinctive attributes and roles of local governments, including counties, cities, special districts and the variety of local public authorities. Emphasizes understanding of the institutions and operations of local governments with particular attention to effectiveness and to the roles of public professionals. Develops capacity to understand, analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess implementation feasibility and to identify probable longer-term effects of public policy choices.

**PUB 286. Intersectoral Leadership. 3 Units.**

Effective action on many important public issues requires joint or complementary action by all sectors of society and also support or acceptance by citizens. This course builds further on concepts and skills developed in core courses to deepen competencies to analyze and to act effectively in leadership roles in the most complex, uncertain and conflicted contexts. Central to success is mastering various aspects of governance, including the use of formal authority and competencies of governments, roles of nonprofits and businesses, and important public policies and cultural factors which shape possible actions. Attention to effective framing of issues, reaching public judgments and mobilizing resources.

**PUB 290. Foundations of Social Policy. 3 Units.**

This course explores the normative and historical development of the state's role in providing for the social welfare of its citizens. In doing so, it examines current and past federal and state policies relating to aging, education, health, housing, and welfare, among others. In addition, some social welfare policies in other countries are investigated. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.



### **PUB 291. Externship. 3 Units.**

Students will perform on-site public policy work as externs under the supervision of field placement supervisors in government agencies, non-profit entities or for-profit firms engaged in public policy processes. Placements in for-profit firms can include consulting firms focused on public policy processes and firms directly providing services with largely public funding, such as in health care. The Field Placement Director and/or the Associate Director of the Public Policy Program will help students find an appropriate placement, and must approve each student's registration. Placements in for-profit firms must also receive approval of the Director of the Public Policy Program. (P/F).

### **PUB 292. Demography. 3 Units.**

Demography is the science of population characteristics, including population size, distribution, processes, and structure. This course examines the causes and consequences of population change—e.g., changes in fertility, mortality, migration, technology, lifestyle, and culture. These changes have implications for a number of social issues: hunger, the spread of illness and disease, household formation, the labor force, marriage and divorce, care for the elderly, poverty, and urbanization, among many others. The course also examines the concepts, measures, and methods used to document and project population changes over time. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

### **PUB 293. Housing Policy. 3 Units.**

This course is an exploration of housing (and by extension, community) policy in the United States. We begin by setting the context for U.S. housing by examining the social and spatial segregation of housing in the United States. We next move on to an examination of federal, state, and local housing policies affecting the production, pricing (i.e., affordability), and consumption of housing. Topics include the structure of housing and related financial markets; the economic and social bases for government intervention in these markets; and the different tools available to policymakers, including subsidies (both direct and through the tax system), regulation of financial institutions (e.g., the Community Reinvestment Act), government sponsored enterprises, zoning, and the regulation of lands and rents. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

### **PUB 294. Poverty and Welfare Policy. 3 Units.**

In this course, students will examine the nature and extent of poverty in the United States as well as become familiar with the policies and programs used to combat it. We will examine the controversies and politics surrounding theories of why people are poor, the measurement of poverty, its effects on individuals' and families' welfare, and the different programs used (and proposed) to provide relief. The course will primarily focus on income-assistance programs (e.g., Temporary Assistance for Needy Families and the Earned Income Tax Credit), but attention will also be given to anti-poverty programs more commonly associated with education, health, housing, and nutrition. Skills developed: Analytic writing, subject area knowledge, analysis of quantitative and qualitative data, and the presentation of descriptive data.

## **Doctor of Juridical Science (J.S.D.)**

A J.S.D., or Doctor of Juridical Science, is, in effect, legal education's counterpart to the Ph.D. Those who have already earned an advanced law degree and wish to do intensive, in-depth work in a specific topic in International Legal Studies or International Water Resources Law, normally over a period of several years, should apply to one of the J.S.D. programs.

## **J.S.D. - International Water Resources Law**

A student is eligible to graduate upon successful completion of:

- 12 units and achievement of a minimum cumulative grade point average of 2.7 during the residency period, and
- successful dissertation proposal presentation, and
- at least 8 units earned through enrollment as a JSD candidate, and
- dissertation defense.

## **J.S.D. - International Legal Studies**

A student is eligible to graduate upon successful completion of:

- 12 units and achievement of a minimum cumulative grade point average of 2.7 during the residency period, and
- successful dissertation proposal presentation, and
- at least 8 units earned through enrollment as a JSD candidate, and
- dissertation defense.

### **Questions?**

Contact the Graduate & International Programs Office  
Email ([graduatelaw@pacific.edu](mailto:graduatelaw@pacific.edu)) 916.739.7019

## **Residency Period (For Both JSD Programs)**

Students are expected to be in residence at McGeorge for at least two semesters, though they may extend their residency by up to two semesters in order to take additional courses and/or if they need additional time to prepare their Dissertation Proposal. The principal purpose of Residency is the preparation of the Dissertation Proposal, in consultation with the student's adviser.

Students are required to take the following courses during their residency:

- Fall Semester: Writing for Publication; Directed Research.
- Spring Semester: JSD Research Seminar; Directed Research.
- Public International Law (a requirement that may be waived by the Assistant Dean or Director of International Programs if the student has successfully completed the course elsewhere or if it lacks relevance to their proposed research topic).
- Electives, as discussed and approved by the Faculty Supervisor.

By the conclusion of the Fall Semester of their residency, JSD students must submit a draft of their research question and literature review to their faculty adviser and Writing for Publication professor.

At the conclusion of their residency, and in order to become JSD candidates, students must submit their Dissertation Proposal to their faculty adviser for approval and give an oral Presentation to a panel comprised of three faculty members. The Dissertation Proposal should include:

1. a concise statement of the research question; and
2. a literature review (revised based on feedback received from faculty adviser(s)); and
3. a précis of the anticipated dissertation; and
4. a bibliography.

The Dissertation Proposal should be at least 3500 words in length and should include citations in appropriate format.

If, in the judgment of a student's faculty adviser, the Dissertation Proposal indicates that the student has the capacity to write a Dissertation that is of publishable quality and that makes a contribution to the literature, the student will be invited to present his or her Dissertation Proposal. The student's Presentation should be around 30 minutes in length and should include visual aids (such as PowerPoint slides). The faculty panel and audience members will have 30 minutes to ask questions, make comments, and offer suggestions. Following the presentation, unless the faculty panel determines that more work on the proposal is required, the student will be admitted to candidacy, assuming the student has completed the course work and received the GPA necessary as described above. The next step in the doctoral process.

## Candidacy Period (For Both Programs)

JSD candidates may take up to 3 years to submit their Dissertation, though the period of candidacy may be extended if the student receives written permission from the Director of International Programs and his or her faculty adviser. During the course of writing the Dissertation, candidates are expected to remain in regular touch with their adviser(s). They are also expected to submit preliminary drafts for feedback prior to submitting a final draft. The Dissertation is expected to be "book-length" — i.e., around 200 pages (55,000 words). If, in the judgment of a candidate's faculty adviser, the Dissertation is of publishable quality and makes a contribution to the literature, the candidate will be invited to defend it before a Dissertation Committee comprised of three faculty members selected by the faculty adviser in consultation with the candidate and ideally chaired by an outside expert in the field. The Dissertation defense, including questions, comments and suggestions by the Committee, normally lasts one hour. At the conclusion of the defense the Dissertation Committee retires to consider whether to approve of the Dissertation. The JSD degree will be awarded to the candidate if the Dissertation Committee concludes that the Dissertation is of publishable quality and makes a contribution to the literature. The Dissertation Committee may condition its approval of the Dissertation upon specified modifications.

## Learning Outcomes

1. Demonstrate the ability to identify and understand key concepts in substantive law, legal theory, and procedure in international law context;
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving of a particular matter;
3. Demonstrate the ability to conduct international legal research;
4. Demonstrate written communication skills.

## Dual Degree Programs

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

## JD/MPP Programs

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

MPP calculated on the basis of LAW courses taken toward the JD and on the basis of PUB courses taken toward the MPP.

## Admission

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

## Approval

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

## Transfer of Credit

To be accepted by McGeorge as elective credit toward the JD unit requirements, the credit (1) must be for graduate level courses, and (2) must have been earned concurrently between initial matriculation and graduation from the McGeorge JD program. An official transcript of completed course work must be furnished to the Registrar; only the number of units (not grades) accepted are reflected on the McGeorge JD transcript.

## JD Required Courses

88 units are required for the JD degree. 9 units of elective credit may be accepted for PUB courses. Please refer to the Juris Doctor section of this catalog for a full listing of JD required courses.

## MPP Required Courses

48 units are required for the MPP degree. Please refer to the Master of Public Policy section of this catalog for a full listing of MPP required courses.

## MPA Required Courses

30 units are required for the MPA degree. Please refer to the Master of Public Administration section of this catalog for a full listing of MPA required courses.

## Other Programs

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

**Blended, 3+2 Programs, for a BA or BS from the University of the Pacific and an MPP are described in the catalog sections for those degrees.**

## Reservation of Right to Modify

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

## Juris Doctor (J.D.)

### Full-Time

McGeorge School of Law offers programs leading to the Juris Doctor (JD) 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.

Full-Time students take Skills Lab, Civil Procedure, Contracts, Criminal Law, Global Lawyering Skills I & II, The Legal Profession, Statutes and Regulations, Property, and Torts during the first-year; Global Lawyering Skills III, Constitutional Law and Evidence during the second-year; and Professional Responsibility during either the second- or third-year. First-year 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. Upper-division electives and required courses may be taken during the day or evening hours, as individual schedules permit.

### Required Units

88 semester units are required for graduation. Of those 88 units, 72 semester units must be earned in graded courses.

### Required Courses

#### First Year

LAW 100	Skills Lab- Torts	1
LAW 104	The Legal Profession	1
LAW 105	Civil Procedure	4
LAW 110	Contracts	4
LAW 115	Criminal Law	4
LAW 125	Property	4
LAW 131	Torts	4
LAW 134	Global Lawyering Skills I	2
LAW 135	Global Lawyering Skills II	3
LAW 517	Statutes and Regulations	3

#### Second Year

LAW 136	Global Lawyering Skills III	3
LAW 163	Constitutional Law	4
LAW 174	Evidence	4

Full-Time Students who are selected for University of the Pacific's Law Review Comment Staff are strongly encouraged to take both Comment and Global Lawyering Skills III, but may opt out of Global Lawyering Skills III. For students who complete courses, Global Lawyering Skills III may count towards the simulation section of the Experiential Curriculum requirement.

#### Second or Third Year

LAW 185	Professional Responsibility	2
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**Total Hours** **43**

### Minimum GPA

The minimum cumulative GPA required for graduation is 2.33.

### Bar Exam

If a student sits for any bar exam (excluding the Patent Bar) prior to completion of all degree requirements, they will not earn a JD degree from McGeorge. An exception may be made for a student who wishes to sit for the Delaware or North Dakota bar exam, which is offered only one time per year.

### Period of Study

Students must complete their JD degree within 84 months of matriculation.

### Application for Graduation

Students must complete the Application for Graduation via insidePacific no later than the Add/Drop Deadline two semesters before they intend to graduate.

Any student who anticipates that they will graduate earlier or later than expected is advised to seek academic advising with the Office of Student Affairs and must notify the Registrar of any changes to their expected graduation date.

### Part-Time

McGeorge School of Law offers programs leading to the Juris Doctor (JD) 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.

Part-Time students take Skills Lab, Civil Procedure, Criminal Law, Global Lawyering Skills I & II, The Legal Profession, and Torts during the first-year; Global Lawyering Skills III, Contracts, Statutes and Regulations, Property, Constitutional Law during the second-year; Evidence during the third-year; and Professional Responsibility during either the third- or fourth-year, or any summer. To stay on track for graduation, part-time students generally must take 2-5 units each summer. First- and second-year 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. Upper-division electives and required courses may be taken during the day or evening hours, as individual schedules permit.

### Required Units

88 semester units are required for graduation. Of those 88 units, 72 semester units must be earned in graded courses.

### Required Courses

#### First Year

LAW 100	Skills Lab- Torts	1
LAW 104	The Legal Profession	1
LAW 105	Civil Procedure	4
LAW 115	Criminal Law	4
LAW 131	Torts	4
LAW 134	Global Lawyering Skills I	2
LAW 135	Global Lawyering Skills II	3

#### Second Year

LAW 110	Contracts	4
LAW 125	Property	4
LAW 136	Global Lawyering Skills III	3

LAW 163	Constitutional Law	4
LAW 517	Statutes and Regulations	3
Part-Time students are eligible to solicit for University of the Pacific Law Review Comment Staff during their third year. For students who complete both Global Lawyering Skills III and Comment, Global Lawyering Skills III may count towards the simulation section of the Experiential Curriculum requirement.		
<b>Third Year</b>		
LAW 174	Evidence	4
<b>Third or Fourth Year, or Any Summer*</b>		
LAW 185	Professional Responsibility	2
<b>Total Hours</b>		<b>43</b>

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

## Minimum GPA

The minimum cumulative GPA required for graduation is 2.33.

## Bar Exam

If a student sits for any bar exam (excluding the Patent Bar) prior to completion of all degree requirements, they will not earn a JD degree from McGeorge. An exception may be made for a student who wishes to sit for the Delaware or North Dakota bar exam, which is offered only one time per year.

## Period of Study

Students must complete their JD degree within 84 months of matriculation.

## Application for Graduation

Students must complete the Application for Graduation via insidePacific no later than the Add/Drop Deadline two semesters before they intend to graduate.

Any student who anticipates that they will graduate earlier or later than expected is advised to seek academic advising with the Office of Student Affairs and must notify the Registrar of any changes to their expected graduation date.

### Juris Doctor Certificate of 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 certificates of concentration will enhance your JD experience and allow you to master a specific practice area.

For general questions about the Certificate of Concentration Programs, contact the Office of Student Affairs at [sacstudentaffairs@pacific.edu](mailto:sacstudentaffairs@pacific.edu) or 916.739.7089.

- Business (p. 116)
- Capital Lawyering (p. 117)
- Elder and Health (p. 117)
- Intellectual Property (p. 118)
- International (p. 118)
- Tax (p. 119)
- Trial & Appellate Advocacy (p. 119)
- Water and Environmental (p. 120)

## Business Certificate of Concentration

Sir Richard Branson of Virgin Atlantic once said, "A business has to be involving, it has to be fun, and it has to exercise your creative instincts." That is what the Business Concentration strives to provide for interested students. 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, corporate, commercial, employment, international, or real estate law.

## How to Apply

Apply by submitting the online application, 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 Business Associations and the Core and Elective Courses designated below. **With the approval of the Director of the Business Concentration, a tax or business course of at least two units, whether domestic or international, not included on the list of Elective Courses may be substituted.** If a student completes more than one Core Course, the additional course(s) will automatically be applied toward the satisfaction of the requirement for Elective Courses.

### 14 to 16 units required for completion of Concentration

REQUIRED COURSE		
LAW 151	Business Associations	4
<b>CORE COURSES (complete one) *If a student completes more than one Core Course, the additional course(s) will automatically be applied toward the satisfaction of the requirement for Elective Courses.</b>		
LAW 210	Business Planning	2-3
LAW 225	Bankruptcy	2-3
LAW 255	Federal Securities Regulations	3
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Partnerships	3
LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 625	International Business Transactions	3
<b>ELECTIVE COURSES (complete three)</b>		
LAW 214	Small Business Seminar	2
LAW 220	Banking Law	3
LAW 240	Insurance Law	2-3
LAW 257	Making Deals	2
LAW 260	Commercial Law	3
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 297	Sports Law	2-3
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
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 635	Transnational Litigation	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 Commercial and Investment Arbitration	3

Choose only one of the following Intellectual Property Courses (2-3 units):

LAW 265	Copyright Law
LAW 266	Patent Law
LAW 275	Survey of Intellectual Property Law
LAW 285	Trademark Law
LAW 680	International Intellectual Property

One Externship or Legal Clinic with a tax or business law focus (advance approval required) 2-3

## Questions?

Professor Christine Manolakas, Director of the Business Certificate of Concentration: cmanolakas@pacific.edu | 916.739.7110

## Capital Lawyering Certificate of Concentration

Capital Lawyering Concentration students complete a series of required and elective courses specially designed to prepare them to work in the Capital arena. Graduates are employed in the California legislature, 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, policy, and capital lawyering community. Students also participate in Capital Center student groups, attend Capital Center events, and network with Capital Center alumni.

## How to Apply

Interested students should complete the online application, which includes your resume and a brief Personal Statement (minimum 200 words). Please submit your application as early as possible in your McGeorge career to best plan your course of study. In no case may applications be submitted or accepted after the Add/Drop Deadline of your final law school term. Students must schedule an appointment with the Capital Lawyering Concentration Director to plan their required curriculum and activities.

## Requirements & Curriculum

Capital Lawyering students must complete a minimum of 14 units approved by the Capital Lawyering Concentration Director, comprised of required courses, an experiential learning course, and approved electives.

### 14 units minimum required for completion of Concentration

#### CORE COURSES (complete all)

LAW 517	Statutes and Regulations	3
LAW 576	Cap. Lawyering and Pol. Making	2

#### Experiential Course (complete one)

LAW 853	Legislative & Public Policy Clinic (Students are strongly encouraged to take Lawmaking in California prior to enrolling in the Legislative & Public Policy Clinic.- 1st Semester)	6
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Relevant Externship (approved by director)

LAW 954	Externship
LAW 960	Externship-Semester in Practice Accelerated Honors Program
LAW 961	Externship - Semester in Practice

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

#### ELECTIVE COURSES

LAW 209	Local Agency Practice	2
LAW 230	Water Resources Law	2-3
LAW 235	Environmental Practice	3
LAW 240	Insurance Law	2-3
LAW 304	Mental Health - Policy and Law	2
LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 507	Environmental Law	3
LAW 550	Immigration Law and Policy	3
LAW 555	Labor Law	3
LAW 560	Land Use Planning	2
LAW 567	Election Law	2
LAW 568	California Initiative Seminar	2
LAW 699F	Cybersecurity Law & Policy	1-2
LAW 699G	Information Privacy Law	2
LAW 699H	Race, Mass Incarceration & Criminal Justice Reform	3
LAW 699I	Leadership in Organizations	2
LAW 699J	Gaming Law and Regulation	1
LAW 699S	Reproductive Rights and Justice	1
LAW 701	Poverty Law	3
LAW 745	Elder Law and Social Policy	3
LAW 780	Sexual Orientation and Gender ID	2
LAW 802	Negotiation and Settlements Seminar	2

or  
3

LAW 822	Lawmaking in California (Strongly recommended for students planning to take the Legislative and Public Policy Clinic.)	2
LAW 853	Legislative & Public Policy Clinic (2nd Semester)	3
LAW 922	Pacific Legislative Law Review	1

Additional Clinic or Externship with a Capital Lawyering Focus 3

## Questions?

Professor Erin O'Neal Muilenburg, Director, Capital Lawyering Concentration: emuilenburg@pacific.edu | 916.325.4635

## Elder and Health Certificate of Concentration

This concentration combines two dynamic and closely related areas of the law. Both legal areas are interdisciplinary and grounded in policy, legal compliance, and ethics. A legal practice in either broad area provides stimulating and rewarding work. As one of only four ABA Accredited Schools in California with a Health Law Concentration and only three

in the nation with an Elder Law Concentration, the McGeorge Elder & Health Law Concentration provides students with a robust and relevant opportunity to focus their study on two of the most needed areas of practice now and in the future.

### How to Apply

Apply by submitting the online application, which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the certificate of 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 & Curriculum

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

#### 13 units minimum required for completion of Concentration

REQUIRED CORE COURSES (complete two courses)		
LAW 500	Administrative Law	3
LAW 570	Health Law	3
LAW 745	Elder Law and Social Policy	3
EXPERIENTIAL COURSES (complete one course)		
LAW 747	Elder & Health Law Clinic	1-3
LAW 954	Externship (approved by director)	3
ELECTIVE COURSES (complete five units)		
LAW 170	Wills and Trusts	3
LAW 302	Estate and Gift Tax/Estate Planning	3
LAW 304	Mental Health - Policy and Law	2
LAW 526	Mediation	3
LAW 528	Online Dispute Resolution	1
LAW 573	Bioethics and Public Health Law	1-3
LAW 699S	Reproductive Rights and Justice	1-2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
Additional Clinic or Externship		3

### Questions?

Professor Melissa Brown, Director of the Health Concentration:  
mbrown1@pacific.edu | 916.739.7378

## Intellectual Property Certificate of 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, or Artist's Representative.

### How to Apply

Apply by submitting the online application, which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the certificate of 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. The Director has discretion to substitute core and elective courses.

### Requirements & Curriculum

- Complete at least three (3) Core Courses
- Complete at least two (2) units of Elective Courses. Students who complete all four Core Courses may apply two (2) units towards their elective units.
- A minimum of 14 units are required to complete the Intellectual Property Certificate of Concentration.
- The Director has discretion to substitute core and elective courses.

#### 14 units minimum required for completion of Concentration

CORE COURSES (complete at least three courses)		UNITS
LAW 265	Copyright Law	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	3
LAW 297	Sports Law	2-3
LAW 680	International Intellectual Property	1-3

### Questions?

Professor Michael Mireles, Director of the Intellectual Property Concentration: mmireles@pacific.edu | 916.739.7154

## International Certificate of 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 Certificate of 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 certificate of 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.

### How to Apply

Apply by submitting the online application, which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the certificate of 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 & Curriculum

Students must complete at least 11 units in the course categories designated below, including at least one capstone or experiential course or activity. With prior written approval, the Concentration Directors may vary the certificate requirements for good cause.

### 11 units minimum required for completion of Concentration

CORE COURSES (6 units minimum)		UNITS
LAW 600	Public International Law <sup>1</sup>	3
<b>Plus at least one of the following courses</b>		
LAW 625	International Business Transactions <sup>1,2,3</sup>	3
LAW 635	Transnational Litigation <sup>1,2</sup>	3
SPECIALIZED COURSES (minimum 5 units)		
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 375	U.S. Taxation of International Transactions	3
LAW 550	Immigration Law and Policy <sup>1</sup>	3
LAW 608	International and Foreign Legal Research	1-2
LAW 614	International Protection of Human Rights	3
LAW 619	International Criminal Law <sup>3</sup>	2-3
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar (Course qualifies for experiential or capstone credit.) <sup>4</sup>	3
LAW 630	International Banking	2
LAW 631	International Negotiations (Course qualifies for experiential or capstone credit.) <sup>4</sup>	2
LAW 647	International Economic Law	2
LAW 650	European Union Law <sup>3</sup>	1-3
LAW 675	U.S. & International Sale of Goods	2
LAW 680	International Intellectual Property <sup>3</sup>	1-3
LAW 689	International Commercial and Investment Arbitration (Course qualifies for experiential or capstone credit.) <sup>4</sup>	3
LAW 692	Comparative Freedom of Expression (offered only at McGeorge's summer program in Salzburg, Austria.) <sup>5</sup>	1
LAW 705	Introduction to Space Law	1
LAW 865	Immigration Clinic (Course qualifies for experiential or capstone credit.) <sup>4</sup>	3
LAW 990	Directed Research	1-2

<sup>1</sup>Courses are typically offered every academic year. Courses not so marked are typically offered once every two years.

<sup>2</sup>Courses are requirements of the McGeorge LLM in Transnational Business Practice.

<sup>3</sup>Courses will likely be taught by adjunct professors, including in some cases members of McGeorge's International Board of Advisors or faculty emeriti.

<sup>4</sup>Courses qualify for experiential or capstone credit.

<sup>5</sup>Courses are offered only at McGeorge's summer program in Salzburg, Austria.

## Questions?

Professors Omar Dajani odajani@pacific.edu | 916.739.7018 & Jarrod Wong jwong@pacific.edu | 916-739-7231, co-directors of the International Certificate of Concentration

## Tax Certificate of Concentration

A basic understanding of the law of federal taxation is a valuable asset upon entering the legal profession. The Tax Law Concentration is intended to provide students the opportunity to pursue a focused and integrated course of study regarding federal tax law. Graduates with the Tax Law 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 governmental agencies are also interested in graduates with a strong background in federal taxation.

## How to Apply

Apply by submitting the online application, 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.

## Requirements & Curriculum

Students must complete the core and elective courses designated below. With prior approval, the concentration director may vary the requirements of this program in individual cases for good cause.

### 12 units minimum required for completion of Concentration

CORE COURSES (complete all)		UNITS
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Partnerships	3
ELECTIVE COURSES (complete one course)		
LAW 210	Business Planning	2-3
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 or Legal Clinic with a tax law focus (advanced written approval required)		3

## Questions?

Professor Christine Manolakas, Faculty Director, Tax Concentration: cmanolakas@pacific.edu | 916.739.7110

## Trial & Appellate Advocacy Certificate of 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 (<https://www.mcgeorge.edu/Forms/Trial-and-Appellate-Advocacy-Certificate-of-Concentration-Form.html>), 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.

## Requirements & Curriculum

Students must complete the Core and required Elective Courses listed below. A minimum of 14 total credits is required, in addition to Evidence and GLS II, which are required of all students. Journal service is not a substitute for GLS II for the Concentration.

In addition to the one required Elective course from each of the three Elective categories below (Pretrial, ADR, and Capstone), which will total at least six (6) credits, the student may choose courses from any of the four Elective sections to accumulate the 14-credit minimum.

Note that not all courses are offered every year. Students should plan their curriculum with this in mind, checking the Academic Schedule for the coming year and for the year thereafter (see, e.g., the projection of courses for 2020-21 (pdf) (<https://www.mcgeorge.edu/documents/Academics/electives2020-2021.pdf>))

With prior written approval, the Concentration Director may vary the requirements of the program in individual cases for good cause.

### 14 units minimum required for completion of Concentration (plus GLS II and Evidence)

#### CORE COURSES

LAW 135	Global Lawyering Skills II	3
LAW 812	Trial Advocacy & Evidence Skills (required)	3
	Clinic or Externship with a substantial litigation or ADR focus (advance written approval from the Concentration Director is required). Federal Pretrial/Trial Litigation Seminar, with its associated Clinic, may be used to meet both (a) the Clinic or Externship requirement and (b) either Pretrial Advocacy or Alternative Dispute Resolution. The student must complete both semesters.	3

#### ELECTIVE COURSES - PRETRIAL ADVOCACY (complete at least one course)

LAW 804	Criminal Pretrial Litigation	2
LAW 809	Civil Pretrial Litigation	2
LAW 821	Taking and Defending Depositions	2
LAW 824	Written Discovery	2
LAW 895	Federal Pretrial/Trial Litigation Seminar	2

#### ELECTIVE COURSES - ALTERNATIVE DISPUTE RESOLUTION (complete one course)

LAW 308	Art of Plea Bargaining	2
LAW 526	Mediation	3
LAW 631	International Negotiations	2
LAW 689	International Commercial and Investment Arbitration	3
LAW 802	Negotiation and Settlements Seminar	2

		or
LAW 826	Negotiating Disputes Into Deals	1
LAW 895	Federal Pretrial/Trial Litigation Seminar	2
LAW 909	Prisoner Civil Rights Mediation Clinic (May be used to meet both (a) the Clinic or Externship Requirement and (2) the Alternative Dispute Resolution requirement.)	3

#### ELECTIVE COURSES - CAPSTONE (complete at least one)

LAW 807	Advanced Appellate Advocacy Seminar (Students must complete two semesters)	4
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LAW 815	Advanced Trial Advocacy	3
LAW 969	Mock Trial Evidence (Students must complete two semesters)	2
LAW 970	Mock Trial Team (Students must complete two semesters)	2

#### ELECTIVE COURSES - OTHER LITIGATION-RELATED (optional)

LAW 209	Local Agency Practice	2
LAW 400	Advanced Criminal Procedure	2
LAW 410	White Collar Crime	2
LAW 415	Criminal Law Defenses	2
LAW 433	Employment Law	3
LAW 635	Transnational Litigation	3
LAW 706	Persuasive Public Speaking	2
LAW 882	California Parole Hearings and Litigation	1

If a student finds a course added or returning to the Schedule that may qualify as an "Other Litigation-Related Elective" (e.g., Federal Courts), the student may apply to the Director for use of that course towards the Concentration requirements.

## Questions?

Professor Dan Croxall, Director, Trial & Appellate Advocacy Concentration: [d.croxall@pacific.edu](mailto:d.croxall@pacific.edu) | 916.340.6177

## Water and Environmental Law Certificate of Concentration

Water and Environmental law lies at the intersection of environmental responsibility and society's use of and impact on the natural world. The curriculum spans local, national and international laws. Professional opportunities vary from advocacy to regulatory compliance. This concentration provides McGeorge students with an opportunity to deeply explore the body of knowledge necessary to pursue a career working in water and environmental law.

## How to Apply

Apply by submitting the online application, which requires that you attach your resume and Statement of Purpose (at least 200 words on why you want to obtain the certificate of 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 & Curriculum

Complete all core courses, Administrative Law, Environmental Law, and Water Resources Law, preferably during their second year if enrolled in the Full-Time program, or their third year if enrolled in the Part-Time Program. Complete at least five units of elective course offerings. Students are encouraged to participate in an Environmental Law Externship. A maximum of three 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 Program or their fourth year if enrolled in the Part-Time Program. The Capstone Seminar will be offered during the Spring semester and will require a substantial scholarly paper.

### 13 units minimum required for completion of Concentration

#### CORE COURSES (complete all three)

LAW 230	Water Resources Law	3
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LAW 500	Administrative Law	3
LAW 507	Environmental Law	3
<b>ELECTIVE COURSES (complete at least five units from this list)</b>		
LAW 235	Environmental Practice	3
LAW 509	Special Topics in Environmental Law (Ocean & Coastal Law)	2 or 3
LAW 510	Natural Resources Law	3
LAW 511	Climate Change Law & Policy	2
LAW 560	Land Use Planning	2
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3
LAW 990	Directed Research (Advance approval required)	1-2
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
<b>ADDITIONAL ELECTIVE COURSES (optional to complete up to one from this list)</b>		
LAW 209	Local Agency Practice	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 853	Legislative & Public Policy Clinic	3

## Questions?

Contact Professors Jennifer Harder [jharder@pacific.edu](mailto:jharder@pacific.edu) | 916.739.7189 or Rachael Salcido [rsalcido@pacific.edu](mailto:rsalcido@pacific.edu) | 916.739.7354, co-directors of the Water and Environmental Law Certificate of Concentration

## Directed Study

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

Any student whose cumulative GPA, at the end of the first academic year, falls below 3.0 shall be placed in the Directed Study Program. Once placed in the Directed Study Program, a student will remain subject to its requirements even if in subsequent years the student is no longer has a cumulative GPA below 3.0. Students who have a cumulative GPA of 2.9 to 3.0 may petition the Assistant Dean for Student Affairs to be removed from Directed Study and students who have a cumulative GPA of 3.0 to 3.1 or higher may petition the Assistant Dean for Student Affairs to be included in some or all parts of Directed Study.

All students who qualify for Directed Study are required to participate in academic counseling with a representative from the Office of Student Affairs, each year.

The Directed Study requirements are as follows:

## Full-Time Division

### Second Year

LAW 190	Remedies	3
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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	2
LAW 165	Criminal Procedure	3
LAW 170	Wills and Trusts	3

### Third Year

LAW 711	Practical Analysis, Strategies, & Skills (PASS) I	3
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## Part-Time Division

### Third Year

LAW 190	Remedies	3
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### Third or Fourth Year, or any Summer

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

LAW 155	Community Property	2
LAW 165	Criminal Procedure	3
LAW 170	Wills and Trusts	3

### Fourth Year

LAW 711	Practical Analysis, Strategies, & Skills (PASS) I	3
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When Principles of Agency is offered, students who qualify for Directed Study and who have a cumulative GPA below a 2.5 at the end of the first academic year, must also take Principles of Agency during the fall semester of their second year.

## Experiential Curriculum

As part of our commitment to teaching practical lawyering skills, all McGeorge students complete the Experiential Curriculum, which includes coursework where the focus is on learning by doing. Students learn to apply legal theory to practice, develop professional lawyering skills, and become reflective practitioners and lifelong learners.

## Requirement

Students are required to complete two transformational capstone experiences: (1) McGeorge Legal Clinic or Externship for 3 units minimum, and (2) a second McGeorge Legal Clinic, Externship, Mock Trial, or Moot Court for 3 units minimum, and additional units of other experiential courses, including simulation courses, equaling 11 total units. (This rule is interpreted to mean students may count 6 or 7 units in the transformational capstone category, leaving 4 or 5 additional units in other experiential courses, which may include Legal Clinics, Externships, or simulations.)

### Experiential courses include:

#### Legal Clinics:

LAW 747	Elder & Health Law Clinic	1-3
LAW 850	Homeless Advocacy Clinic	1-3
LAW 853	Legislative & Public Policy Clinic	3
LAW 859	Small Business Law Clinic	3
LAW 865	Immigration Clinic	1-3
LAW 874	Federal Defender Clinic	3
LAW 875	Bankruptcy Clinic	1-3
LAW 909	Prisoner Civil Rights Mediation Clinic	3

#### Externships:

LAW 954	Externship	3-4
LAW 956	Externship - Judicial	2-14
LAW 960	Externship-Semester in Practice Accelerated Honors Program	7
LAW 961	Externship - Semester in Practice	2-14

#### Mock Trial:

LAW 969	Mock Trial Evidence	1
LAW 970	Mock Trial Team	1-3

<b>Moot Court:</b>		
LAW 807	Advanced Appellate Advocacy Seminar	2
<b>Simulation and Practicum Courses:</b>		
LAW 136	Global Lawyering Skills III (Students who take both Global Lawyering Skills III and University of the Pacific Law Review Comment may count Global Lawyering Skills III towards the simulation section of the Experiential Curriculum requirement.)	3
LAW 210	Business Planning	2-3
LAW 211	Entrepreneurial Management	2
LAW 235	Environmental Practice	3
LAW 257	Making Deals	2
LAW 266	Patent Law	3
LAW 285	Trademark Law	2
LAW 300	Federal Income Taxation	3
LAW 308	Art of Plea Bargaining	1 or 2
LAW 310	Taxation of Corporations and Partnerships	3
LAW 325	Taxation of Real Estate Transactions	3
LAW 405	Worker's Compensation Law	2
LAW 433	Employment Law	3
LAW 440	Family Law	2-3
LAW 526	Mediation	2-3
LAW 528	Online Dispute Resolution	1
LAW 560	Land Use Planning	2
LAW 568	California Initiative Seminar	2
LAW 608	International and Foreign Legal Research	1-2
LAW 624	Legal Spanish for U.S. Lawyers	2
LAW 625	International Business Transactions	3
LAW 631	International Negotiations	2
LAW 689	International Commercial and Investment Arbitration	3
LAW 694	International Dispute Resolution	1
LAW 699A	California Craft Beer Law	2
LAW 699I	Leadership in Organizations	2
LAW 699T	Law and Legal Technology	1-2
LAW 706	Persuasive Public Speaking	1-2
LAW 745	Elder Law and Social Policy	3
LAW 800	Client Interviewing and Counseling	2
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 803	Advanced Legal Research - Blended	2
LAW 804	Criminal Pretrial Litigation	2-3
LAW 809	Civil Pretrial Litigation	2
LAW 812	Trial Advocacy & Evidence Skills	3
LAW 815	Advanced Trial Advocacy	3
LAW 821	Taking and Defending Depositions	2
LAW 822	Lawmaking in California	2
LAW 824	Written Discovery	2
LAW 826	Negotiating Disputes Into Deals	1
LAW 882	California Parole Hearings and Litigation	1
LAW 979	Interviewing and Counseling Team	1

## Waiver for Part-Time Students

Students who work full time (approximately 40 hours/week) during normal business hours may request a waiver of the Externship/Legal Clinic portion of the Experiential Curriculum. Waiver requests will be reviewed by the Assistant Dean for Student Affairs and/or Associate Dean for Academic Affairs and granted for good cause only. Each student requesting a waiver will be contacted to meet personally with either the Assistant Dean for Student Affairs and/or Associate Dean for Academic Affairs. Before waiving the requirement, the law school will work with the student to assess if there might be a creative way for the student to fulfill this requirement without needing a waiver. For example, there are a limited number of remote externships available to students who have full-time jobs. Remote externships provide an opportunity for hands-on legal work in non-business hours and may be a good fit for some students who are working full time.

### Institutional Learning Outcomes

At McGeorge, our 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 JD 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. McGeorge School of Law has designed its curriculum 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 U.S. substantive law, legal theory, and procedure.
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving.
3. Demonstrate the ability to strategize, develop, and conduct efficient legal research in U.S. law.
4. Demonstrate the ability to identify and understand foundational concepts in international law and to perform international legal research.
5. Demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications.
6. Demonstrate professional judgment, ethics, and professionalism through conduct consistent with the legal profession's values, standards, and discipline.
7. Demonstrate the ability to understand, collaborate, and engage with people of diverse backgrounds and experiences in a variety of legal settings and contexts.
8. Demonstrate understanding of the legal profession's commitment to access to justice.
9. Demonstrate understanding of career options and steps toward defining and achieving career goals in light of personal values.

## Master of Laws (LL.M.)

McGeorge offers graduate programs for both domestically trained attorneys and foreign-trained attorneys. Whether you seek an advanced legal program focusing on U.S. Law & Policy, Transnational Business, or Water & Environmental Law, McGeorge is the right place for you.

McGeorge's international law program is consistently ranked by *U.S. News World Report* as one of the top 20 international law programs in the U.S.

Graduate law programs at McGeorge have also been recognized by *International Jurist* to provide Top Value and excellent law school experience.

## Questions?

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

## LL.M. in Transnational Business Practice

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

Our LL.M. program has three requirements, (1) a substantive course: Transnational Litigation or International Business Transactions; (2) LL.M. Legal Research, Writing, and Analysis; and (3) Legal English. The remaining course units can be customized to meet your individual career goals.

For the students electing to do the LL.M. with internship, students must also enroll in at least one externship or internship course.

## Program Highlights

- Get real practical experience
- Enjoy classes with J.D. students
- Benefit from faculty expertise in the International Law field
- Work with an academic advisor to tailor your course selection to meet your career goals
- Have access to McGeorge's broad base of alumni who work in international law firms in more than 40 countries
- Join a community of law students studying on the McGeorge campus, and receive special assistance in adjusting to student life in the United States

## 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

## Curriculum

- Three required courses:
  - (1) a substantive course: Transnational Litigation or International Business Transactions;
  - (2) LL.M. Legal Research, Writing, and Analysis; and
  - (3) Legal English
- For the students doing the internship option, they must also enroll in an externship or internship course.
- The remaining course units can be customized to meet your individual career goals. See below for the list of electives.

Note that you have the option to complete an externship for credit with an international law firm, or to engage in advanced scholarship by pursuing a Master's Thesis or Directed Research Project.

### Required Courses

LAW 699M	Legal English	1
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LAW 980	LLM Legal Research, Writing and Analysis	2
Choose one of the following courses:		
LAW 625	International Business Transactions	3
LAW 635	Transnational Litigation	3

### Electives <sup>1</sup>

LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 151	Business Associations	4
LAW 155	Community Property	2
LAW 170	Wills and Trusts	3
LAW 185	Professional Responsibility	2
LAW 211	Entrepreneurial Management	2
LAW 216	The Business of Lawyering	1
LAW 220	Banking Law	3
LAW 225	Bankruptcy	2-3
LAW 240	Insurance Law	2-3
LAW 255	Federal Securities Regulations	3
LAW 257	Making Deals	2
LAW 260	Commercial Law	3
LAW 261	Sales of Goods	3
LAW 265	Copyright Law	2-3
LAW 266	Patent Law	3
LAW 275	Survey of Intellectual Property Law	3
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 285	Trademark Law	2
LAW 290	Computer and Internet Law	2-3
LAW 297	Sports Law	2-3
LAW 300	Federal Income Taxation	3
LAW 310	Taxation of Corporations and Partnerships	3
LAW 325	Taxation of Real Estate Transactions	3
LAW 375	U.S. Taxation of International Transactions	3
LAW 410	White Collar Crime	2
LAW 433	Employment Law	3
LAW 515	Conflict of Laws	3
LAW 526	Mediation	2-3
LAW 528	Online Dispute Resolution	1
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 635	Transnational Litigation	3
LAW 647	International Economic Law	2
LAW 650	European Union Law	1-3
LAW 675	U.S. & International Sale of Goods	2
LAW 680	International Intellectual Property	1-3
LAW 688	Internship	12
LAW 689	International Commercial and Investment Arbitration	3
LAW 690	Special Topics- International	1-3
LAW 690B	Hot Topics in European and International Company Law	1

LAW 694	International Dispute Resolution	1
LAW 699G	Information Privacy Law	1-2
LAW 699R	The Law of Art, International Commerce and Cultural Heritage	1
LAW 699X	Negotiations	3
LAW 705	Introduction to Space Law	1
LAW 802	Negotiation and Settlements Seminar	2
		or 3
LAW 826	Negotiating Disputes Into Deals	1
LAW 865	Immigration Clinic	1-3
LAW 954	Externship	3-4
LAW 957	Externship - Seminar	0
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. <sup>1</sup>		

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

The LL.M. in U.S. Law and Policy is designed specifically for international lawyers or law graduates who seek a general introduction to United States law. You will study the foundation of U.S. law, and be prepared to demonstrate knowledge of U.S. law to employees and clients.

### Program Highlights

- Experience courses with J.D. students allowing direct observation of American lawyer training
- Work with an academic advisor to tailor your course selection to qualify to take a bar exam
- Study the foundation of U.S. law to be prepared to demonstrate knowledge of U.S. law to employees and clients
- Have access to McGeorge's broad base of alumni from all over the world
- Join a community of law students, faculty, and alumni, and receive special assistance in adjusting to student life in the United States

### 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

### Curriculum

- Three required courses:
  - (1) LLM Legal Research, Writing, and Analysis;
  - (2) Legal English; and
  - (3) A substantive course:
    - Civil Procedure;
    - Constitutional Law;
    - Contracts;
    - Criminal Law; or
    - Property.
- The remaining course units can be customized to meet your individual career goals. See below for the list of electives.

#### Required

LAW 980	LLM Legal Research, Writing and Analysis	2
LAW 699M	Legal English	1
At least one of the following:		
LAW 105	Civil Procedure	2-4
LAW 110	Contracts	4
LAW 115	Criminal Law	2-4
LAW 131	Torts	4
LAW 163	Constitutional Law	4

#### Elective

LAW 100	Skills Lab- Torts	1
LAW 101	Contracts/Analytical Skills	4
LAW 105	Civil Procedure	2-4
LAW 110	Contracts	2-4
LAW 115	Criminal Law	2-4
LAW 125	Property	2-4
LAW 131	Torts	2-4
LAW 151	Business Associations	4
LAW 155	Community Property	2
LAW 163	Constitutional Law	4
LAW 165	Criminal Procedure	3
LAW 170	Wills and Trusts	3
LAW 174	Evidence	4
LAW 185	Professional Responsibility	2
LAW 190	Remedies	3
LAW 209	Local Agency Practice	2
LAW 210	Business Planning	2-3
LAW 211	Entrepreneurial Management	2
LAW 216	The Business of Lawyering	1
LAW 220	Banking Law	3
LAW 225	Bankruptcy	2-3
LAW 230	Water Resources Law	2-3
LAW 240	Insurance Law	2-3
LAW 255	Federal Securities Regulations	3
LAW 257	Making Deals	2
LAW 260	Commercial Law	3
LAW 261	Sales of Goods	3
LAW 265	Copyright Law	2-3
LAW 266	Patent Law	3
LAW 275	Survey of Intellectual Property Law	3
LAW 280	U.S. Antitrust and International Competition Law	2
LAW 285	Trademark Law	2
LAW 290	Computer and Internet Law	2-3
LAW 297	Sports Law	2-3
LAW 300	Federal Income Taxation	3
LAW 302	Estate and Gift Tax/Estate Planning	3
LAW 304	Mental Health - Policy and Law	2
LAW 310	Taxation of Corporations and Partnerships	3
LAW 325	Taxation of Real Estate Transactions	3
LAW 375	U.S. Taxation of International Transactions	3
LAW 400	Advanced Criminal Procedure	2
LAW 405	Worker's Compensation Law	2
LAW 410	White Collar Crime	2



LAW 415	Criminal Law Defenses	2	LAW 699G	Information Privacy Law	2
LAW 433	Employment Law	3	LAW 699H	Race, Mass Incarceration & Criminal Justice Reform	3
LAW 440	Family Law	2-3	LAW 699K	Law Teaching	2
LAW 442	Alternatives to Litigation in Family Law	2	LAW 699R	The Law of Art, International Commerce and Cultural Heritage	1
LAW 450	Juvenile Law	1	LAW 699T	Law and Legal Technology	1-2
LAW 465	Federal Habeas Corpus	3	LAW 699W	Healthcare Compliance	3
LAW 500	Administrative Law	3	LAW 699X	Negotiations	3
LAW 502	The Executive Branch and the Administrative State	3	LAW 699Y	Implicit Bias and the Law: Modern Forms of Discrimination	2
LAW 503	Legislation and Statutory Interpretation	3	LAW 699Z	Voting Rights Then and Now	1
LAW 505	Legislatures and Lawmaking	3	LAW 705	Introduction to Space Law	1
LAW 506	Law and Literature	1-2	LAW 706	Persuasive Public Speaking	1-2
LAW 507	Environmental Law	3	LAW 711	Practical Analysis, Strategies, & Skills (PASS) I	3
LAW 509	Special Topics in Environmental Law	2 or 3	LAW 712	Practical Analysis, Strategies, & Skills (PASS) II	3
LAW 510	Natural Resources Law	3	LAW 745	Elder Law and Social Policy	3
LAW 511	Climate Change Law & Policy	2	LAW 780	Sexual Orientation and Gender ID	2
LAW 513	California Lobbying & Politics	2	LAW 800	Client Interviewing and Counseling	2
LAW 513-O	Lobbying & Politics	3	LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 515	Conflict of Laws	3	LAW 821	Taking and Defending Depositions	2
LAW 517	Statutes and Regulations	3	LAW 822	Lawmaking in California	2
LAW 526	Mediation	2-3	LAW 826	Negotiating Disputes Into Deals	1
LAW 528	Online Dispute Resolution	1	LAW 853	Legislative & Public Policy Clinic	3
LAW 535	First Amendment	3	LAW 865	Immigration Clinic	1-3
LAW 545	Federal Courts	3	LAW 954	Externship	3-4
LAW 550	Immigration Law and Policy	3	LAW 957	Externship - Seminar	0
LAW 555	Labor Law	3	LAW 989	Master's Thesis	6
LAW 560	Land Use Planning	2	LAW 991	Directed Research, Graduate Level	1-2
LAW 561	Representing Local Agencies	1	Candidates may also be permitted to enroll in other elective courses relevant to US law and policy not listed above. See the full schedule. Note: Not all electives listed above are offered in every academic year.		
LAW 566	Public Agency Law	2	<b>LL.M. in Water &amp; Environmental Law</b>		
LAW 567	Election Law	2	The LL.M. in Water & Environmental Law will prepare you to serve the diverse needs of businesses and developers, farmers and ranchers, non-profit organizations, and public agencies at every level from local to international.		
LAW 567-O	Election Law - Online	3	<b>Program Highlights</b>		
LAW 568	California Initiative Seminar	2	<ul style="list-style-type: none"> <li>• Experience first-hand observation and participation in solving complex relevant real issues</li> <li>• Enjoy small class sizes</li> <li>• Take advantage of our mentoring and career development resources</li> <li>• Obtain special assistance with course selection and class success</li> <li>• Online option</li> </ul>		
LAW 570	Health Law	3	<b>Program Requirements</b>		
LAW 572	Public Health Law	3	<ul style="list-style-type: none"> <li>• 24 units of study</li> <li>• A cumulative grade point average of 2.33 on a 4.33 scale</li> </ul>		
LAW 573	Bioethics and Public Health Law	1-3	<b>Curriculum</b>		
LAW 576	Cap. Lawyering and Pol. Making	2	The LL.M. in Water & Environmental Law graduate program emphasizes interdisciplinary natural resources classes; simulations and case studies;		
LAW 576-O	Government Law & Policymaking	3			
LAW 583	Water & Environmental Justice	3			
LAW 586	Federal Indian Law	2-3			
LAW 590	Animal Law	2			
LAW 616	Marijuana Law and Drug Policy	2			
LAW 624	Legal Spanish for U.S. Lawyers	2			
LAW 630	International Banking	2			
LAW 631	International Negotiations	2			
LAW 635	Transnational Litigation	3			
LAW 647	International Economic Law	2			
LAW 675	U.S. & International Sale of Goods	2			
LAW 680	International Intellectual Property	1-3			
LAW 688	Internship	12			
LAW 699A	California Craft Beer Law	2			
LAW 699C	Leading in the Law	1			
LAW 699CC	Racial Justice and Equity Practicum	3-4			
LAW 699F	Cybersecurity Law & Policy	1			

a robust field placement experience; and advanced substantive law course work. The combination of natural resources science, technology, and economics, with strong legal coursework and hands-on training, makes this program unique among other natural resources law graduate degrees. There are two courses of study.

- **U.S. Law Track** — This track focuses on issues affecting the United States. It is designed for students with a law degree to gain expertise in this growing field of environmental and natural resources law. You have the option to take all courses online or to enroll in the in-person program with some courses offered online.
- **International Track** — For law graduates interested in pursuing careers in government, non-governmental organizations, or private law firms dealing with international water and environmental issues. This program focuses on the unique laws, policies, and political dynamics as it applies to watercourses and other natural resources that are shared by two or more nations.
- **Fast Track** — This accelerated program is available to McGeorge J.D. students for both the U.S. Law Track and International Track of the Water & Environmental Law LL.M. degree.

## U.S. Law Track (Includes Online Program Option)

### Required Courses

LAW 230	Water Resources Law	2-3
LAW 502	The Executive Branch and the Administrative State	3
LAW 505	Legislatures and Lawmaking	3
LAW 507	Environmental Law	3

Note that some of these courses are only offered online.

### Electives

LAW 209	Local Agency Practice	2
LAW 217	Leadership in Organizations for Graduate Students	1
LAW 235	Environmental Practice	3
LAW 509	Special Topics in Environmental Law	2 or 3
LAW 510	Natural Resources Law	3
LAW 511	Climate Change Law & Policy	2
LAW 513-O	Lobbying & Politics	3
LAW 526	Mediation	2-3
LAW 560	Land Use Planning	2
LAW 567-O	Election Law - Online	3
LAW 568	California Initiative Seminar	2
LAW 576-O	Government Law & Policymaking	3
LAW 583	Water & Environmental Justice	3
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3
LAW 706	Persuasive Public Speaking	1-2
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 water and environmental law not listed above. See the full schedule. Note: Not all electives listed above are offered in every academic year., and some are only offered online.

## International Law Track

### Required Courses

LAW 600	Public International Law	3
LAW 620	International Environmental Law	3
LAW 621	International Water Resources Law Seminar	3
LAW 699M	Legal English (For Foreign-Trained Students Only)	1
LAW 980	LLM Legal Research, Writing and Analysis	2

### Electives

LAW 217	Leadership in Organizations for Graduate Students	1
LAW 230	Water Resources Law	2-3
LAW 235	Environmental Practice	3
LAW 507	Environmental Law	3
LAW 509	Special Topics in Environmental Law	2 or 3
LAW 510	Natural Resources Law	3
LAW 511	Climate Change Law & Policy	2
LAW 526	Mediation	2-3
LAW 528	Online Dispute Resolution	1
LAW 583	Water & Environmental Justice	3
LAW 608	International and Foreign Legal Research	1-2
LAW 621	International Water Resources Law Seminar	3
LAW 631	International Negotiations	2
LAW 635	Transnational Litigation	3
LAW 688	Internship	12
LAW 690	Special Topics- International	1-3
LAW 694	International Dispute Resolution	1
LAW 699	Special Topics (Ocean and Coastal Law)	1-4
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-2

Candidates may also be permitted to enroll in other elective courses relevant to water and environmental law not listed above. See the full schedule. Note: Not all electives listed above are offered in every academic year., and some are only offered online.

## Fast Track J.D./LL.M. in Water and Environmental Law

The Fast Track J.D./LL.M. in Water and Environmental 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 and Environmental 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 and Environmental 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

LAW 125	Property	2-4
LAW 209	Local Agency Practice	2
LAW 230	Water Resources Law	2-3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 502	The Executive Branch and the Administrative State	3
LAW 505	Legislatures and Lawmaking	3
LAW 507	Environmental Law	3
LAW 509	Special Topics in Environmental Law	2 or 3
LAW 510	Natural Resources Law	3
LAW 511	Climate Change Law & Policy	2
LAW 517	Statutes and Regulations	3
LAW 583	Water & Environmental Justice	3
LAW 600	Public International Law	3
LAW 621	International Water Resources Law Seminar	2-3
LAW 620	International Environmental Law	3
LAW 699X	Negotiations	3
LAW 954	Externship	3-4
LAW 957	Externship - Seminar	0
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-3

## Questions?

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

## Learning Outcomes

1. Demonstrate the ability to identify and understand key concepts in U.S. substantive law, legal theory, and procedure.
2. Apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving.
3. Demonstrate the ability to strategize, develop, and conduct efficient legal research in U.S. law.
4. Demonstrate the ability to identify and understand foundational concepts in international law and to perform international legal research.
5. Demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications.
6. Demonstrate professional judgment, ethics, and professionalism through conduct consistent with the legal profession's values, standards, and discipline.
7. Demonstrate the ability to understand, collaborate, and engage with people of diverse backgrounds and experiences in a variety of legal settings and contexts.

8. Demonstrate understanding of the legal profession's commitment to access to justice.

9. Demonstrate understanding of career options and steps toward defining and achieving career goals in light of personal values.

## Master of Public Administration (M.P.A.)

The Master of Public Administration (MPA) degree prepares professionals to capably manage public sector processes and effectively implement public policy decisions. Graduates will be ready to advance their careers in management and leadership positions in a wide range of public-focused organizations, including government agencies, non-profit and other nongovernmental organizations, private firms, and advocacy groups. As the only MPA program offered by an ABA accredited law school in the nation, special attention is given to statutes, regulations and strategic use of legal processes.

Thirty-six (36)-course units distributed across four areas of competency must be completed to receive the MPA. PUB 251 must be taken during the first semester and PUB 252 during the final semester. Optional areas of concentration require an additional six (6) units.

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

A cumulative grade point average of 3.00 or higher is required for award of the MPA.

## MPA Requirements

Thirty-six (36)-course units distributed across four areas of competency must be completed to receive the MPA. PUB 251 must be taken during the first semester, and PUB 252 during the final semester. Optional areas of concentration require an additional six (6) units.

A cumulative grade point average of 3.00 or higher is required for award of the MPA.

Core Courses - 36 units in four areas, including:

LAW - 6 units		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC ADMINISTRATION/LEADERSHIP - 15 units		
PUB 241	Leaders, Organization Behavior	4
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4
PUB 252	Capstone: Strategy, Implementation	4
PUBLIC POLICY - 7 units		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
or PUB 222	Finance for Public Policies	
ANALYTIC TOOLS - 8 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4

## Optional MPA Areas of Concentration

**Environmental and Water Policy - 6 units**

Complete 6 or more units from among these courses.

LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	2-3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 507	Environmental Law	3
LAW 509	Special Topics in Environmental Law	2 or 3
LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3
<b>Capital Policy Making - 6 units</b>		
Complete 6 or more units from among these courses.		
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies (If not taken for core requirement.)	3
<b>Public and Non-Profit Leadership - 6 units</b>		
Complete 6 or more units from among these courses.		
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity (If not taken for core requirement.)	3
PUB 219	Directed Research	1-3
<b>Policy Change, Institutional Reform, Sustainability - 6 units</b>		
Complete 6 or more units from among these courses.		
LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity (If not taken for core requirement.)	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies (If not taken for core requirement.)	3
PUB 234	Advanced Policy Analytics	3

Application for Graduation: Students in the semester prior to the final semester of their degree program must complete the Application for Graduation form no later than the Add/Drop Deadline of that semester via the online application for graduation link on Inside Pacific.

## Questions?

Contact Director of Public Policy Programs and Professor of Public Policy Jeffrey A. Michael ([http://www.mcgeorge.edu/John\\_J\\_Kirlin.htm](http://www.mcgeorge.edu/John_J_Kirlin.htm))  
Email ([publicpolicy@pacific.edu](mailto:publicpolicy@pacific.edu)) [jmichael@pacific.edu](mailto:jmichael@pacific.edu) | 916.340.6084

## Learning Outcomes

### 1. Lead and manage in public governance

Habitually use feedback and own self-assessments to identify and further advance the skills needed to master various aspects of Governance—

including the use of formal authority and competencies of governments, roles of non-profits and businesses, and citizen engagement—in a way that addresses the particular demographic, economic, and cultural factors that shape possible actions.

### 2. Participate in and contribute to the public policy process

Identify, describe, and proactively engage in activities congruent with establishing a suitable career that contributes to public policy processes, which may include working in government agencies, non-profit and other nongovernmental organizations, private sector firms, and advocacy groups that connect with public service organizations.

### 3. Analyze and synthesize information in support of complex decision-making

Independently select and use appropriate qualitative and quantitative analytic tools to support effective decisions in socially and managerially complex situations that require integrating competing perspectives of diverse stakeholders

### 4. Articulate and apply a public service perspective

Across a wide range of issues and public administration settings, articulate how institutions, policies and programs support achieving central values of democracy and the role of public service professionals in advancing those values.

### 5. Communicate and interact productively with diverse public stakeholders

Communicate and interact productively across public, private and nonprofit sectors, and with a wide variety of stakeholders, to solve problems.

## Master of Public Policy (M.P.P.)

The Master of Public Policy (MPP) prepares students to capably make and effectively implement public policy decisions. This MPP program allows students to engage in California's world-leading public policies through course assignments structured as commonly expected professional work products. With a location in California's capital and flexible course schedules, MPP students take advantage of abundant internship and externship opportunities to launch their careers in public service. As the only MPP degree offered by an ABA accredited law school, the program provides students with a great understanding of law and regulations as both foundations and tools of public policy.

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

## MPP Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

<b>LAW - 6 units</b>		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
<b>PUBLIC POLICY - 14 units</b>		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3



PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
ANALYTIC TOOLS - 11 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
PUBLIC ADMINISTRATION/LEADERSHIP - 7 units		
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

## MPP Areas of Concentration

### Environmental and Water Policy - 6 Units

Complete 6 or more units from among these courses.		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	2-3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 507	Environmental Law	3
LAW 509	Special Topics in Environmental Law	2
		or
		3
LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

### Capital Policy Making - 6 units

Complete 6 or more units from among these courses.		
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
PUB 219	Directed Research	1-3
LAW 853	Legislative & Public Policy Clinic (*) This is a year-long course, taken for a total of 6 units.	3

\*LAW 853 has very competitive admission and requires LAW 822 as a prerequisite. Students admitted to LAW 853 may use it as their capstone requirement in place of PUB 215.

### Public and Non-Profit Leadership - 6 units

Complete 6 or more units from among these courses.		
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity (If not taken for core requirement.)	3
PUB 219	Directed Research	1-3
PUB 241	Leaders, Organization Behavior	4

Application for Graduation: Students in the semester prior to the final semester of their degree program must complete the Application for

Graduation form no later than the Add/Drop Deadline of that semester via the online application for graduation link on Inside Pacific.

## Questions?

Contact Director of Public Policy Programs and Professor of Public Policy Jeffrey A. Michael ([http://www.mcgeorge.edu/John\\_J\\_Kirlin.htm](http://www.mcgeorge.edu/John_J_Kirlin.htm))  
Email ([publicpolicy@pacific.edu](mailto:publicpolicy@pacific.edu)) [jmichael@pacific.edu](mailto:jmichael@pacific.edu) | 916.340.6084

## Dual Degree, JD and MPP

For information about this dual degree, see the JD sections of this catalog.

## Bachelor of Arts Major in Economics/ Master of Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific undergraduate cumulative and major/program grade point average of 3.0 in order to earn the Bachelor of Arts in Economics degree and Master of Public Policy degree.

**Note: 1)** A total of eight upper division units can count towards both degrees. **2)** An additional 11 graduate units can count towards the BA degree. **3)** Acceptance into the graduate portion of this blended program is conditional on (a) completion of all undergraduate program requirements by the end of the seventh semester at Pacific and (b) a minimum 3.0 cumulative Pacific undergraduate GPA.

## I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

### A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note: 1)** CORE Seminars cannot be taken for Pass/No Credit. **2)** Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

### B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note: 1)** No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

### C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note: 1)** Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

## D. Fundamental Skills

Students must demonstrate competence in:

Writing

Quantitative Analysis (Math)

**Note: 1)** Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

**Note: 1)** Transfer students with sophomore standing are exempt from this requirement.

## III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (This includes general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

## IV. Major Requirements

ECON 053	Introductory Microeconomics	4
ECON 055	Introductory Macroeconomics: Theory and Policy	4
ECON 101	Intermediate Microeconomic Analysis	4
ECON 103	Intermediate Macroeconomic Analysis	4
ECON 111	History of Economic Thought	4
ECON 161	Empirical Methods	4
ECON 199	Economic Analysis Capstone	3
Select one of the following:		4
MATH 035	Elementary Statistical Inference	
MATH 037	Introduction to Statistics and Probability	
MATH 039	Probability with Applications to Statistics	
INTL 101	Social Science Research Methods	
ECON electives – 4 additional Economics courses (must be numbered ECON 71 or higher, excluding ECON 101L and ECON 103L, and including ECON 191 only with departmental approval.)		16

## VII. Undergraduate Public Policy Preparation

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

ECON 053	Introductory Microeconomics	4
POLS 041	U.S. Government and Politics	4
SOCI 041	Social Problems	4
<b>Select four of the following, with at least one each from Economics and Political Science:</b>		
Economics courses (Pick at least one)		
ECON 131	Public Finance	
ECON 157	Environmental and Natural Resource Economics	
ECON 180	Labor Economics	
ECON 183	Health Economics	
Political Science courses (Pick at least one)		
POLS 111	Introduction to Health Policy	
POLS 170	U.S. Foreign Policy	

POLS 174	Global Environmental Policy
Public Affairs courses	
COMM 117	Public Advocacy
COMM 143	Intercultural Communication
HIST 132	American Immigration
HIST 133	Women in United States History
HIST 136	American Environmental History
SOCI 033	Introduction to Criminology and Criminal Justice
SOCI 111	Environment and Society
SOCI 125	Sociology of Health and Illness
SOCI 161	Urban Society

## VIII. Master of Public Policy Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

LAW - 6 units		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC POLICY - 14 units		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
ANALYTIC TOOLS - 11 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
PUBLIC ADMINISTRATION/LEADERSHIP - 7 units		
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

### Environmental and Water Policy - 6 Units

Complete 6 or more units from among these courses		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3
LAW 507	Environmental Law	3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 509	Special Topics in Environmental Law	2
		or
		3
LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

### Capital Policy Making - 6 units

Complete 6 or more units from among these courses		
LAW 513	California Lobbying & Politics	2

LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

#### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses

LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2

or  
3

LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

#### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:

LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Bachelor of Science Major in Economics/ Master of Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific undergraduate cumulative and major/program grade point average of 3.0 in order to earn the Bachelor of Science in Economics degree and Master of Public Policy degree.

**Note: 1)** A total of eight upper division units can count towards both degrees. **2)** An additional 11 graduate units can count towards the BA degree. **3)** Acceptance into the graduate portion of this blended program is conditional on (a) completion of all undergraduate program requirements by the end of the seventh semester at Pacific and (b) a minimum 3.0 cumulative Pacific undergraduate GPA.

### I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

#### A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note: 1)** CORE Seminars cannot be taken for Pass/No Credit. **2)** Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an

honors section of CORE 001 regardless of the number of college transfer units completed.

### B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note: 1)** No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

### C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note: 1)** Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

### D. Fundamental Skills

Students must demonstrate competence in:

Writing
Quantitative Analysis (Math)

**Note: 1)** Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (This includes general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

## III. Major Requirements

ECON 053	Introductory Microeconomics	4
ECON 055	Introductory Macroeconomics: Theory and Policy	4
ECON 101	Intermediate Microeconomic Analysis	4
ECON 103	Intermediate Macroeconomic Analysis	4
ECON 199	Economic Analysis Capstone	3
Select one of the following:		4
INTL 101	Social Science Research Methods	
MATH 035	Elementary Statistical Inference	
MATH 037	Introduction to Statistics and Probability	

## IV. Complete One Of The Following Tracks:

#### Social Science Track

ECON 111	History of Economic Thought	4
ECON 190	Econometrics	4
ECON electives	– 4 additional Economics courses (must be numbered ECON 71 or higher, excluding ECON 101L and ECON 103L, and including ECON 191 only with departmental approval.)	16
Select one of the following:		4
COMP 051	Introduction to Computer Science	
COMP 061	Introduction to Programming for Data Science	

Select one of the following:	4
MATH 051      Calculus I	
<b>Applied Economics Track</b>	
Select one of the following:	4
ECON 161      Empirical Methods	
ECON 190      Econometrics	
Select one of the following:	4
COMP 025      Computers and Information Processing	
COMP 051      Introduction to Computer Science	
COMP 061      Introduction to Programming for Data Science	
Select one of the following:	4
MATH 045      Introduction to Finite Mathematics and Calculus	
MATH 051      Calculus I	
ECON electives – 4 additional Economics courses (must be numbered ECON 71 or higher, excluding ECON 101L and ECON 103L, and including ECON 191 only with departmental approval.)	16
BUSI 031      Principles of Financial Accounting	4
BUSI 053      The Legal and Ethical Environment of Business	4

**Note: 1)** Students completing a concentration in Finance in the ESB need only complete 3 ECON electives.

#### Mathematical Economics Track

ECON 160      Mathematical Economics	4
ECON 190      Econometrics	4
ECON electives – 3 additional Economics courses (must be numbered ECON 71 or higher, excluding ECON 101L and ECON 103L, and including ECON 191 only with departmental approval.)	12
MATH 049      Introduction to Abstract Mathematics	4
MATH 051      Calculus I	4
MATH 053      Calculus II	4
MATH 055      Calculus III	4
MATH 075      Introduction to Linear Algebra	4
MATH Elective (One 4-unit MATH course MATH 055 or higher) *	4

\* Math electives must be beyond the required MATH 051, MATH 053 or MATH 055, and MATH 141 or MATH 145, but not including MATH 161, MATH 162 and MATH 166.

## VII. Undergraduate Public Policy Preparation

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

ECON 053      Introductory Microeconomics	4
POLS 041      U.S. Government and Politics	4
SOCI 041      Social Problems	4

#### Select four of the following, with at least one each from Economics and Political Science:

Economics courses (Pick at least one)

ECON 131      Public Finance	
ECON 157      Environmental and Natural Resource Economics	
ECON 180      Labor Economics	
ECON 183      Health Economics	

Political Science courses (Pick at least one)

POLS 111      Introduction to Health Policy	
POLS 170      U.S. Foreign Policy	

POLS 174      Global Environmental Policy	
<b>Public Affairs courses</b>	
COMM 117      Public Advocacy	
COMM 143      Intercultural Communication	
HIST 132      American Immigration	
HIST 133      Women in United States History	
HIST 136      American Environmental History	
SOCI 033      Introduction to Criminology and Criminal Justice	
SOCI 111      Environment and Society	
SOCI 125      Sociology of Health and Illness	
SOCI 161      Urban Society	

## VIII. Master of Public Policy Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

<b>LAW - 6 units</b>	
LAW 212      Intro. to Legal Analysis	2
LAW 517      Statutes and Regulations	3
<b>PUBLIC POLICY - 14 units</b>	
PUB 211      Conflicted, Complex, Uncertain	4
PUB 214      Budgets, Financial Management	3
PUB 215      Capstone: Public Policy Analysis Case	4
PUB 222      Finance for Public Policies	3
<b>ANALYTIC TOOLS - 11 units</b>	
PUB 221      Economic Concepts and Tools	4
PUB 233      Public Manager Analytics	4
PUB 234      Advanced Policy Analytics	3
<b>PUBLIC ADMINISTRATION/LEADERSHIP - 7 units</b>	
PUB 242      Systemic Change	3
or PUB 213      Enhancing Societal Capacity	
PUB 251      Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

#### Environmental and Water Policy - 6 Units

<b>Complete 6 or more units from among these courses</b>	
LAW 230      Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3
LAW 507      Environmental Law	3
LAW 235      Environmental Practice	3
LAW 500      Administrative Law	3
LAW 509      Special Topics in Environmental Law	2
or	
LAW 510      Natural Resources Law	3
PUB 219      Directed Research	1-3

#### Capital Policy Making - 6 units

<b>Complete 6 or more units from among these courses</b>	
LAW 513      California Lobbying & Politics	2



LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

#### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses

LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2

or  
3

LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

#### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:

LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Bachelor of Arts Major in Political Science/Master Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific cumulative and major/program grade point average of 3.0 in order to earn the bachelor of arts degree with a major in political science and a 3.0 in the master of public policy degree.

**Note: 1)** A total of eight upper division units can count towards both degrees. **2)** An additional 11 graduate units can count towards the BA degree.

### I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

#### A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note: 1)** CORE Seminars cannot be taken for Pass/No Credit. **2)** Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an

honors section of CORE 001 regardless of the number of college transfer units completed.

### B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note: 1)** No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

### C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note: 1)** Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

### D. Fundamental Skills

Students must demonstrate competence in:

Writing
Quantitative Analysis (Math)

**Note: 1)** Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

**Note: 1)** Transfer students with sophomore standing are exempt from this requirement.

## III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (Courses include general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

## IV. Major Requirements

Minimum 14 courses that include:

POLS 011	Introduction to Comparative Politics	4
or POLS 151	Principles of Comparative Politics	
POLS 021	Introduction to Political Theory	4
POLS 041	U.S. Government and Politics	4
or POLS 031	Introduction to Law and Politics in the American Political System	
POLS 051	Introduction to International Relations	4
POLS 133	Political Science Research	4

One of the following Orientation courses

INTL 151	Cross-Cultural Training I *
POLS 081	Career and Internship Preparation

Minimum 3 units from the following experiential learning courses: \*\* 3-4

POLS 187A	Political Science Internship
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POLS 187C	Pre-Law Internship	
POLS 197	Undergraduate Research	
JCTR 187	Community Affairs Internship	
JCTR 197A/197B	Community Independent Research	
SACR 187	Sacramento Experience Internship	
WASH 187	Washington Semester Internship	

6 Upper-Division Courses with at least one course in four of the following subfields: 12

#### US Government and Politics

POLS 104	Urban Government
POLS 106	California Government and Politics
POLS 111	Introduction to Health Policy
POLS 112	Congress and the Presidency
POLS 114	Political Parties and Interest Groups
POLS 116	Campaigns and Elections
POLS 119	Government in Action: Public Policy Analysis
POLS 128	Introduction to Public Administration

#### Public Law

POLS 120	Courts and Judicial Behavior
POLS 122	Constitutional Law
POLS 124	Constitutional Law: Civil Liberties
POLS 126	Criminal Law

#### Political Theory

POLS 130	Ancient to Medieval Political Theory
POLS 132	Modern to Contemporary Political Theory
POLS 134	American Political Thought
POLS 136	Jurisprudence

#### Comparative Politics

POLS 141	Western European Comparative Politics
POLS 151	Principles of Comparative Politics
POLS 152	Politics of Asia
POLS 168	Comparative Foreign Policy

#### International Relations

POLS 174	Global Environmental Policy	
POLS 160	Theories of International Politics	
POLS 164	International Political Economy	
POLS 166	Causes of War	
POLS 170	U.S. Foreign Policy	
POLS 189	Capstone Seminar	4

\* Only students who participate in an approved study-abroad program may take INTL 151—Cross-Cultural Training I

\*\* Students may meet the Political Science major's experiential learning requirement by participating in an approved education abroad program. Any SABD (education abroad) course may be used to satisfy the experiential learning requirement.

## VII. Undergraduate Public Policy Preparation

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

ECON 053	Introductory Microeconomics	4
SOCI 041	Social Problems	4
Select one of the following Political Science courses:		4
POLS 119	Government in Action: Public Policy Analysis	

POLS 128	Introduction to Public Administration
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Four of the following courses, with at least one each coming from the Sociology and the Economics sets: 16

#### Economic Courses

ECON 131	Public Finance
ECON 157	Environmental and Natural Resource Economics
ECON 180	Labor Economics
ECON 183	Health Economics

#### Sociology Courses

SOCI 111	Environment and Society
SOCI 125	Sociology of Health and Illness
SOCI 033	Introduction to Criminology and Criminal Justice
SOCI 161	Urban Society

#### Other Public Affairs Courses

COMM 117	Public Advocacy
COMM 143	Intercultural Communication
HIST 132	American Immigration
HIST 133	Women in United States History
HIST 136	American Environmental History
POLS 174	Global Environmental Policy
POLS 111	Introduction to Health Policy
POLS 170	U.S. Foreign Policy

#### VIII. Master of Public Policy Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

LAW - 6 units		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC POLICY - 14 units		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
ANALYTIC TOOLS - 11 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
PUBLIC ADMINISTRATION/LEADERSHIP - 7 units		
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

#### Environmental and Water Policy - 6 Units

Complete 6 or more units from among these courses		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3

LAW 507	Environmental Law	3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 509	Special Topics in Environmental Law	2
		or
		3
LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

#### Capital Policy Making - 6 units

Complete 6 or more units from among these courses

LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

#### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses

LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

#### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:

LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Bachelor of Arts Major in Political Science - Criminal Justice Concentration/Master Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific cumulative and major/program grade point average of 3.0 in order to earn the bachelor of arts degree with a major in political science - Criminal Justice Concentration and a 3.0 in the master of public policy degree.

**Note:** 1) A total of eight upper division units can count towards both degrees. 2) An additional 11 graduate units can count towards the BA degree.

## I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

### A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note:** 1) CORE Seminars cannot be taken for Pass/No Credit. 2) Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

### B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note:** 1) No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

### C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note:** 1) Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

### D. Fundamental Skills

Students must demonstrate competence in:

Writing
Quantitative Analysis (Math)

**Note:** 1) Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

**Note:** 1) Transfer students with sophomore standing are exempt from this requirement.

## III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (Courses include general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

## IV. Major Requirements

Minimum 14 courses that include:

POLS 031	Introduction to Law and Politics in the American Political System	4
POLS 133 or INTL 101	Political Science Research Social Science Research Methods	4
SOCI 033	Introduction to Criminology and Criminal Justice	4
SOCI 051	Introduction to Sociology	4
SOCI 071	Sociology Cohort Seminar	1
SOCI 079	Self and Society	4
SOCI 139	Corrections	4
SOCI 172	Diversity, Equity and Inequality	4
SOCI 177	Theories of Society and Culture	4
SOCI 179	Capstone Seminar	3

Three (3) of the following electives, with at least one POLS course and one SOCI course:

POLS 104 or SOCI 161	Urban Government Urban Society	
POLS 119 or POLS 128	Government in Action: Public Policy Analysis Introduction to Public Administration	
POLS 120	Courts and Judicial Behavior	
POLS 126	Criminal Law	
POLS 136	Jurisprudence	
SOCI 031	Deviant Behavior	
SOCI 041	Social Problems	
SOCI 081	Introduction to Social Services	
SOCI 141	Race and Ethnicity	

One (1) of the following experiential learning courses: \*

SOCI 187A	Experiential Learning	
SOCI 197A	Independent Research	
SACR 187	Sacramento Experience Internship	
WASH 187	Washington Semester Internship	

\* Students may also meet the Sociology major's experiential learning requirement by participating in an approved study abroad program. Any SABD (study abroad) course may be used to satisfy the experiential learning requirement.

## VII. Undergraduate Public Policy Preparation

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

ECON 053	Introductory Microeconomics	4
SOCI 041	Social Problems	4
Select one of the following Political Science courses:		4

POLS 119	Government in Action: Public Policy Analysis	
POLS 128	Introduction to Public Administration	

Four of the following courses, with at least one each coming from the Sociology and the Economics sets:

### Economic Courses

ECON 131	Public Finance	
ECON 157	Environmental and Natural Resource Economics	
ECON 180	Labor Economics	
ECON 183	Health Economics	

### Sociology Courses

SOCI 111	Environment and Society	
SOCI 125	Sociology of Health and Illness	
SOCI 033	Introduction to Criminology and Criminal Justice	

SOCI 161	Urban Society	
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### Other Public Affairs Courses

COMM 117	Public Advocacy	
COMM 143	Intercultural Communication	
HIST 132	American Immigration	
HIST 133	Women in United States History	
HIST 136	American Environmental History	
POLS 174	Global Environmental Policy	
POLS 111	Introduction to Health Policy	
POLS 170	U.S. Foreign Policy	

## VIII. Master of Public Policy Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

LAW - 6 units		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC POLICY - 14 units		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
ANALYTIC TOOLS - 11 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
PUBLIC ADMINISTRATION/LEADERSHIP - 7 units		
PUB 242 or PUB 213	Systemic Change Enhancing Societal Capacity	3
PUB 251	Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

### Environmental and Water Policy - 6 Units

Complete 6 or more units from among these courses		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3
LAW 507	Environmental Law	3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 509	Special Topics in Environmental Law	2
		or
		3
LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

### Capital Policy Making - 6 units

Complete 6 or more units from among these courses		
LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2



LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

#### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses

LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2

or  
3

LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

#### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:

LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Bachelor of Arts Major in Political Science with Departmental Honors/Master Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific cumulative and major/program grade point average of 3.5 in order to earn the bachelor of arts degree with a major in political science departmental honors and a 3.0 in the master of public policy degree.

**Note: 1)** A total of eight upper division units can count towards both degrees. **2)** An additional 11 graduate units can count towards the BA degree.

### I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

#### A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note: 1)** CORE Seminars cannot be taken for Pass/No Credit. **2)** Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

### B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note: 1)** No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

### C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note: 1)** Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

### D. Fundamental Skills

Students must demonstrate competence in:

Writing
Quantitative Analysis (Math)

**Note: 1)** Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

**Note: 1)** Transfer students with sophomore standing are exempt from this requirement.

### III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (Courses include general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

### IV. Major Requirements

Minimum 14 courses that include:

POLS 011	Introduction to Comparative Politics	4
or POLS 151	Principles of Comparative Politics	
POLS 021	Introduction to Political Theory	4
POLS 041	U.S. Government and Politics	4
or POLS 031	Introduction to Law and Politics in the American Political System	
POLS 051	Introduction to International Relations	4
POLS 133	Political Science Research	4
One of the following Orientation courses		
INTL 151	Cross-Cultural Training I *	
POLS 081	Career and Internship Preparation	
Minimum 3 units from the following experiential learning courses: **		3-4
POLS 187A	Political Science Internship	
POLS 187C	Pre-Law Internship	
POLS 197	Undergraduate Research	

JCTR 187	Community Affairs Internship	
JCTR 197A/197B	Community Independent Research	
SACR 187	Sacramento Experience Internship	
WASH 187	Washington Semester Internship	
6 Upper-Division Courses with at least one course in four of the following subfields:		12
<b>US Government and Politics</b>		
POLS 104	Urban Government	
POLS 106	California Government and Politics	
POLS 111	Introduction to Health Policy	
POLS 112	Congress and the Presidency	
POLS 114	Political Parties and Interest Groups	
POLS 116	Campaigns and Elections	
POLS 119	Government in Action: Public Policy Analysis	
POLS 128	Introduction to Public Administration	
<b>Public Law</b>		
POLS 120	Courts and Judicial Behavior	
POLS 122	Constitutional Law	
POLS 124	Constitutional Law: Civil Liberties	
POLS 126	Criminal Law	
<b>Political Theory</b>		
POLS 130	Ancient to Medieval Political Theory	
POLS 132	Modern to Contemporary Political Theory	
POLS 134	American Political Thought	
POLS 136	Jurisprudence	
<b>Comparative Politics</b>		
POLS 141	Western European Comparative Politics	
POLS 151	Principles of Comparative Politics	
POLS 152	Politics of Asia	
POLS 168	Comparative Foreign Policy	
<b>International Relations</b>		
POLS 174	Global Environmental Policy	
POLS 160	Theories of International Politics	
POLS 164	International Political Economy	
POLS 166	Causes of War	
POLS 170	U.S. Foreign Policy	
POLS 189	Capstone Seminar ***	4

\* Only students who participate in an approved study-abroad program may take INTL 151—Cross-Cultural Training I

\*\* Students may meet the Political Science major's experiential learning requirement by participating in an approved education abroad program. Any SABD (education abroad) course may be used to satisfy the experiential learning requirement.

\*\*\* The capstone project must be completed individually and receive a minimum grade of B+.

## VII. Undergraduate Public Policy Preparation

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

ECON 053	Introductory Microeconomics	4
SOCI 041	Social Problems	4
Select one of the following Political Science courses:		4
POLS 119	Government in Action: Public Policy Analysis	

POLS 128	Introduction to Public Administration	
Four of the following courses, with at least one each coming from the Sociology and the Economics sets:		16
<b>Economic Courses</b>		
ECON 131	Public Finance	
ECON 157	Environmental and Natural Resource Economics	
ECON 180	Labor Economics	
ECON 183	Health Economics	
<b>Sociology Courses</b>		
SOCI 111	Environment and Society	
SOCI 125	Sociology of Health and Illness	
SOCI 033	Introduction to Criminology and Criminal Justice	
SOCI 161	Urban Society	
<b>Other Public Affairs Courses</b>		
COMM 117	Public Advocacy	
COMM 143	Intercultural Communication	
HIST 132	American Immigration	
HIST 133	Women in United States History	
HIST 136	American Environmental History	
POLS 174	Global Environmental Policy	
POLS 111	Introduction to Health Policy	
POLS 170	U.S. Foreign Policy	
<b>VIII. Master of Public Policy Requirements</b>		
A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.		
A cumulative grade point average of 3.00 or higher is required for award of the MPP.		
Core Courses - 38 units in four areas, including:		
<b>LAW - 6 units</b>		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
<b>PUBLIC POLICY - 14 units</b>		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
<b>ANALYTIC TOOLS - 11 units</b>		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
<b>PUBLIC ADMINISTRATION/LEADERSHIP - 7 units</b>		
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4
<b>Electives:</b> At least 6 units. Elective units may be applied towards an optional area of concentration.		
<b>Environmental and Water Policy - 6 Units</b>		
Complete 6 or more units from among these courses		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3
LAW 507	Environmental Law	3

LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 509	Special Topics in Environmental Law	2
		or 3

LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

#### Capital Policy Making - 6 units

Complete 6 or more units from among these courses		
LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

#### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses		
LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2
		or 3
LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

#### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:		
LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Bachelor of Arts Major in Political Science - Criminal Justice Concentration with Departmental Honors/Master Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific cumulative and major/program grade point average of 3.5 in order to earn the bachelor of arts degree with a major in political science - criminal justice concentration with departmental honors and a 3.0 in the master of public policy degree.

**Note:** 1) A total of eight upper division units can count towards both degrees. 2) An additional 11 graduate units can count towards the BA degree.

## I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

### A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note:** 1) CORE Seminars cannot be taken for Pass/No Credit. 2) Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

### B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note:** 1) No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

### C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note:** 1) Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

### D. Fundamental Skills

Students must demonstrate competence in:

Writing
Quantitative Analysis (Math)

**Note:** 1) Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

**Note:** 1) Transfer students with sophomore standing are exempt from this requirement.

## III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (Courses include general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

## IV. Major Requirements

Minimum 14 courses that include:

POLS 011	Introduction to Comparative Politics	4
or POLS 151	Principles of Comparative Politics	
POLS 021	Introduction to Political Theory	4
POLS 031	Introduction to Law and Politics in the American Political System	4
POLS 051	Introduction to International Relations	4
POLS 081	Career and Internship Preparation	*
or INTL 151	Cross-Cultural Training I	
POLS 133	Political Science Research	4
or INTL 101	Social Science Research Methods	

Select three (3) of the following courses, with at least one course from POLS and one course from SOCI

POLS 104	Urban Government	
or SOCI 161	Urban Society	
POLS 119	Government in Action: Public Policy Analysis	
or POLS 128	Introduction to Public Administration	
POLS 120	Courts and Judicial Behavior	
POLS 126	Criminal Law	
POLS 136	Jurisprudence	
SOCI 031	Deviant Behavior	
SOCI 041	Social Problems	
SOCI 081	Introduction to Social Services	
SOCI 141	Race and Ethnicity	

Minimum 3 units from the following experiential learning courses: \*\*

POLS 187A	Political Science Internship	
POLS 187C	Pre-Law Internship	
POLS 197	Undergraduate Research	
JCTR 187A	Community Affairs Internship	
JCTR 197A	Community Independent Research	
or JCTR 197	Community Independent Research	
SACR 187	Sacramento Experience Internship	
WASH 187	Washington Semester Internship	
POLS 189	Capstone Seminar ***	4

\* Only students who participate in an approved study-abroad program may take INTL 151—Cross-Cultural Training I

\*\* Students may meet the Political Science major's experiential learning requirement by participating in an approved education abroad program. Any SABD (education abroad) course may be used to satisfy the experiential learning requirement.

\*\*\* The capstone project must be completed individually and receive a minimum grade of B+.

## VII. Undergraduate Public Policy Preparation

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

ECON 053	Introductory Microeconomics	4
SOCI 041	Social Problems	4
Select one of the following Political Science courses:		4

POLS 119	Government in Action: Public Policy Analysis	
POLS 128	Introduction to Public Administration	

Four of the following courses, with at least one each coming from the Sociology and the Economics sets:

### Economic Courses

ECON 131	Public Finance	
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ECON 157	Environmental and Natural Resource Economics	
ECON 180	Labor Economics	
ECON 183	Health Economics	

### Sociology Courses

SOCI 111	Environment and Society	
SOCI 125	Sociology of Health and Illness	
SOCI 033	Introduction to Criminology and Criminal Justice	
SOCI 161	Urban Society	

### Other Public Affairs Courses

COMM 117	Public Advocacy	
COMM 143	Intercultural Communication	
HIST 132	American Immigration	
HIST 133	Women in United States History	
HIST 136	American Environmental History	
POLS 174	Global Environmental Policy	
POLS 111	Introduction to Health Policy	
POLS 170	U.S. Foreign Policy	

## VIII. Master of Public Policy Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

LAW - 6 units		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC POLICY - 14 units		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
ANALYTIC TOOLS - 11 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
PUBLIC ADMINISTRATION/LEADERSHIP - 7 units		
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

### Environmental and Water Policy - 6 Units

Complete 6 or more units from among these courses		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3
LAW 507	Environmental Law	3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 509	Special Topics in Environmental Law	2
		or
		3



LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

#### Capital Policy Making - 6 units

Complete 6 or more units from among these courses		
LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

#### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses		
LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

#### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:		
LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Bachelor of Arts in Sociology/Master of Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific undergraduate cumulative and major/program grade point average of 3.0 in order to earn the Bachelor of Arts in Sociology degree and Master of Public Policy degree.

**Note: 1)** A total of eight upper division units can count towards both degrees. **2)** An additional 11 graduate units can count towards the BA degree. **3)** Acceptance into the graduate portion of this blended program is conditional on (a) completion of all undergraduate program requirements by the end of the seventh semester at Pacific and (b) a minimum 3.0 cumulative Pacific undergraduate GPA.

### I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

### A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note: 1)** CORE Seminars cannot be taken for Pass/No Credit. **2)** Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

### B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note: 1)** No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

### C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note: 1)** Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

### D. Fundamental Skills

Students must demonstrate competence in:

Writing
Quantitative Analysis (Math)

**Note: 1)** Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

**Note: 1)** Transfer students with sophomore standing are exempt from this requirement.

## III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (Courses include general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

## IV. Major Requirements

Minimum 13 classes that include the following:

#### Sociology Core

SOCI 051	Introduction to Sociology	4
SOCI 071	Sociology Cohort Seminar *	1
SOCI 079	Self and Society *	4
SOCI 177	Theories of Society and Culture	4
SOCI 179	Capstone Seminar *	3

SOCI 187 Experiential Learning		
Select one of the following research methods courses:		4
INTL 101	Social Science Research Methods	
POLS 133	Political Science Research	
SOCI 171	Social Research Methods	
<b>Electives for Standard Pathway or Concentration</b>		<b>21-24</b>
<b>Standard Pathway</b>		
SOCI 172	Diversity, Equity and Inequality	4
Select one of the following:		
ETHN 011	Introduction to Ethnic Studies	
GEND 011	Introduction to Gender Studies	
Choose any four SOCI electives (any four SOCI electives, at least one of which must be upper division)		
<b>Social Work Concentration</b>		
SOCI 081	Introduction to Social Services	4
PSYC 017	Abnormal and Clinical Psychology	4
Select four electives from the list below (three of which must be SOCI)		
COMM 043	Introduction to Interpersonal Communication	
COMM 143	Intercultural Communication	
GEND 011	Introduction to Gender Studies	
PHIL 145	Biomedical Ethics	
PSYC 029	Developmental Psychology	
PSYC 069	Social Psychology	
SOCI 027	Sociology of Marriage and Family	
SOCI 041	Social Problems	
SOCI 108	Food, Culture and Society	
SOCI 123	Sex and Gender	
SOCI 125	Sociology of Health and Illness	
SOCI 126	Housing and Homelessness	
SOCI 141	Race and Ethnicity	
SOCI 172	Diversity, Equity and Inequality	
Graduate School Preparation (Optional)		
Students in the Social Work Concentration who plan to pursue a Master in Social Work (MSW) are advised to complete the following courses, which are prerequisites for many MSW programs:		
BIOL 041	Introduction to Biology	
MATH 035	Elementary Statistical Inference	
<b>Community Engagement Concentration</b>		
SOCI 041	Social Problems	4
COMM 143	Intercultural Communication	4
Select four electives from the list below (three of which must be SOCI)		
COMM 043	Introduction to Interpersonal Communication	
COMM 117	Public Advocacy	
ETHN 011	Introduction to Ethnic Studies	
POLS 104	Urban Government	
POLS 119	Government in Action: Public Policy Analysis	
SOCI 033	Introduction to Criminology and Criminal Justice	
SOCI 108	Food, Culture and Society	
SOCI 111	Environment and Society	
SOCI 114	Social and Cultural Change	
SOCI 123	Sex and Gender	

SOCI 126	Housing and Homelessness	
SOCI 141	Race and Ethnicity	
SOCI 161	Urban Society	
SOCI 165	Social Organizations	
SOCI 172	Diversity, Equity and Inequality	
Graduate School Preparation (Optional)		
Students who plan to pursue graduate school are advised to complete the following course, which is a prerequisite for many programs:		
MATH 035	Elementary Statistical Inference	
<b>Diversity and Equity Concentration</b>		
SOCI 172	Diversity, Equity and Inequality	4
SOCI 123	Sex and Gender	4
SOCI 141	Race and Ethnicity	4
Select three electives from the list below (two of which must be SOCI)		
COMM 043	Introduction to Interpersonal Communication	
COMM 045	Communication & Health	
ETHN 011	Introduction to Ethnic Studies	
GEND 011	Introduction to Gender Studies	
HIST 133	Women in United States History	
HIST 137	His-panic USA	
PHIL 145	Biomedical Ethics	
POLS 134	American Political Thought	
POLS 111	Introduction to Health Policy	
SOCI 027	Sociology of Marriage and Family	
SOCI 108	Food, Culture and Society	
SOCI 111	Environment and Society	
SOCI 125	Sociology of Health and Illness	
SOCI 161	Urban Society	
SOCI 165	Social Organizations	
SOCI 193 Education and Inequality		
Graduate School Preparation (Optional)		
Students who plan to pursue graduate school are advised to complete the following course, which is a prerequisite for many programs:		
MATH 035	Elementary Statistical Inference	

- \* 1. SOCI 071 and SOCI 079 are strongly recommended prior to SOCI 171 and SOCI 172.  
2. SOCI 179 is strongly recommended as the final course in the core sequence and should be taken in spring semester of the senior year.

**Note: 1)** Work toward the major shall include no more than three courses transferred from another institution.

## VII. Undergraduate Public Policy Preparation

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

ECON 053	Introductory Microeconomics	4
POLS 041	U.S. Government and Politics	4
SOCI 041	Social Problems	4
<b>Select four of the following, with at least one each from Economics and Political Science:</b>		
Economics courses (Pick at least one)		
ECON 131	Public Finance	

ECON 157	Environmental and Natural Resource Economics	
ECON 180	Labor Economics	
ECON 183	Health Economics	
Political Science courses (Pick at least one)		
POLS 111	Introduction to Health Policy	
POLS 170	U.S. Foreign Policy	
POLS 174	Global Environmental Policy	
Public Affairs courses		
COMM 117	Public Advocacy	
COMM 143	Intercultural Communication	
HIST 132	American Immigration	
HIST 133	Women in United States History	
HIST 136	American Environmental History	
SOCI 033	Introduction to Criminology and Criminal Justice	
SOCI 111	Environment and Society	
SOCI 125	Sociology of Health and Illness	
SOCI 161	Urban Society	

## VIII. Master of Public Policy Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

LAW - 6 units		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC POLICY - 14 units		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
ANALYTIC TOOLS - 11 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
PUBLIC ADMINISTRATION/LEADERSHIP - 7 units		
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

### Environmental and Water Policy - 6 Units

Complete 6 or more units from among these courses		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3
LAW 507	Environmental Law	3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 509	Special Topics in Environmental Law	2

or  
3

LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

### Capital Policy Making - 6 units

Complete 6 or more units from among these courses		
LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses		
LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2
LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2

or  
3

LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:		
LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Bachelor of Arts Major in Sociology - Criminal Justice Concentration/Master of Public Policy Blended Program

Students must complete a minimum of 150 units with a Pacific undergraduate cumulative and major/program grade point average of 3.0 in order to earn the Bachelor of Arts Major in Sociology - Criminal Justice Concentration degree and Master of Public Policy degree.

**Note: 1)** A total of eight upper division units can count towards both degrees. **2)** An additional 11 graduate units can count towards the BA degree. **3)** Acceptance into the graduate portion of this blended program is conditional on (a) completion of all undergraduate program requirements by the end of the seventh semester at Pacific and (b) a minimum 3.0 cumulative Pacific undergraduate GPA.

## I. General Education Requirements

For more details, see General Education (<http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/>)

Minimum 28 units and 9 courses that include:

## A. CORE Seminars (2 courses)

CORE 001	Problem Solving & Oral Comm	3
CORE 002	Writing and Critical Thinking	4

**Note: 1)** CORE Seminars cannot be taken for Pass/No Credit. **2)** Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

## B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

**Note: 1)** No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

## C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

**Note: 1)** Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

## D. Fundamental Skills

Students must demonstrate competence in:

Writing
Quantitative Analysis (Math)

**Note: 1)** Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

## II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

**Note: 1)** Transfer students with sophomore standing are exempt from this requirement.

## III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (Courses include general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

## IV. Major Requirements

Minimum 14 courses that include:

POLS 031	Introduction to Law and Politics in the American Political System	4
POLS 133 or INTL 101	Political Science Research Social Science Research Methods	4
SOCI 033	Introduction to Criminology and Criminal Justice	4
SOCI 051	Introduction to Sociology	4

SOCI 071	Sociology Cohort Seminar	1
SOCI 079	Self and Society	4
SOCI 139	Corrections	4
SOCI 172	Diversity, Equity and Inequality	4
SOCI 177	Theories of Society and Culture	4
SOCI 179	Capstone Seminar	3

Three (3) of the following electives, with at least one POLS course and one SOCI course:

POLS 104 or SOCI 161	Urban Government Urban Society
POLS 119 or POLS 128	Government in Action: Public Policy Analysis Introduction to Public Administration
POLS 120	Courts and Judicial Behavior
POLS 126	Criminal Law
POLS 136	Jurisprudence
SOCI 031	Deviant Behavior
SOCI 041	Social Problems
SOCI 081	Introduction to Social Services
SOCI 141	Race and Ethnicity

One (1) of the following experiential learning courses: \*

SOCI 187A	Experiential Learning
SOCI 197A	Independent Research
SACR 187	Sacramento Experience Internship
WASH 187	Washington Semester Internship

\* Students may also meet the Sociology major's experiential learning requirement by participating in an approved study abroad program. Any SABD (study abroad) course may be used to satisfy the experiential learning requirement.

## VII. Undergraduate Public Policy Preparation

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

ECON 053	Introductory Microeconomics	4
POLS 041	U.S. Government and Politics	4
SOCI 041	Social Problems	4

**Select four of the following, with at least one each from Economics and Political Science:**

Economics courses (Pick at least one)

ECON 131	Public Finance
ECON 157	Environmental and Natural Resource Economics
ECON 180	Labor Economics
ECON 183	Health Economics

Political Science courses (Pick at least one)

POLS 111	Introduction to Health Policy
POLS 170	U.S. Foreign Policy
POLS 174	Global Environmental Policy

Public Affairs courses

COMM 117	Public Advocacy
COMM 143	Intercultural Communication
HIST 132	American Immigration
HIST 133	Women in United States History
HIST 136	American Environmental History
SOCI 033	Introduction to Criminology and Criminal Justice
SOCI 111	Environment and Society



SOCI 125	Sociology of Health and Illness	
SOCI 161	Urban Society	

## VIII. Master of Public Policy Requirements

A minimum of 44 units is required to earn the MPP, including a 38-unit core of required courses.

A cumulative grade point average of 3.00 or higher is required for award of the MPP.

Core Courses - 38 units in four areas, including:

LAW - 6 units		
LAW 212	Intro. to Legal Analysis	2
LAW 517	Statutes and Regulations	3
PUBLIC POLICY - 14 units		
PUB 211	Conflicted, Complex, Uncertain	4
PUB 214	Budgets, Financial Management	3
PUB 215	Capstone: Public Policy Analysis Case	4
PUB 222	Finance for Public Policies	3
ANALYTIC TOOLS - 11 units		
PUB 221	Economic Concepts and Tools	4
PUB 233	Public Manager Analytics	4
PUB 234	Advanced Policy Analytics	3
PUBLIC ADMINISTRATION/LEADERSHIP - 7 units		
PUB 242	Systemic Change	3
or PUB 213	Enhancing Societal Capacity	
PUB 251	Pub Admin: Values, Roles and Skills	4

**Electives:** At least 6 units. Elective units may be applied towards an optional area of concentration.

### Environmental and Water Policy - 6 Units

Complete 6 or more units from among these courses		
LAW 230	Water Resources Law (This course is offered in a 2 and 3 unit format. If taken as 2 units, you must take 1 additional elective unit.)	3
LAW 507	Environmental Law	3
LAW 235	Environmental Practice	3
LAW 500	Administrative Law	3
LAW 509	Special Topics in Environmental Law	2
		or
		3
LAW 510	Natural Resources Law	3
PUB 219	Directed Research	1-3

### Capital Policy Making - 6 units

Complete 6 or more units from among these courses		
LAW 513	California Lobbying & Politics	2
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 822	Lawmaking in California	2
LAW 853	Legislative & Public Policy Clinic *	
PUB 219	Directed Research	1-3

### Public and Non-Profit Leadership - 6 Units

Complete 6 or more units from among these courses		
LAW 101	Contracts/Analytical Skills	4
LAW 110	Contracts	4
LAW 209	Local Agency Practice	2

LAW 500	Administrative Law	3
LAW 513	California Lobbying & Politics	2
LAW 560	Land Use Planning	2
LAW 802	Negotiation and Settlements Seminar	2
		or
		3
LAW 822	Lawmaking in California	2
LAW 826	Negotiating Disputes Into Deals	1
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3

### Policy Change, Institutional Reform, Sustainability - MPA ONLY- 6 units

Complete 6 or more units from among these courses:		
LAW 500	Administrative Law	3
LAW 822	Lawmaking in California	2
PUB 213	Enhancing Societal Capacity	3
PUB 219	Directed Research	1-3
PUB 222	Finance for Public Policies	3
PUB 234	Advanced Policy Analytics	3

## Learning Outcomes

### 1. Identify Policy Issue and Analytic Tools

Accurately identify the type of public policy issue confronted and useful tools for guiding analysis and action (e.g., degrees of complexity and uncertainty, extent and depth of conflicts, capacities to make decisions and to implement choices).

### 2. Analyze Policy and Recommend Action

Analyze and recommend actions with sufficient understanding of relevant values, past history, competitive forces, and adaptive human behaviors to reasonably assess probable longer term effects of public policy choices.

### 3. Strategically Lead.

Demonstrate capacity to pursue a policy goal by effective engagement at key decision points and mobilization and leverage of critical resources.

### 4. Diversely Communicate Useful Information to Stakeholders

Convey information effectively in several formats-written, verbal, and web-emphasizing those useful to decision makers, professionals in a field, and citizens.

### 5. Analytically Produce Public Policy Information

Effectively identify, collect, organize and analyze information, including demographic, economic, fiscal and agency activity data.

## Master of Science in Law (M.S.L.)

McGeorge offers the innovative and versatile 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. The degree enhances many professions and is ideal for business executives, entrepreneurs, policymakers, human resource and other professionals in today's economy. With so many businesses and industries being impacted by constantly changing laws and regulations, having knowledge and training in legal analysis can be advantageous in dealing with those everyday law-related issues. Our MSL program is

designed to help professionals gain and apply the legal skills required to excel and advance in their careers.

McGeorge faculty will work with each student to develop a customized curriculum with a rigorous legal grounding that is infused with real-world, practical 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 (<https://www.mcgeorge.edu/Future-Students/Life-at-McGeorge/Sacramento-The-Capital-City.html>).

Building upon the long-standing expertise and the foundations for regular and substantial opportunities for interaction with classmates and McGeorge faculty, we are excited to announce the creation of three online degree programs launching in Fall 2019. These degrees will allow individuals to maximize flexibility; pursuing professional and personal commitments while simultaneously enjoying a high-quality academic experience.

The McGeorge MSL program also offers the following focus areas:

- Government Law & Policy — Online (<https://online.mcgeorge.edu/mslgl-program-description/>)
- Health (<https://www.mcgeorge.edu/Future-Students/Master-of-Science-in-Law/Legal-Concentration-in-Health.html>)
- Human Resources (<https://www.mcgeorge.edu/Future-Students/Master-of-Science-in-Law/Legal-Concentration-in-Human-Resources.html>)
- Water & Environmental Law — Online (<https://online.mcgeorge.edu/mslwe-program-description/>)

## Questions?

Contact the Graduate & International Programs Office  
Email ([graduatelaw@pacific.edu](mailto: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 212	Intro. to Legal Analysis	2
LAW 101	Contracts/Analytical Skills	4

**On a case by case basis, Contracts/Analytical Skills can be substituted for:**

LAW 115	Criminal Law	2-4
LAW 125	Property	4
LAW 131	Torts	4

### Elective Courses - LAW, MSL, PUB courses or see concentrations

Students may elect to choose from a variety of courses, and to customize their course selections to meet their interests and career goals.

## Health Concentration

Sample Courses

LAW 110	Contracts	4
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LAW 304	Mental Health - Policy and Law	2
LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 503	Legislation and Statutory Interpretation	3
LAW 517	Statutes and Regulations	3
LAW 526	Mediation	2-3
LAW 570	Health Law	3
LAW 572	Public Health Law	3
LAW 576	Cap. Lawyering and Pol. Making	2
LAW 706	Persuasive Public Speaking	2
LAW 745	Elder Law and Social Policy	3
LAW 802	Negotiation and Settlements Seminar	2
		or
		3

## Human Resources Concentration

Sample Courses

LAW 110	Contracts	4
LAW 405	Worker's Compensation Law	2
LAW 433	Employment Law	3
LAW 500	Administrative Law	3
LAW 526	Mediation	2-3
LAW 576	Cap. Lawyering and Pol. Making	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	1
LAW 991	Directed Research, Graduate Level	1-3
LAW 989	Master's Thesis	6

## Government Law & Policy Concentration (Online Program)

Additional Required Courses

LAW 217	Leadership in Organizations for Graduate Students	1
LAW 502	The Executive Branch and the Administrative State	3
LAW 505	Legislatures and Lawmaking	3
LAW 576-O	Government Law & Policymaking	3
LAW 706	Persuasive Public Speaking	1-2

Electives

LAW 230	Water Resources Law	2-3
LAW 507	Environmental Law	3
LAW 510	Natural Resources Law	3
LAW 513-O	Lobbying & Politics	3
LAW 528	Online Dispute Resolution	1
LAW 567-O	Election Law - Online	3
LAW 583	Water & Environmental Justice	3
LAW 621	International Water Resources Law Seminar	3
LAW 802	Negotiation and Settlements Seminar	2
		or
		3

LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-3

## Water and Environmental Law Concentration (Online Program)

### Additional Required Courses

LAW 217	Leadership in Organizations for Graduate Students	1
LAW 230	Water Resources Law	2-3
LAW 502	The Executive Branch and the Administrative State	3
LAW 505	Legislatures and Lawmaking	3
LAW 507	Environmental Law	3
LAW 706	Persuasive Public Speaking	1-2

### Electives

LAW 510	Natural Resources Law	3
LAW 513-O	Lobbying & Politics	3
LAW 567-O	Election Law - Online	3
LAW 576-O	Government Law & Policymaking	3
LAW 583	Water & Environmental Justice	3
LAW 621	International Water Resources Law Seminar	3
LAW 802	Negotiation and Settlements Seminar	2 or 3
LAW 989	Master's Thesis	6
LAW 991	Directed Research, Graduate Level	1-3

## Questions?

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

### Learning Outcomes

1. Identify legal issues that arise in student's professional context; Recognize and make use of legal language and field knowledge; Find and evaluate legal resources in library and online.
2. Identify and distinguish legal sources; interpret legal texts, such as statutes and cases; apply legal methodology to differentiate and prioritize legal issues, to deduce likely outcomes, and to evaluate competing positions.
3. Select, apply, and adapt interpersonal communication and conflict resolution skills in professional context; employ legal methodology in professional writing tasks.
4. Collaborate with lawyers and others to evaluate and resolve legal issues.
5. Identify legal ethical issues that arise in one's profession and develop strategies to address them consistent with legal precepts.

## School of Health Sciences

<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences.html>

Nicoleta Bugnariu, Dean

## Programs Offered

**Master of Science in Athletic Training (Stockton)**

**Master of Science in Clinical Nutrition (Sacramento)**

**Master of Science in Nursing (Sacramento)**

**Entry Level Master of Science in Nursing (Sacramento)**

**Master of Physician Assistant Studies (Sacramento)**

**Master of Social Work (Sacramento)**

**Master of Science in Speech-Language Pathology (Stockton)**

**Doctor of Audiology (San Francisco)**

**Doctor of Health Science (Sacramento)**

**Doctor of Medical Science (Sacramento)**

**Doctor of Occupational Therapy (Sacramento)**

**Doctor of Physical Therapy (Stockton)**

## Vision

The vision of the School of Health Sciences is to lead in advancing the lifelong wellness of our communities.

## Purpose

Prepare all graduates for leadership roles that advance lifelong wellness of diverse communities through learning, discovery and innovation. Taking advantage of the unique mix of programs, the School of Health Sciences will develop innovative curricula that takes advantage of the university's opportunities in interprofessional education. Students from the School of Health Sciences, Thomas J. Long School of Pharmacy, and Arthur A. Dugoni School of Dentistry will share classrooms and learn with, from and about each other, preparing them for interprofessional practice in settings where integrated teams provide optimal patient care.

## Doctor of Health Science

## Doctor of Health Sciences

Kristine Himmerick, Program Director

### Admission Requirements:

- Earned masters or doctoral degree from an ARC-PA accredited PA program
- Proof of active state licensure and/or NCCPA certification as a Physician Assistant State license or NCCPA certification must be received prior to matriculation; NCCPA PA-C Emeritus will also be accepted
- A cumulative GPA of 2.65 or better in all post-secondary coursework or in the last 60 units of baccalaureate and/or post-baccalaureate work
- Official transcript from all post-secondary institutions.
- A single letter of recommendation from an MD, DO, or PA familiar with the student's professional work
- Meet Technical Standards TBD
- GRE not required
- Advanced placement credits up to 12 units may be applied for students with a master's or doctorate degree in a health science field of study
- No credit will be granted for work-related experiences.

# Doctor of Health Sciences

Program degree requirements: All students will complete all required curriculum in the education or clinical leadership track, and a doctoral project suitable for peer-reviewed publication or presentation. The Doctor of Health Sciences program includes 39 credits for degree completion.

The curriculum is designed for working health science clinicians and educators with 27 units spread equally over 3 trimesters in 12 months, and 12 units of advanced standing credit for students with a master's or doctorate degree in a health science field of study. The program will offer two tracks, clinical leadership and education.

## Education Track

### Trimester I

36-unit program start		
DHSC 331	Foundations of Behavioral Science	3
DHSC 332	Foundations of Evidence Based Practice	3
DHSC 333	Foundations of Professional Practice and the Health System	3
Required Elective		3

### Trimester 2

27-unit program start (Advanced Standing)		
DHSC 300	Healthcare Leadership	3
DHSC 380	Science of Teaching and Learning	3
DHSC 390	Doctoral Project 1: Research Design	3

### Trimester 3

DHSC 310	Business of Healthcare	3
DHSC 382	Instructional Design and Assessment	3
DHSC 392	Doctoral Project 2: Research Methods	3

### Trimester 4

DHSC 320	Behavioral Health in Practice	3
DHSC 384	Program Design and Assessment	3
DHSC 394	Doctoral Project 3: Scholarly Writing *	3

\* All students will complete a doctoral project suitable for peer-reviewed publication or presentation (not a dissertation or thesis).

## Clinical Leadership Track

### Trimester I

36-unit program start		
DHSC 331	Foundations of Behavioral Science	3
DHSC 332	Foundations of Evidence Based Practice	3
DHSC 333	Foundations of Professional Practice and the Health System	3
Required Elective		3

### Trimester 2

27-unit program start (Advanced Standing)		
DHSC 300	Healthcare Leadership	3
DHSC 370	Health Promotion in Practice	3
DHSC 390	Doctoral Project 1: Research Design	3

### Trimester 3

DHSC 310	Business of Healthcare	3
DHSC 372	Applied Interprofessional Practice	3
DHSC 392	Doctoral Project 2: Research Methods	3

### Trimester 4

DHSC 320	Behavioral Health in Practice	3
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DHSC 374	Applied Clinical Reasoning	3
DHSC 394	Doctoral Project 3: Scholarly Writing *	3

\* All students will complete a doctoral project suitable for peer-reviewed publication or presentation (not a dissertation or thesis).

## Doctorate of Health Sci Courses

### DHSC 300. Healthcare Leadership. 3 Units.

This course explores various leadership styles as they relate to organizational, educational, and clinical leadership. Leadership concepts related to healthcare administration, organizational behavior, and change management will also be discussed. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

### DHSC 310. Business of Healthcare. 3 Units.

This course provides an overview of the business of healthcare including health systems, health education institutions, health delivery, medical-legal issues, and health economics. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

### DHSC 320. Behavioral Health in Practice. 3 Units.

The course explores treatment modalities for psychological and behavioral conditions across health care disciplines. This course provides a fundamental understanding of behavioral therapy concepts and skills through practical application. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

### DHSC 331. Foundations of Behavioral Science. 3 Units.

This course introduces the biopsychosocial model of health care. It addresses basic psychology concepts, biological and psychosocial development across the life span, stress management, basic counseling and behavior modification principles, social determinants of health. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

### DHSC 332. Foundations of Evidence Based Practice. 3 Units.

This course emphasizes general research principles and the impact of research, social determinants, and health literacy on public and population health. Principles addressed include research design and methods, basic research statistics, evaluation and application of clinical research, identification and critical review of the medical literature, and clinical decision-making driven by evidence based medicine. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

### DHSC 333. Foundations of Professional Practice and the Health System. 3 Units.

This course explores the healthcare system from a professional, legal, economic, and patient care perspective. Professional practice issues will also be explored including scope of practice, legal regulations, and professional organizations. Team-based patient care will be taught through interprofessional education activities. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

### DHSC 370. Health Promotion in Practice. 3 Units.

This course explores the numerous societal and system influences on health promotion and population health. This course focuses on chronic disease prevention, social determinants of health, health care equity, and cultural humility in clinical practice. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.



**DHSC 372. Applied Interprofessional Practice. 3 Units.**

This course advances understanding of interprofessional health care team practice. Topics include practical application of team dynamics, communication skills, and scope of practice knowledge in clinical practice. Students will actively participate in interprofessional teams to improve patient care and practice settings. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**DHSC 374. Applied Clinical Reasoning. 3 Units.**

This course advances understanding and application of clinical reasoning skills in clinical practice. This course explores clinical decision making, diagnostic error, and metacognitive skills to advance clinicians along the novice to expert continuum. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**DHSC 380. Science of Teaching and Learning. 3 Units.**

This course explores theories of teaching and learning in graduate health sciences education. The course provides guidance for practical approaches to improve student knowledge retention, engagement, and curriculum delivery. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**DHSC 382. Instructional Design and Assessment. 3 Units.**

This course explores practical and systematic processes for effectively assessing needs, designing a process, developing materials, and evaluating effectiveness in graduate health sciences education. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**DHSC 384. Program Design and Assessment. 3 Units.**

This course examines graduate health sciences program design including program learning outcomes and curriculum mapping. The course also explores systematic processes of ongoing assessment required for accreditation. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**DHSC 390. Doctoral Project 1: Research Design. 3 Units.**

This course advances knowledge of research design including research topic selection, literature search techniques, critical review of the literature, and research ethics. This course series aligns the development through execution of a doctoral project suitable for peer-reviewed publication or presentation. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**DHSC 392. Doctoral Project 2: Research Methods. 3 Units.**

This course provides an overview of research methodology including concepts employed in quantitative and qualitative research. This course series aligns the development through execution of a doctoral project suitable for peer-reviewed publication or presentation. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**DHSC 394. Doctoral Project 3: Scholarly Writing. 3 Units.**

This course examines scholarly writing and distribution of scholarship in the health sciences. This course series aligns the development through execution of a doctoral project suitable for peer-reviewed publication or presentation. Prerequisites: Admission into the Doctor of Health Science program, OR permission of instructor.

**Doctor of Medical Science**  
**Doctor of Medical Sciences**

Kristine Himmerick, Program Director

Admission Requirements:

- Earned masters or doctoral degree from an ARC-PA accredited PA program
- Proof of active state licensure and/or NCCPA certification as a Physician Assistant State license or NCCPA certification must be received prior to matriculation; NCCPA PA-C Emeritus will also be accepted
- A cumulative GPA of 2.65 or better in all post-secondary coursework or in the last 60 units of baccalaureate and/or post-baccalaureate work
- Official transcript from all post-secondary institutions.
- A single letter of recommendation from an MD, DO, or PA familiar with the student's professional work
- Meet Technical Standards TBD
- GRE not required
- Advanced placement credits up to 12 units may be applied for students with a master's or doctorate degree in a health science field of study
- No credit will be granted for work-related experiences.

**Doctor of Medical Sciences**

Program degree requirements: All students will complete all required curriculum in the education or clinical leadership track, and a doctoral project suitable for peer-reviewed publication or presentation.

**Education Track**

**Trimester I (36-unit program start)**

DMSC 331	Foundations of Behavioral Science	3
DMSC 332	Foundations of Evidence Based Practice	3
DMSC 333	Foundations of Professional Practice and the Health System	3

**Trimester 2 (Advanced Standing: 27-unit program start)**

DMSC 300	Healthcare Leadership	3
DMSC 380	Science of Teaching and Learning	3
DMSC 390	Doctoral Project 1: Research Design	3

**Trimester 3**

DMSC 310	Business of Healthcare	3
DMSC 382	Instructional Design and Assessment	3
DMSC 392	Doctoral Project 2: Research Methods	3

**Trimester 4**

Required Elective		3
DMSC 384	Program Design and Assessment	3
DMSC 394	Doctoral Project 3: Scholarly Writing	3

**Electives**

DMSC 320	Behavioral Health in Practice	3
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\* All students will complete a doctoral project suitable for peer-reviewed publication or presentation (not a dissertation or thesis).

**Clinical leadership Track**

**Trimester I**

DMSC 331	Foundations of Behavioral Science	3
DMSC 332	Foundations of Evidence Based Practice	3
DMSC 333	Foundations of Professional Practice and the Health System	3

**Trimester 2**

DMSC 300	Healthcare Leadership	3
DMSC 370	Health Promotion in Practice	3

DMSC 390	Doctoral Project 1: Research Design	3
<b>Trimester 3</b>		
DMSC 310	Business of Healthcare	3
DMSC 372	Applied Interprofessional Practice	3
DMSC 392	Doctoral Project 2: Research Methods	3
<b>Trimester 4</b>		
Required Elective		3
DMSC 374	Applied Clinical Reasoning	3
DMSC 394	Doctoral Project 3: Scholarly Writing	3
<b>Electives</b>		
DMSC 320	Behavioral Health in Practice	3

\* All students will complete a doctoral project suitable for peer-reviewed publication or presentation (not a dissertation or thesis).

## Doctorate of Medi Sci Courses

### DMSC 300. Healthcare Leadership. 3 Units.

This course explores various leadership styles as they relate to organizational, educational, and clinical leadership. Leadership concepts related to healthcare administration, organizational behavior, and change management will also be discussed. Prerequisites: Admission to DMSC program or permission of Instructor.

### DMSC 310. Business of Healthcare. 3 Units.

This course provides an overview of the business of healthcare including health systems, health education institutions, health delivery, medical-legal issues, and health economics. Prerequisites: Admission to DMSC program or permission of Instructor.

### DMSC 320. Behavioral Health in Practice. 3 Units.

The course explores treatment modalities for psychological and behavioral conditions across health care disciplines. This course provides a fundamental understanding of behavioral therapy concepts and skills through practical application. Prerequisites: Admission to DMSC program or permission of Instructor.

### DMSC 331. Foundations of Behavioral Science. 3 Units.

This course introduces the biopsychosocial model of health care. It addresses basic psychology concepts, biological and psychosocial development across the life span, stress management, basic counseling and behavior modification principles, social determinants of health. Prerequisite: Admission to DMSC program or permission of Instructor.

### DMSC 332. Foundations of Evidence Based Practice. 3 Units.

This course emphasizes general research principles and the impact of research, social determinants, and health literacy on public and population health. Principles addressed include research design and methods, basic research statistics, evaluation and application of clinical research, identification and critical review of the medical literature, clinical decision-making driven by evidence based medicine, and disease surveillance. Prerequisites: Admission to DMSC program or permission of Instructor.

### DMSC 333. Foundations of Professional Practice and the Health System. 3 Units.

This course explores the healthcare system from a professional, legal, economic, and patient care perspective. Professional practice issues will also be explored including scope of practice, legal regulations, and professional organizations. Team-based patient care will be taught through interprofessional education activities. Prerequisites: Admission to DMSC program or permission of Instructor.

### DMSC 370. Health Promotion in Practice. 3 Units.

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This course advances understanding of interprofessional health care team practice. Topics include practical application of team dynamics, communication skills, and scope of practice knowledge in clinical practice. Students will actively participate in interprofessional teams to improve patient care and practice settings. Prerequisites: Admission to DMSC program or permission of Instructor.

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### DMSC 384. Program Design and Assessment. 3 Units.

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### DMSC 390. Doctoral Project 1: Research Design. 3 Units.

This course advances knowledge of research design including research topic selection, literature search techniques, critical review of the literature, and research ethics. This course series aligns the development through execution of a doctoral project suitable for peer-reviewed publication or presentation. Prerequisites: Admission to DMSC program or permission of Instructor.

### DMSC 392. Doctoral Project 2: Research Methods. 3 Units.

This course provides an overview of research methodology including concepts employed in quantitative and qualitative research. This course series aligns the development through execution of a doctoral project suitable for peer-reviewed publication or presentation. Prerequisites: Admission to DMSC program or permission of Instructor.

### DMSC 394. Doctoral Project 3: Scholarly Writing. 3 Units.

This course examines scholarly writing and distribution of scholarship in the health sciences. This course series aligns the development through execution of a doctoral project suitable for peer-reviewed publication or presentation. Prerequisites: Admission to DMSC program or permission of Instructor.

# Entry Level Master of Science in Nursing

Holly Madison, Department Chair

## Program Offered

### Entry Level Master of Science in Nursing

The ELMSN program educates students to become competent, compassionate, collaborative professional nurses to practice in a variety of healthcare settings. Graduates will be prepared to be highly dedicated professionals and agents of change with excellent client care skills, the ability to apply evidence-based practices, engage in reflective thinking, advocacy, clinical research and life-long learning. To accomplish this goal, students must also demonstrate the ability to communicate and collaborate effectively with people from diverse communities.

This program is designed for non-nursing graduates who desire a fast-track to professional nursing. Graduates of the program are prepared to take the RN licensing exam (NCLEX), obtain a Public Health Nurse Certificate and their Master of Science degree in nursing.

Successful prospective students will have a minimal overall GPA of 3.0 or a 3.0 in the last 60 units. Students must possess a bachelor's degree in a non-nursing field from an accredited institution and completed all the required course prerequisites.

This intensive and accelerated competency based ELMSN program (90 units) can be completed in 6 trimesters, (24 months) of full-time study. The program provides 23 units of clinical credit hours, which includes a preceptored clinical immersion experience in the last semester. The preceptored practicum at the end of the program assists the student with role transition from student to professional nurse which enhances employment opportunities.

Students are required to complete a series of courses to complete an evidence-based Clinical Improvement Project as a capstone experience. Students will focus their project on an actual healthcare systems problem or a need to improve patient/population healthcare outcomes.

This program is designed to prepare students to practice competently in an increasingly complex health care environment; prepared with the skills and knowledge to be an innovator in traditional and emerging areas of nursing. Graduates will:

- Critically analyze and use evidence to guide decision making and clinical skills to promote best practices.
- Use knowledge of nursing theory, core functions, and evidence-based practice to develop strategies to promote organizational change and innovation.
- Be eligible to sit for RN licensure, a Public Health Nurse Certificate, and a Master of Science in Nursing degree.

During the program, students will build a strong academic foundation while working in teams with students from other disciplines to develop a compassionate, patient-centered approach to healthcare.

## Admission Requirements

- A bachelor's degree from an accredited program
- A minimum GPA of 3.0, or GPA of 3.0 in the last 60 units
- A minimum 3.0 GPA in all science prerequisite coursework
- Three letters of recommendation (academic and professional)

- Statement of purpose, personal history statement and career goals
- Curriculum Vitae
- The GRE is not required
- Completed Nursing CAS application
- Human Anatomy with lab (4 units)
- Human Physiology with lab (4 units)
- Or a human anatomy and physiology series: Part I and Part II with labs (minimum five quarter/3 semester units each)
- Microbiology or Bacteriology with lab (4 units)
- Statistics or Epidemiology (3 units)
- Psychology (lifespan or developmental) (3 units)
- Social Science (3 units)
- Nutrition (3 units)
- Communication (6 units) must include verbal and written composition

**Note: Prerequisite coursework must be completed prior to enrollment.**

### Upon successful completion of the ELMSN Program, the student will:

1. Integrate, translate, and apply evidence and evolving evidence from nursing and other academic disciplines to inform clinical judgment and innovation into nursing practice in diverse healthcare settings.
2. Demonstrate person-centered care that is holistic, just, respectful, compassionate, and reflects the differences, values, needs, and preferences of the patient as a full partner in their care.
3. Integrate clinical prevention, health promotion, and population health knowledge in the planning, design, management, and evaluation of health care services for individuals, families, and aggregate populations.
4. Generate, synthesize, translate, apply, and disseminate research and evidence to advance patient outcomes and improve health care systems.
5. Analyze organizational and systems of care and use quality improvement science strategies, tools, methods, and performance measures to improve safety and outcomes of patients and care systems.
6. Engage in relationship centered leadership to build and sustain collaborative inter-professional teams to optimize care, enhance the experience, improve outcomes, and reduce costs.
7. Integrate meaningful data obtained from information and healthcare technologies to monitor, manage, and improve the delivery of nursing and healthcare services in accordance with best practices.
8. Participates in the health policy development process and employs advocacy strategies to influence health and healthcare.
9. Formulate and cultivate a professional nursing identity that is accountable to patients, society, and the profession.
10. Incorporate advanced knowledge and competencies into professional nursing practice to improve healthcare outcomes at the individual, populations, or systems level.

## Entry Level Master of Science in Nursing

### First Year, Trimester One

IPE 10: IPE Roles and Competencies		
NURS 200	Pathophysiology	3
NURS 202	Professional Nursing	1
NURS 204	Health Assessment	4
NURS 206	Pharmacology	3

NURS 208A	Nursing Fundamentals	3
NURS 208B	Nursing Fundamental Lab/Practicum	2
<b>First Year, Trimester Two</b>		
IPE 20: TBA Team Steps		
NURS 210	Health Promotion and Disease Prevention	2
NURS 212A	Nursing of Adults and Older Adults I	4
NURS 212B	Clinical Practicum: Nursing of Adults and Older Adults I	3
NURS 214A	Mental Health Nursing Care	3
NURS 214B	Clinical Practicum: Mental Health Nursing Care	2.5
<b>First Year, Trimester Three</b>		
NURS 216A	Nursing of Adults and Older Adults II	4
NURS 216B	Clinical Practicum: Nursing of Adults and Older Adults II	3
NURS 220A	Nursing Care of Children	3
NURS 220B	Clinical Practicum: Nursing Care of Children	3
NURS 230	Informatics and Technology in Health Care	3
<b>Second Year, Trimester Four</b>		
IPE 30: IPE Practice # 1		
NURS 222	Evidence-Based Research in Health Care	3
NURS 224	Leadership and Management in the Clinical Setting	3
NURS 226	Quality and Safety and Health Care Improvement	3
NURS 228	Population Health and Applied Epidemiology	3
NURS 218A	Maternity and Women's Health Care	2
NURS 218B	Clinical Practicum: Maternity and Women's Health Care	2
<b>Second Year, Trimester Five</b>		
IPE 40: IPE Practice #2		
NURS 232	Clinical Improvement Project I	2
NURS 234	Health Systems Leadership	3
NURS 236	Advanced Pharmacology	3
NURS 238A	Public Health and Population-Based Nursing	3
NURS 238B	Clinical Practicum: Public Health and Population-Based Nursing	2.5
<b>Second Year, Trimester Six</b>		
IPE 50: IPE Competencies & Evaluation		
NURS 240	Advanced Concepts in Nursing Practice	2
NURS 242	Advanced Preceptored Clinical Immersion	5
NURS 244	Advanced Professional Role & Advocacy	2
NURS 246	Care Coordination and Transition Management	2

Holly Evans Madison, Department Chair, Program Director, Associate Professor, Ph.D., University of Massachusetts Amherst, hmadison@pacific.edu, 916-325-4617

Rae Gamboni Charos, Associate Program Director, Associate Clinical Professor, DNP, University of Nevada, Reno, rcharos@pacific.edu, 916-352-4612

Nassrine Nouredine, Associate Program Director, Associate Professor, Ed.D., California State University, Sacramento, nnouredine@pacific.edu, 916-352-4601

## Nursing Courses

### NURS 200. Pathophysiology. 3 Units.

Students examine complex physiologic processes essential to an understanding of disease. Disease management concepts are explored in relation to body systems. Age specific alterations are correlated with clinical and medical diagnostic findings to provide the student a basis for biomedical and nursing clinical decision-making, diagnostic reasoning, and pharmacotherapeutics. Prerequisites: Admission to ELMSN program.

### NURS 201. Nursing Research and Evidence-Based Practice. 3 Units.

This course provides the foundational knowledge base for advanced nursing research and the core principles of evidence-based practice. Students will gain knowledge and skills to critically appraise and analyze evidence and then disseminate the evidence in a scholarly way including papers, posters, and presentations. This course prepares the student to find and use evidence to support individual clinical practice and appropriately apply evidence to different population-based settings. Prerequisites: Admission to the Master of Science Nursing Program. Epidemiology NURS 217.

### NURS 202. Professional Nursing. 1 Unit.

This course provides an overview and a historical perspective of the profession, social contexts, professional standards, ethical standards, legal issues, and socialization into the profession. This course assists the student to gain a state-wide and national perspective for the profession. Current issues will be discussed. Evidence-based practice and theory are introduced to focus students on current strategies to advance patient outcomes and improve health care. Students will be required to demonstrate competency in researching a PICO question. PICO guides evidence based practice research. (P = Patient or Population, I = Intervention, C = Comparison or Controls, O = Outcomes.

### NURS 203. Interprofessional Health Care Theory, Ethics, and Quality Improvement. 3 Units.

Interprofessional Health Care Theory, Ethics, and Quality Improvement (3 units) - This course explores the theoretical and ethical basis of nursing practice, drawing on interprofessional and interdisciplinary perspectives in the health sciences and humanities. The role of the master's prepared nurse in theory development, theory-based practice and ethical decision-making within collaborative interprofessional teams is emphasized. Quality, safety, and collaborative practice are universal values used as a framework for leading change to improve healthcare systems and outcomes. Improving the quality and safety of health care services requires multiple knowledge disciplines, effective communication, collaboration and teamwork. Prerequisites: Admission to the Master of Science Nursing Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

### NURS 204. Health Assessment. 4 Units.

This competency-based course prepares students to complete a health history and the knowledge and skills to complete a physical exam on individuals across the lifespan. In addition, students will appreciate cultural variations, demonstrate psycho-social sensitivity and knowledge of genetic and nutritional assessments. The learning activities of the course will provide the students with practice skills to complete a systems exam and documentation of findings. Prerequisites: Admission to the ELMSN program.



**NURS 205. Health Care Policy and Delivery. 3 Units.**

This course covers current challenges faced by the U.S. health care delivery system and how health policy, both historically and today, has sought to address these challenges. This system is compared with those of other nations to highlight its relative strengths and weaknesses. The course will consider health care concerns associated with population and public health, including how the behavior of individuals and groups influences health. Risk factors associated with vulnerable populations are identified and discussed. We will also explore the logistics of the health care system, including how it is organized, who makes up the workforce, how health care is financed, the costs and value of health care, how it is managed, and the role of information technology in this sector. Finally, we will take look at the future of health care delivery in the U.S. and of health care policy. Prerequisites: Admission to the Master of Science Nursing Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 206. Pharmacology. 3 Units.**

This course will provide fundamental knowledge for students on the pharmacological knowledge for interventions for disease management, health prevention and health promotion. Students will study pharmacotherapeutic agents used to manage acute and chronic disease including drug actions and potentials side effects. Fundamental principles of safe and effective administration of pharmacotherapeutics are emphasized. Prerequisites: Enrollment in the ELMSN program.

**NURS 207. Nursing Issues and Leadership. 3 Units.**

This course explores the current complex health care systems in healthcare organizations to achieve The Triple Aim (IOM, 2010). Master's prepared nurses are needed to advance from expert clinician to become transformational leaders to participate in changing challenges into opportunities for positive change to improve patient and healthcare outcomes. Students will explore their leadership strengths and area for improvement to advance their leadership capacity. Leadership skills needed for transformational leaders are studied and competencies mastered. The leadership role of the master's prepared nurse in organizational and system change including new practice models are emphasized. Prerequisites: Admission to the MSN Program.

**NURS 208A. Nursing Fundamentals. 3 Units.**

Foundational nursing competencies and techniques are accomplished in this course. Students will develop critical thinking abilities in the role of communicator, educator, and caregiver. Students will develop fundamental competencies in maintaining a safe and hygienic environment, medical asepsis and infection control, principles of body biomechanics and mobility, basic gastrointestinal and urinary care, oxygen therapy and airway management, calculation of drug doses and safe medication administration. Prerequisites: Enrollment in the ELMSN program.

**NURS 208B. Nursing Fundamental Lab/Practicum. 2 Units.**

Students will apply theory, critical thinking, and the nursing process to gain mastery of selected fundamental competencies through practice in the skills/simulation lab. Clinical experiences may be incorporated with local health care faculties to provide opportunities for students to perform history taking, health histories and assessments. Corequisites: NURS 208A.

**NURS 209. Foundations of Specialty Practice I. 3 Units.**

This advanced pharmacology course is designed to prepare advanced practice primary care clinicians and managers with the knowledge of pharmacologic principles and the pharmacologic actions of the major drug classes. Pharmacological treatments will be discussed in relation to physiologic systems, with emphasis on the application of these agents. This course further studies best practices for medication management for Cardiovascular Disease, Diabetes, Hyperlipidemia, and Community Acquired Pneumonia. With increased knowledge the advanced practice primary nurse will assume a leadership role in overseeing best practices for medication safety in any setting to enhance quality and safety and improved patient outcomes. Prerequisites: Students in good standing in the MSN Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 210. Health Promotion and Disease Prevention. 2 Units.**

To promote Healthy People 2030 nurses requires additional competency in patient education, theory, and practice. Theoretical constructs and literacy are emphasized to incorporate the social determinants of health for improving health promotion and prevention. This course provides the foundational knowledge for patient education and theoretical and practical strategies to attain competency in motivational interviewing to promote behavior change. Chronic diseases such as diabetes, heart disease and COPD, and hypertension are prioritized for promoting behavior change and health promotion.

**NURS 211. Foundations of Specialty Practice II. 3 Units.**

Specialty Practice II provides the graduate nursing student with comprehensive and systematic health assessment and physical examination skills to conduct health assessments for adults and older adults. Advanced cognitive and psychomotor skills allow graduate students the opportunity to practice using a diagnostic reasoning process. Students will conduct health histories, health assessments, focused review of systems, and physical exam techniques to inform diagnostic reasoning for a differential diagnosis. Students will incorporate anticipatory guidance and health promotion to establish a patient centered plan of care. Prerequisites: Students in good standing in the MSN Program. Students must be enrolled in the companion course Foundations in Specialty Practice III. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 212A. Nursing of Adults and Older Adults I. 4 Units.**

Application of nursing theory and evidence based practice in caring for adults and older adults with both acute and chronic health conditions in acute and sub-acute health care settings. Emphasis is placed on the delivery of safe, patient-centered care integrating knowledge of psychophysiology and pharmacotherapy, developmental theories, and the human response to illness.

**NURS 212B. Clinical Practicum: Nursing of Adults and Older Adults I. 3 Units.**

Through clinical experiences, students will develop the psychomotor and critical thinking judgement skills to provide safe, patient-centered team based care to adults and older adults. Students demonstrate safe administration of medications and the clinical skills that meet both agency and Evidence-Based guidelines required for nursing practice. Completion of 135 clinical hours.

**NURS 214A. Mental Health Nursing Care. 3 Units.**

Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-resistance patterns with health promotion, disease prevention, and care of individuals, families, and communities of diverse and cultural backgrounds with acute and chronic mental health conditions. Nursing services with special populations, including the homeless and issues regarding abuse, neglect, trauma, and substance abuse are explored.

**NURS 214B. Clinical Practicum: Mental Health Nursing Care. 2.5 Units.**

Clinical learning experiences with persons with emotional or a medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on the therapeutic communication in nurse-person, nurse-group, nurse-community patterns of relating, and care of the individuals and families with acute and chronic mental health problems. Collaborative health promotion and disease prevention strategies are emphasized for diverse populations. Students will engage in OSCE simulations to augment learning.

**NURS 215. Synthesis Project. 3 Units.**

Each student will complete an Evidence-Based Practice Improvement Project related to their specialty area of concentration under the direction of a faculty mentor. Students may build on a clinical topic from previous courses. The project will be a culmination and integration of previous coursework and new knowledge. The project will include a systematic review of the literature, an implementation plan with timeline, data analysis, outcome measures, and produce data to assess effectiveness and sustainability. The project will be summarized into a scholarly paper with the expectation for further dissemination. Prerequisites: All required MSN courses completed or concurrent.

**NURS 216A. Nursing of Adults and Older Adults II. 4 Units.**

Building on the integrated knowledge and competencies from Nursing of adults and Older Adults I students will integrate new theories and knowledge to care for complex and chronically ill clients in acute and sub-acute settings. Emphasis is placed on the delivery of safe, patient-centered, team based care incorporating health promotion, disease prevention and patient family education.

**NURS 216B. Clinical Practicum: Nursing of Adults and Older Adults II. 3 Units.**

Through advanced clinical experiences, students will enhance their psychomotor and critical thinking/judgment skills to provide safe, patient-centered, team-based care to adults and older adults with complex health conditions. Students demonstrate safe administration of medications and the clinical competencies that meet both agency and EBP guidelines. Completion of 135 clinical hours. Prerequisites: Satisfactory Completion of NURS 212A and NURS 212B. Corequisite: Enrollment in NURS 216A.

**NURS 217. Epidemiology. 3 Units.**

Due to the changing landscape of health care and health care reform the role of the health care manager is evolving. Principles and application of epidemiology with its population-based perspective will serve as the focal point for planning, organizing, and evaluating health care services. Communities disease and consumption of health services are analyzed using epidemiological data. This course provides foundational knowledge for the advanced practice primary care nurse manager to understand how to use epidemiology data to plan, organize, and evaluate quality improvement efforts to enhance patient outcomes. Students will learn how to study the health needs for the populations they serve and determine what study design(s) best provide the needed data. Students will use relevant biostatistical data derived by epidemiology principles to study patient outcomes. Prerequisites: Admission to the Master of Science Nursing Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 218A. Maternity and Women's Health Care. 2 Units.**

This course emphasizes applying nursing theory and evidence based clinical judgment in the care of low and high risk antepartum, intrapartum, post partum, and care of neonatal newborns for clients and families of diverse cultural backgrounds. Family theory, systems theory, developmental theories and the nursing process serve as an organizing framework for this population of clients and families.

**NURS 218B. Clinical Practicum: Maternity and Women's Health Care. 2 Units.**

In this practicum course, students will use theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, postpartum and neonatal clients. Students will gain skills and competencies in critical thinking/clinical judgment, psychomotor and communication skills in the care of antepartum, intrapartum, postpartum clients neonates and families. Students will complete 90 hours and participate in simulated learning experiences.

**NURS 219. Population Health. 3 Units.**

The Patient Protection and Affordable Care Act (ACA) of 2010 and the Institute of Healthcare Improvement Triple Aim (2008) provided the incentive to develop programs and initiatives aimed at improving the health of all Americans. Population health is referred to as the study of the distribution of health outcomes within a population, the health determinants of health that impact these populations, and the policies and interventions that affect the determinants. The collection of health care outcome data and its analysis serve as the framework for targeted program development, implementation, and evaluation of effectiveness. Population health interventions encompass health promotion, disease prevention as well as caring for the sick. This course provides the student with a comprehensive overview of population health. Prerequisites: Admission to the Master of Science Nursing Program. Epidemiology NURS 217.

**NURS 220A. Nursing Care of Children. 3 Units.**

This course applies nursing theory and uses evidence-based clinical judgement in the care of children and adolescents with acute and chronic illnesses. An additional focus will be on child growth and development, health promotion, health prevention, and family-centered care of diverse populations.

**NURS 220B. Clinical Practicum: Nursing Care of Children. 3 Units.**

This course provides clinical care experiences in acute, chronic, an ambulatory health care care settings. Family-centered care provides the framework for this course. Students will participate in clinical skills and simulated learning experiences.

**NURS 222. Evidence-Based Research in Health Care. 3 Units.**

The role of the master's prepared nurse in knowledge generation, dissemination and application within collaborative interprofessional teams is emphasized. Students gain knowledge and skills to critically appraise and analyze research findings to apply best evidence to improve practice and appropriately apply evidence to different population-based settings. This course prepares the student to identify a topic for their clinical improvement project.

**NURS 224. Leadership and Management in the Clinical Setting. 3 Units.**

This course introduces the leadership roles and management functions of professional registered nurses with the structure of the organization. The management process of planning, organizing, staffing, directing and controlling provides the structure for the course. Emphasis is given to organizational theory, management theory, and behavioral theory. Accountability for quality assurance in the provision of nursing care, multidisciplinary communication, and collaborative relationships are emphasized. Various modes of inquiry, including the nursing process, problem-solving models, and decision-making tools are utilized for analyzing complex leadership and management problems common to nurse leaders and managers.

**NURS 226. Quality and Safety and Health Care Improvement. 3 Units.**

Improvement science has emerged to provide a research focused framework for healthcare improvement for systems, safety, and policy. In this course students will acquire valuable skills, and Institute of Healthcare Improvement tools, to assess a problem area for future improvement. Students will analyze a clinical problem in their practice setting and develop an evidenced based improvement plan.

**NURS 228. Population Health and Applied Epidemiology. 3 Units.**

Students will examine individual, collective, environmental, and organizational factors that affect the health of human populations. The focus will include concepts of population assessments for high risk patients, in both acute care and community-based settings. Emphasis will include risk assessment, health promotion, illness prevention and protection to promote improved management of high acuity clients and populations. Student will use descriptive and analytical approaches to evaluate the distribution of disease within a select population. Interventions for primary, secondary, and tertiary prevention will be explored in the broader context of the the social determinants of health to promote well being of individuals and communities. Prerequisites: Statistics.

**NURS 230. Informatics and Technology in Health Care. 3 Units.**

This course examines nursing informatics and healthcare technologies related to the speciality practice area, with emphasis on the role of the master's prepared nurse in the use of technology to promote quality care and positive outcomes. It examines technology's role in EBP, nursing education, and health care applications of information technology. Topics include health care applications, ethical and legal issues, and challenges related to the use of informatics.

**NURS 232. Clinical Improvement Project I. 2 Units.**

The student will identify a clinical topic (faculty approved) for the clinical improvement project. Students will conduct a comprehensive literature and systematic review of the selected topic. This learning activity will assist the student to focus their project and synthesize previous coursework for the MSN capstone project. The plan will include the design for the implementation of a quality improvement system project or EBP improvement project to improve patient outcomes. Using APA, a bibliography of resources will be submitted with the project plan.

**NURS 234. Health Systems Leadership. 3 Units.**

This course studies the complex health care systems of today and the challenges nurse leaders face to champion improvement in health care delivery systems to improve patient and population health outcomes. Master's prepared nurses are needed to advance from expert clinician to transformational leaders to engage in innovation, positive change and actively participate in evidence-based collaborative interdisciplinary solutions. Students will assess their leadership strengths and areas for improvement to develop an action plan to build leadership capacity. Students will acquire competencies in leadership and facilitation skills, organizational assessments, financing of health care systems, and theories of change to design new practice models.

**NURS 236. Advanced Pharmacology. 3 Units.**

In this course students will gain advanced pathophysiologic and pharmacological knowledge of chronic illnesses and management of complex high acuity illnesses that impact our health care systems. Management of diabetes will include a skills practicum of medication management, including CGM, and current diabetic medications to assist clients to better manage their blood glucose. Prerequisites: NURS 206.

**NURS 238A. Public Health and Population-Based Nursing. 3 Units.**

This course is designed to assist the nurse to meet the Scope and Standards for Public Health Nursing. These 17 standards provide a broad scope of practice to assess, diagnose, identify, plan, implement, and evaluate a public health and community-based intervention plan. The health of the community and subgroups within the community are the focus of this course. Students will apply nursing and public health standards to promote health, prevent disease, and restore health of the population groups. Prerequisites: NURS 228. Corequisites: NURS 238B.

**NURS 238B. Clinical Practicum: Public Health and Population-Based Nursing. 2.5 Units.**

This practicum will provide students with a community and public health perspective of the population they serve. Students will complete experiential learning in multiple health care settings and develop an EBP public health community based intervention plan to improve the health of a population. Prerequisites: NURS 228. Corequisites: NURS 238A.

**NURS 240. Advanced Concepts in Nursing Practice. 2 Units.**

Building on the integrated knowledge and competencies from Nursing of Adults and Older Adults I and II, students will care for complex and emergent clients in acute care setting. Emphasis is placed on the delivery of safe, patient-centered, team-based care incorporating health promotion, disease prevention and patient/family education. Core competencies from previously taken Medical-Surgical nursing courses are emphasized, with the focus of the care of adults with acute conditions.

**NURS 242. Advanced Preceptored Clinical Immersion. 5 Units.**

Students will complete 225 clinical hours under the guidance of a faculty mentor and program approved preceptor. Students will coordinate clinical days with the preceptor. The course is designed to provide an in-depth clinical experience for students to assist with their transition to professional practice.

**NURS 244. Advanced Professional Role & Advocacy. 2 Units.**

The role of the master's prepared nurse in advocacy and leadership relate to policy development and innovation in health care delivery is emphasized. This course explores current nursing and health care issues within the context of transformational leadership strategies.

**NURS 246. Care Coordination and Transition Management. 2 Units.**

This course prepares nursing students to integrate care coordination and transition management into practice throughout the continuum of care. Students are co-enrolled in the preceptored immersion course; therefore, students will identify complex care patients (with approval of their preceptor) to meet course objectives.

**NURS 248. Clinical Improvement Project II. 3 Units.**

Using the guidelines for the Clinical Improvement Project, each student will complete a scholarly written paper for the Clinical Improvement Project. In addition, students will complete a poster (conference quality) of their project and present findings in their clinical agency. Dissemination of research findings will be presented at a research forum, hosted by faculty, to share projects with the health science and graduate professional community.

**NURS 287. Practicum. 1-5 Units.**

This course provides experiential learning opportunities related to the specialty practice area. Students work with qualified nurse preceptors to explore current best practices, evidence, and leadership strategies in the clinical setting. Practicum hours are computed based on 3 clinical hours: 1 credit hour ratio (within a 15-week semester). A total of 240 hours is completed averaging 16 hours a week. Students may extend this practicum for a second semester NURS 287B if they require additional weeks to complete the practicum hours. Students are required to complete a minimum of two units in NURS 287A to progress. Prerequisites: All required MSN courses completed or concurrent.

## Master of Science in Clinical Nutrition

<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/clinical-nutrition.html>

Phone: 916-733-2804

Long Wang, Department Chair

## Program Offered

**Master of Science in Clinical Nutrition**

## Program Overview

Registered dietitian nutritionists (RDNs) are the food and nutrition experts on the healthcare team. They practice in a variety of settings including hospitals, ambulatory and long-term care, private practice, community agencies and foodservice corporations. The scope of practice for RDNs continues to expand and this entry-level program prepares students to be able to provide comprehensive, compassionate, evidence-based nutrition care in an interprofessional environment. This program is open to students with or without academic and career experience in nutrition and dietetics.

The MCSN hybrid program offers an entry-level graduate degree that combines in-person academic coursework, distance education coursework and supervised clinical practice rotations. Twelve hundred (1200) experiential learning hours are included in the 59-unit, four-trimester (16 month) program, which fulfill the required clinical practice hours for eligibility to take the Commission of Dietetic Registration's Registration Examination for Dietitians.

## Program Mission Statement

The mission of the Master of Science in Clinical Nutrition FG Demonstration Program is to provide a graduate level, student-centered, interprofessional Nutrition and Dietetics education, that is integrated with leadership, innovative supervised experiential learning and

research experiences that prepares students to become skilled and compassionate registered dietitian/nutritionist professionals who practice comprehensive clinical nutrition care using an evidence-based approach.

## Program Goals and Objective

The MSCN program is designed to prepare students to practice competently in an increasingly complex health care environment with the skills and knowledge who participate in interprofessional care and take an evidence-based approach to practice. The MSCN program learning objectives will ensure that graduates of the program will be able to:

- Prepare graduates to become employed entry-level registered dietitian nutritionists (RDNs).
- Prepare graduates who participate in interprofessional practice and apply an evidence-based approach to practice.

**Goal One:**

1. Prepare graduates to become employed entry-level registered dietitian nutritionists (RDNs).

- Objectives:

1.1 At least 80% of the students admitted to the program will complete the program requirements within 6 (1.5 x 4 trimesters) trimesters of admission to the program.

1.2 Ninety percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

1.3 The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists will be at least 80%.

1.4 Of program graduates who seek employment, at least 70% will be employed in nutrition and dietetics or a related field within 12 months of program completion.

1.5 During their first year of employment, program graduates will be ranked by at least 80% of employers who respond to our employer survey as "satisfactory" or better in professional knowledge and skills as compared to the expected competency of entry-level RDNs.

1.6 During their first year of employment, 100% of program graduates who respond to our graduate survey will report that they felt well-prepared by the Program as an entry-level registered dietitian nutritionist (RDN).

**Goal Two:**

2. Prepare graduates who participate in interprofessional practice and apply an evidence-based approach to practice.

- Objectives:

2.1 During their first year of employment, 100% of program graduates who respond to our graduate survey will report participating in interprofessional education of client and patient-centered care activities during the 16-month program.

2.2. During their first year of employment, 100% of program graduates who respond to our graduate survey will report how they



will routinely use current evidence-based research in professional practice.

## Accreditation Status

The MSCN program is seeking national accreditation through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and currently has candidacy status. Following ACEND accreditation timelines, the program will submit a comprehensive self-study document to ACEND in Fall 2022, host a scheduled site visit in Spring 2023, and receive notification of the accreditation decision in Summer or Fall 2023. Candidacy status is neither a status of accreditation nor a guarantee that accreditation will be granted.

More information on the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and its accreditation standards is available at [www.eatrightpro.org/acend](http://www.eatrightpro.org/acend) (<http://www.eatrightpro.org/acend/>).

## Admission Requirements

For the most current information regarding the application process and requirements, please visit the website (<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/clinical-nutrition.html>).

### Understanding of health promotion and disease prevention, and mechanisms of disease

#### Proficient application of critical thinking in nutritional decision making

Achieved by emphasis that medical nutrition therapy requires the practitioner to apply logic and reasoning to achieve healing. These principles are taught and practiced in the didactic curriculum in small group discussions, through interactions with simulated followed by actual patients, and, through a commitment to the application of science in medicine.

### Patient-centered approach to health care practice

Patient-centered care is based on putting the needs of others first and helping people develop and perform to the best of their abilities. It strives to improve outcomes by strengthening the provider-patient relationship, providing care in consultation with patients, and by replacing the provider-centered system with one from the patient's viewpoint. Students will become familiar with this type of practice in the didactic phase and will gain hands-on experience working directly with preceptors and MSCN program faculty who serve as mentors.

### Health care delivery through a team-based model that fosters community collaboration

Achieved by providing students the opportunity to develop a passion for community service through frequent experiences serving the health care needs of the underserved alongside nutrition and healthcare provider role models in interprofessional practice. Graduate RDNs are in a unique position to have a tremendous impact on the communities in which they live and work. The ability to provide compassionate care to marginalized citizens with the breadth of care, multiplied through a team-based approach is paramount. During their tenure with the MSCN program, students will participate in such collaborative environments in a variety of clinical settings.

### Commitment to life-long learning

Achieved by modelling self-study and continuing education, by encouraging on-going enthusiasm for exploration and investigation, and by directing students to resources for furthering knowledge.

## Master of Science in Clinical Nutrition

The Clinical Nutrition program is a full-time program with a cohort based plan of study. Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence with their cohort. Students are required to successfully pass each course in a given trimester in order to advance to the subsequent semester with their cohort and progress in the program. Students who do not pass a course, or who withdraw from a course, will not be able to progress with their cohort in the program. Students may be able to rejoin the program at a later date if allowed by program policy and approved by the Department Chair/Program Director.

Students must complete 59 semester units with a Pacific cumulative grade point average of 3.0 to earn the master of science in clinical nutrition degree. Completion requirements include successful completion of all academic and supervised experiential learning coursework with a grade of "B" or better and 80% or higher meeting program competencies required to be met for an entry-level registered dietitian.

### Trimester 1 (Fall)

NUTR 201	Evidence Based Practice & Scientific Inquiry	3
NUTR 203	Advanced Nutrition Assessment, Physical Exam & Diagnosis	3
NUTR 205	Advanced Nutrition Counseling and Education	3
NUTR 207	Advanced Medical Nutrition Therapy I	4
NUTR 209	Nutritional Pharmacology & Therapeutics	3

### Trimester 2 (Spring)

NUTR 211	Advanced Medical Nutrition Therapy II	4
NUTR 213	Health Care and Food Systems Management	3
NUTR 287A	Supervised Clinical Practice Experience I	13

### Trimester 3 (Summer)

NUTR 215	Global & Public Health Nutrition	3
NUTR 287B	Supervised Clinical Practice Experience II	13
NUTR 217	Capstone I	3

### Trimester 4 (Fall)

NUTR 219	Nutrition Leadership and Innovation	2
NUTR 221	Capstone II Project	3
NUTR 287C	Supervised Clinical Practice Experience III	9

## Nutrition Courses

### NUTR 201. Evidence Based Practice & Scientific Inquiry. 3 Units.

This course provides a foundation of scientific inquiry and research literacy for accessing and evaluating on-line and electronic databases and reading and interpreting research. Course readings provide a foundation for understanding the lecture material. Using published research, students will learn how to analyze levels of evidence, apply critical appraisal techniques and apply findings to clinical case scenarios. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program or permission by instructor.

**NUTR 203. Advanced Nutrition Assessment, Physical Exam & Diagnosis. 3 Units.**

This course covers an advanced comprehensive nutrition assessment and nutrition diagnosis for individuals, groups or populations of all ages and a variety of practice settings. It is an introduction to nutrition focused physical examination and expected competencies to be attained at the novice level include physical examination and assessment skills: malnutrition characteristics and fluid status; measurement of vital signs; assessment of 'normal' breath and heart sounds; orofacial assessment and dysphagia screening. Prerequisite: Matriculated status in the Master of Science Clinical Nutrition program or permission by the instructor.

**NUTR 205. Advanced Nutrition Counseling and Education. 3 Units.**

This course provides instruction and experiential learning in nutrition counseling and education to promote health behavior change among individuals and groups. Using the biopsychosocial framework, students examine factors impacting behavior change, including cultural considerations, health literacy, psychological and social determinants of health. Students apply interviewing, counseling and education theories and strategies, with an emphasis on motivational interviewing. Topics also include telenutrition and clinical perspectives for special populations. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program or permission by the instructor.

**NUTR 207. Advanced Medical Nutrition Therapy I. 4 Units.**

This course builds on scientific foundations of nutrient metabolism (macro and micro), biochemistry, anatomy, physiology for the application of nutrition and diet to the health and disease and individuals and populations. Pathophysiology of cardiometabolic, malnutrition, obesity, liver, pancreas and gastrointestinal tract diseases and surgeries for these diseases are covered along with appropriate medical nutrition therapies to prevent and manage these conditions. Using the Nutrition Care Process (NCP) the principles of nutrition assessment, diagnosis, intervention and monitoring for the diseases are covered. This course prepares students for their supervised practice experiences. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program is required.

**NUTR 209. Nutritional Pharmacology & Therapeutics. 3 Units.**

This course focuses on the clinical application of pharmacology in the nutrition care of patients, including frequently prescribed drugs in the health care practice. The basic principles of pharmacodynamics and pharmacokinetics from drugs interfacing with nutrients and vice versa concerning physiology and metabolism are presented. Medical nutrition therapy to prevent, augment or supplement the effect of drugs on nutritional status are presented. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program is required.

**NUTR 211. Advanced Medical Nutrition Therapy II. 4 Units.**

This course is a continuation of Advanced Medical Nutrition Therapy I building on scientific foundations of nutrient metabolism (macro and micro), biochemistry, anatomy, physiology for the application of nutrition and diet to the health and disease and individuals and populations. Pathophysiology of pulmonary, critical illness, nutrition support, neurologic, microbiome, pulmonary, musculoskeletal, genetic, immunologic, cancer, pediatric diseases and surgeries for these diseases are covered along with appropriate medical nutrition therapies to prevent and manage multiple diseases concomitantly. This course prepares students for more complex supervised practice experiences and application of the Nutrition Care Process. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program and successful completion of NUTR 207 Advanced Medical Nutrition Therapy I is required.

**NUTR 212. Advanced Medical Nutrition Therapy. 9 Units.**

This course builds on scientific foundations of nutrient metabolism (macronutrients and micronutrients), biochemistry, anatomy, physiology for the application of nutrition and diet to the health and disease and individuals and populations. Pathophysiology of obesity, cardiovascular, endocrine, liver, gastrointestinal tract, pulmonary, renal diseases and critical care among others are covered along with appropriate medical nutrition therapies to prevent and manage these conditions. Using the Nutrition Care Process (NCP) the principles of nutrition assessment, diagnosis, intervention and monitoring for the diseases are covered. This course prepares students for their supervised practice experiences. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program or permission by the instructor.

**NUTR 213. Health Care and Food Systems Management. 3 Units.**

This course will integrate fundamental knowledge from the behavioral and social sciences and organizational dynamics to provide a set of strategies and techniques to navigate human resources, food, equipment and facilities, to deliver quality products and services to customers and ultimately influence meaningful, sustainable change within the nutrition organization and beyond. Simulated cases and case presentations requiring managerial and strategic planning skills will provide student application experience. Prerequisite: Matriculated status in the Master of Science Clinical Nutrition program or permission by the instructor.

**NUTR 215. Global & Public Health Nutrition. 3 Units.**

The course provides an understanding of global and public health nutrition as the promotion of health through nutrition and the prevention of nutrition related disease in populations through epidemiology of nutritional disease, environmental scans and development of interventions and policies. The impact of various nutrient inadequacies and excesses at different stages of the life cycle and their functional outcomes in terms of morbidity, psychological well-being, reproduction and growth will be highlighted. World food production, food availability and supply in relation to nutrition and health will be covered in the context of socioeconomic development and current political/economic policies. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program or permission by the instructor.

**NUTR 217. Capstone I. 3 Units.**

The course provides the research foundation and principles for designing and developing a research project or study. Students will gain knowledge, skills and practice in the pre-planning stages of research including how to write research proposals and protocols. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program and successful completion of NUTR 201, NUTR 203, NUTR 205, NUTR 207, NUTR 209, NUTR 211, NUTR 213 and NUTR 215 is required.

**NUTR 219. Nutrition Leadership and Innovation. 2-3 Units.**

This course provides instruction and experiential learning in leadership and innovation, with an emphasis in clinical nutrition management. Students gain self-awareness of their behavioral style and apply strategies for effective communication and influence. The VUCA framework and emerging trends and innovations in clinical nutrition and healthcare are explored. Students conceptualize the movement from current state to future state through the strategic planning process, organization management, and quality/performance improvement. Critical dimensions of leadership are explored, including leadership ethics and diversity equity and inclusion.

**NUTR 221. Capstone II Project. 2-3 Units.**

The course is a continuation of Capstone I and provides the research foundation and principles for designing and developing a research project or study. The course provides an understanding of the tools used to implement, execute and analyze the results of a research project or study.

**NUTR 222. Capstone III Project. 1 Unit.**

The course is a continuation of Capstone I & II. Students will complete writing their capstone report, identify conference for presenting their capstone project, write conference-style abstract, create conference-style poster, writing a draft of manuscript for a peer-reviewed journal, and develop a proposal for a follow-up research study/project that includes a mini-grant application. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program or permission by the instructor.

**NUTR 287A. Supervised Clinical Practice Experience I. 13 Units.**

This supervised clinical practice course includes clinical nutrition and food service systems management experiences. Theses learning practice experiences prepare students for professional practice in food service, acute and ambulatory settings with a variety of acute and chronic conditions and management organizations in all life stages. Under supervision, students are introduced to interprofessional practice and function as part of the interprofessional health care team. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program or permission by the instructor.

**NUTR 287B. Supervised Clinical Practice Experience II. 13 Units.**

NUTR 287B is the second of two Supervised Clinical Practice Experience (SCPE) courses in the MSCN program. SCPE comprises supervised experiential learning in clinical nutrition and food service/systems management settings across the continuum of care. Students apply the Nutrition Care Process Model in diverse professional work settings to demonstrate competence in the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) Future Education Model (FEM) Graduate Degree Competencies. Regular interaction occurs between students and instructors via Friday Seminars (Zoom), which comprise rotation debriefing, didactic and experiential learning activities led by faculty and guest instructors.

**NUTR 287C. Supervised Clinical Practice Experience III. 9 Units.**

This supervised clinical practice course includes clinical nutrition and food service systems management experiences. Theses learning practice experiences prepare students for professional practice in food service, acute and ambulatory settings with a variety of acute and chronic conditions and management organizations in all life stages. Under supervision, students are introduced to interprofessional practice and function as part of the interprofessional health care team. Prerequisites: Matriculated status in the Master of Science Clinical Nutrition program and successful completion of NUTR 201, NUTR 203, NUTR 207, NUTR 209 and NUTR 211 are required.

**NUTR 293. Special Topics. 1-4 Units.**

This course covers emerging issues or specialization contents in nutrition. Prerequisites: Permission by instructor.

## Master of Science in Nursing

<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/nursing.html>

Phone: 916.325.4617

## Program Offered

Master of Science in Nursing

## Mission Statement

The mission of the Master of Science in Nursing Program at University of the Pacific is to provide students with a superior, competency based, learner-centered educational experience that will prepare advanced professional nurses to lead change in complex systems of health care while engaging in collaborative partnerships to improve patient-centered care and population health outcomes.

## Program Overview

The accelerated graduate program is designed for working professional nurses who have a Bachelor of Science in Nursing (BSN) and can be completed in 4-6 semesters (three semesters per year). The program is online with two in-person seminars on the Sacramento campus (one per year), to provide access and educational flexibility for working professional nurses.

Students can select one of three advanced clinical care tracks: Primary Care Management, Diabetes Care Management, and Rehabilitation Management. The curriculum has been developed by nationally recognized context experts in Rehabilitation Nursing, Diabetes Management, Population Health, Improvement Science, Instructional Design, and Education. BSN prepared nurses from diverse settings, both acute and non-acute, will find the curriculum to be relevant, forward thinking, and designed to address current societal needs for the clients they serve.

The foundational courses for the first academic year include master of science core courses (American Association of Colleges of Nursing, MSN Essentials 2011, 2020), advanced health assessment and advanced pharmacology. As the program is designed to prepare advanced clinical care experts, knowledge and skills are acquired in population health, epidemiology, health care systems, and a preceptor led clinical practicum. To integrate new knowledge and skills students will develop, implement and evaluate an evidence-based improvement project to complete the final synthesis course.

## Accreditation Status

The MSN program at University of the Pacific will seek national accreditation (new applicant status) through the Commission on Collegiate Nursing Education (CCNE), an arm of the American Association of Colleges of Nursing (AACN). The program was developed based on the national accreditation standards. Following CCNE accreditation timelines, the program will submit a comprehensive self-study document in Summer 2021, host a scheduled site visit in Fall 2021, and receive notification of accreditation decision in Spring 2022. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

More information on the Commission on Collegiate Nursing Education (CCNE), and its accreditation standards may be obtained by accessing the documents at <https://www.aacnnursing.org/CCNE> (<https://www.aacnnursing.org/CCNE/>). Additional information can be obtained from CCNE at 655 K Street NW, Suite 750, Washington DC 20001, (202) 887- 6791.

## Admission Requirements

For the most current information regarding the application process and requirements, please visit the website (<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/nursing.html>).

## Program Outcomes

1. Integrate, translate, and apply evidence and evolving evidence from nursing and other academic disciplines to inform clinical judgment and innovation into nursing practice in diverse healthcare settings.
2. Demonstrate person-centered care that is holistic, just, respectful, and compassionate, and reflects the differences, values, needs, and preferences of the patient as a full partner in their care.
3. Integrate clinical prevention, health promotion, and population health knowledge in the planning, design, management and evaluation

of health care services for individuals, families, and aggregate populations.

4. Generate, synthesize, translate, apply and disseminate research and evidence to advance patient outcomes and improve health care systems.
5. Analyze organizational and systems of care and use quality improvement science strategies, tools, methods, and performance measures to improve safety and outcomes of patients and care systems.
6. Engage in relationship centered leadership to build and sustain collaborative interprofessional teams to optimize care, enhance the experience, improve outcomes, and reduce costs.
7. Integrate meaningful data obtained from information and healthcare technologies to monitor, manage, and improve the delivery of nursing and healthcare services in accordance with best practices.
8. Participate in the health policy development process and employ advocacy strategies to influence health and healthcare.
9. Formulate and cultivate a professional nursing identity that is accountable to patients, society, and the profession.
10. Demonstrate organizational and systems leadership competencies for ethical and critical decision-making to build effective working relationships that result in high quality and safe systems of healthcare.
11. Incorporate advanced knowledge and competencies into nursing specialty practice to improve healthcare outcomes at the individual, populations, or systems level.

## Master of Science in Nursing

Students must complete 32 semester units with a Pacific cumulative grade point average of 3.0 to earn the master of science in clinical nutrition degree. Students can select one of three advanced clinical care tracks: Primary Care Management, Diabetes Care Management, and Rehabilitation Nursing.

NURS 201	Nursing Research and Evidence-Based Practice	3
NURS 203	Interprofessional Health Care Theory, Ethics, and Quality Improvement	3
NURS 205	Health Care Policy and Delivery	3
NURS 207	Nursing Issues and Leadership	3
NURS 209	Foundations of Specialty Practice I	3
NURS 211	Foundations of Specialty Practice II	3
NURS 215	Synthesis Project	3
NURS 217	Epidemiology	3
NURS 219	Population Health	3
NURS 287	Practicum	1-5

## Nursing Courses

### NURS 200. Pathophysiology. 3 Units.

Students examine complex physiologic processes essential to an understanding of disease. Disease management concepts are explored in relation to body systems. Age specific alterations are correlated with clinical and medical diagnostic findings to provide the student a basis for biomedical and nursing clinical decision-making, diagnostic reasoning, and pharmacotherapeutics. Prerequisites: Admission to ELMSN program.

### NURS 201. Nursing Research and Evidence-Based Practice. 3 Units.

This course provides the foundational knowledge base for advanced nursing research and the core principles of evidence-based practice. Students will gain knowledge and skills to critically appraise and analyze evidence and then disseminate the evidence in a scholarly way including papers, posters, and presentations. This course prepares the student to find and use evidence to support individual clinical practice and appropriately apply evidence to different population-based settings. Prerequisites: Admission to the Master of Science Nursing Program. Epidemiology NURS 217.

### NURS 202. Professional Nursing. 1 Unit.

This course provides an overview and a historical perspective of the profession, social contexts, professional standards, ethical standards, legal issues, and socialization into the profession. This course assists the student to gain a state-wide and national perspective for the profession. Current issues will be discussed. Evidence-based practice and theory are introduced to focus students on current strategies to advance patient outcomes and improve health care. Students will be required to demonstrate competency in researching a PICO question. PICO guides evidence based practice research. (P = Patient or Population, I = Intervention, C = Comparison or Controls, O = Outcomes).

### NURS 203. Interprofessional Health Care Theory, Ethics, and Quality Improvement. 3 Units.

Interprofessional Health Care Theory, Ethics, and Quality Improvement (3 units) - This course explores the theoretical and ethical basis of nursing practice, drawing on interprofessional and interdisciplinary perspectives in the health sciences and humanities. The role of the master's prepared nurse in theory development, theory-based practice and ethical decision-making within collaborative interprofessional teams is emphasized. Quality, safety, and collaborative practice are universal values used as a framework for leading change to improve healthcare systems and outcomes. Improving the quality and safety of health care services requires multiple knowledge disciplines, effective communication, collaboration and teamwork. Prerequisites: Admission to the Master of Science Nursing Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

### NURS 204. Health Assessment. 4 Units.

This competency-based course prepares students to complete a health history and the knowledge and skills to complete a physical exam on individuals across the lifespan. In addition, students will appreciate cultural variations, demonstrate psycho-social sensitivity and knowledge of genetic and nutritional assessments. The learning activities of the course will provide the students with practice skills to complete a systems exam and documentation of findings. Prerequisites: Admission to the ELMSN program.



**NURS 205. Health Care Policy and Delivery. 3 Units.**

This course covers current challenges faced by the U.S. health care delivery system and how health policy, both historically and today, has sought to address these challenges. This system is compared with those of other nations to highlight its relative strengths and weaknesses. The course will consider health care concerns associated with population and public health, including how the behavior of individuals and groups influences health. Risk factors associated with vulnerable populations are identified and discussed. We will also explore the logistics of the health care system, including how it is organized, who makes up the workforce, how health care is financed, the costs and value of health care, how it is managed, and the role of information technology in this sector. Finally, we will take look at the future of health care delivery in the U.S. and of health care policy. Prerequisites: Admission to the Master of Science Nursing Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 206. Pharmacology. 3 Units.**

This course will provide fundamental knowledge for students on the pharmacological knowledge for interventions for disease management, health prevention and health promotion. Students will study pharmacotherapeutic agents used to manage acute and chronic disease including drug actions and potentials side effects. Fundamental principles of safe and effective administration of pharmacotherapeutics are emphasized. Prerequisites: Enrollment in the ELMSN program.

**NURS 207. Nursing Issues and Leadership. 3 Units.**

This course explores the current complex health care systems in healthcare organizations to achieve The Triple Aim (IOM, 2010). Master's prepared nurses are needed to advance from expert clinician to become transformational leaders to participate in changing challenges into opportunities for positive change to improve patient and healthcare outcomes. Students will explore their leadership strengths and area for improvement to advance their leadership capacity. Leadership skills needed for transformational leaders are studied and competencies mastered. The leadership role of the master's prepared nurse in organizational and system change including new practice models are emphasized. Prerequisites: Admission to the MSN Program.

**NURS 208A. Nursing Fundamentals. 3 Units.**

Foundational nursing competencies and techniques are accomplished in this course. Students will develop critical thinking abilities in the role of communicator, educator, and caregiver. Students will develop fundamental competencies in maintaining a safe and hygienic environment, medical asepsis and infection control, principles of body biomechanics and mobility, basic gastrointestinal and urinary care, oxygen therapy and airway management, calculation of drug doses and safe medication administration. Prerequisites: Enrollment in the ELMSN program.

**NURS 208B. Nursing Fundamental Lab/Practicum. 2 Units.**

Students will apply theory, critical thinking, and the nursing process to gain mastery of selected fundamental competencies through practice in the skills/simulation lab. Clinical experiences may be incorporated with local health care faculties to provide opportunities for students to perform history taking, health histories and assessments. Corequisites: NURS 208A.

**NURS 209. Foundations of Specialty Practice I. 3 Units.**

This advanced pharmacology course is designed to prepare advanced practice primary care clinicians and managers with the knowledge of pharmacologic principles and the pharmacologic actions of the major drug classes. Pharmacological treatments will be discussed in relation to physiologic systems, with emphasis on the application of these agents. This course further studies best practices for medication management for Cardiovascular Disease, Diabetes, Hyperlipidemia, and Community Acquired Pneumonia. With increased knowledge the advanced practice primary nurse will assume a leadership role in overseeing best practices for medication safety in any setting to enhance quality and safety and improved patient outcomes. Prerequisites: Students in good standing in the MSN Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 210. Health Promotion and Disease Prevention. 2 Units.**

To promote Healthy People 2030 nurses requires additional competency in patient education, theory, and practice. Theoretical constructs and literacy are emphasized to incorporate the social determinants of health for improving health promotion and prevention. This course provides the foundational knowledge for patient education and theoretical and practical strategies to attain competency in motivational interviewing to promote behavior change. Chronic diseases such as diabetes, heart disease and COPD, and hypertension are prioritized for promoting behavior change and health promotion.

**NURS 211. Foundations of Specialty Practice II. 3 Units.**

Specialty Practice II provides the graduate nursing student with comprehensive and systematic health assessment and physical examination skills to conduct health assessments for adults and older adults. Advanced cognitive and psychomotor skills allow graduate students the opportunity to practice using a diagnostic reasoning process. Students will conduct health histories, health assessments, focused review of systems, and physical exam techniques to inform diagnostic reasoning for a differential diagnosis. Students will incorporate anticipatory guidance and health promotion to establish a patient centered plan of care. Prerequisites: Students in good standing in the MSN Program. Students must be enrolled in the companion course Foundations in Specialty Practice III. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 212A. Nursing of Adults and Older Adults I. 4 Units.**

Application of nursing theory and evidence based practice in caring for adults and older adults with both acute and chronic health conditions in acute and sub-acute health care settings. Emphasis is placed on the delivery of safe, patient-centered care integrating knowledge of psychophysiology and pharmacotherapy, developmental theories, and the human response to illness.

**NURS 212B. Clinical Practicum: Nursing of Adults and Older Adults I. 3 Units.**

Through clinical experiences, students will develop the psychomotor and critical thinking judgement skills to provide safe, patient-centered team based care to adults and older adults. Students demonstrate safe administration of medications and the clinical skills that meet both agency and Evidence-Based guidelines required for nursing practice. Completion of 135 clinical hours.

**NURS 214A. Mental Health Nursing Care. 3 Units.**

Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-resistance patterns with health promotion, disease prevention, and care of individuals, families, and communities of diverse and cultural backgrounds with acute and chronic mental health conditions. Nursing services with special populations, including the homeless and issues regarding abuse, neglect, trauma, and substance abuse are explored.

**NURS 214B. Clinical Practicum: Mental Health Nursing Care. 2.5 Units.**

Clinical learning experiences with persons with emotional or a medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on the therapeutic communication in nurse-person, nurse-group, nurse-community patterns of relating, and care of the individuals and families with acute and chronic mental health problems. Collaborative health promotion and disease prevention strategies are emphasized for diverse populations. Students will engage in OSCE simulations to augment learning.

**NURS 215. Synthesis Project. 3 Units.**

Each student will complete an Evidence-Based Practice Improvement Project related to their specialty area of concentration under the direction of a faculty mentor. Students may build on a clinical topic from previous courses. The project will be a culmination and integration of previous coursework and new knowledge. The project will include a systematic review of the literature, an implementation plan with timeline, data analysis, outcome measures, and produce data to assess effectiveness and sustainability. The project will be summarized into a scholarly paper with the expectation for further dissemination. Prerequisites: All required MSN courses completed or concurrent.

**NURS 216A. Nursing of Adults and Older Adults II. 4 Units.**

Building on the integrated knowledge and competencies from Nursing of Adults and Older Adults I students will integrate new theories and knowledge to care for complex and chronically ill clients in acute and sub-acute settings. Emphasis is placed on the delivery of safe, patient-centered, team based care incorporating health promotion, disease prevention and patient family education.

**NURS 216B. Clinical Practicum: Nursing of Adults and Older Adults II. 3 Units.**

Through advanced clinical experiences, students will enhance their psychomotor and critical thinking/judgment skills to provide safe, patient-centered, team-based care to adults and older adults with complex health conditions. Students demonstrate safe administration of medications and the clinical competencies that meet both agency and EBP guidelines. Completion of 135 clinical hours. Prerequisites: Satisfactory Completion of NURS 212A and NURS 212B. Corequisite: Enrollment in NURS 216A.

**NURS 217. Epidemiology. 3 Units.**

Due to the changing landscape of health care and health care reform the role of the health care manager is evolving. Principles and application of epidemiology with its population-based perspective will serve as the focal point for planning, organizing, and evaluating health care services. Communities disease and consumption of health services are analyzed using epidemiological data. This course provides foundational knowledge for the advanced practice primary care nurse manager to understand how to use epidemiology data to plan, organize, and evaluate quality improvement efforts to enhance patient outcomes. Students will learn how to study the health needs for the populations they serve and determine what study design(s) best provide the needed data. Students will use relevant biostatistical data derived by epidemiology principles to study patient outcomes. Prerequisites: Admission to the Master of Science Nursing Program. Students in other School of Health Sciences (SOHS) programs may take this course as an elective with the permission of the instructor.

**NURS 218A. Maternity and Women's Health Care. 2 Units.**

This course emphasizes applying nursing theory and evidence based clinical judgment in the care of low and high risk antepartum, intrapartum, post partum, and care of neonatal newborns for clients and families of diverse cultural backgrounds. Family theory, systems theory, developmental theories and the nursing process serve as an organizing framework for this population of clients and families.

**NURS 218B. Clinical Practicum: Maternity and Women's Health Care. 2 Units.**

In this practicum course, students will use theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, postpartum and neonatal clients. Students will gain skills and competencies in critical thinking/clinical judgment, psychomotor and communication skills in the care of antepartum, intrapartum, postpartum clients neonates and families. Students will complete 90 hours and participate in simulated learning experiences.

**NURS 219. Population Health. 3 Units.**

The Patient Protection and Affordable Care Act (ACA) of 2010 and the Institute of Healthcare Improvement Triple Aim (2008) provided the incentive to develop programs and initiatives aimed at improving the health of all Americans. Population health is referred to as the study of the distribution of health outcomes within a population, the health determinants of health that impact these populations, and the policies and interventions that affect the determinants. The collection of health care outcome data and its analysis serve as the framework for targeted program development, implementation, and evaluation of effectiveness. Population health interventions encompass health promotion, disease prevention as well as caring for the sick. This course provides the student with a comprehensive overview of population health. Prerequisites: Admission to the Master of Science Nursing Program. Epidemiology NURS 217.

**NURS 220A. Nursing Care of Children. 3 Units.**

This course applies nursing theory and uses evidence-based clinical judgement in the care of children and adolescents with acute and chronic illnesses. An additional focus will be on child growth and development, health promotion, health prevention, and family-centered care of diverse populations.

**NURS 220B. Clinical Practicum: Nursing Care of Children. 3 Units.**

This course provides clinical care experiences in acute, chronic, an ambulatory health care care settings. Family-centered care provides the framework for this course. Students will participate in clinical skills and simulated learning experiences.

**NURS 222. Evidence-Based Research in Health Care. 3 Units.**

The role of the master's prepared nurse in knowledge generation, dissemination and application within collaborative interprofessional teams is emphasized. Students gain knowledge and skills to critically appraise and analyze research findings to apply best evidence to improve practice and appropriately apply evidence to different population-based settings. This course prepares the student to identify a topic for their clinical improvement project.

**NURS 224. Leadership and Management in the Clinical Setting. 3 Units.**

This course introduces the leadership roles and management functions of professional registered nurses with the structure of the organization. The management process of planning, organizing, staffing, directing and controlling provides the structure for the course. Emphasis is given to organizational theory, management theory, and behavioral theory. Accountability for quality assurance in the provision of nursing care, multidisciplinary communication, and collaborative relationships are emphasized. Various modes of inquiry, including the nursing process, problem-solving models, and decision-making tools are utilized for analyzing complex leadership and management problems common to nurse leaders and managers.

**NURS 226. Quality and Safety and Health Care Improvement. 3 Units.**

Improvement science has emerged to provide a research focused framework for healthcare improvement for systems, safety, and policy. In this course students will acquire valuable skills, and Institute of Healthcare Improvement tools, to assess a problem area for future improvement. Students will analyze a clinical problem in their practice setting and develop an evidenced based improvement plan.

**NURS 228. Population Health and Applied Epidemiology. 3 Units.**

Students will examine individual, collective, environmental, and organizational factors that affect the health of human populations. The focus will include concepts of population assessments for high risk patients, in both acute care and community-based settings. Emphasis will include risk assessment, health promotion, illness prevention and protection to promote improved management of high acuity clients and populations. Student will use descriptive and analytical approaches to evaluate the distribution of disease within a select population. Interventions for primary, secondary, and tertiary prevention will be explored in the broader context of the the social determinants of health to promote well being of individuals and communities. Prerequisites: Statistics.

**NURS 230. Informatics and Technology in Health Care. 3 Units.**

This course examines nursing informatics and healthcare technologies related to the speciality practice area, with emphasis on the role of the master's prepared nurse in the use of technology to promote quality care and positive outcomes. It examines technology's role in EBP, nursing education, and health care applications of information technology. Topics include health care applications, ethical and legal issues, and challenges related to the use of informatics.

**NURS 232. Clinical Improvement Project I. 2 Units.**

The student will identify a clinical topic (faculty approved) for the clinical improvement project. Students will conduct a comprehensive literature and systematic review of the selected topic. This learning activity will assist the student to focus their project and synthesize previous coursework for the MSN capstone project. The plan will include the design for the implementation of a quality improvement system project or EBP improvement project to improve patient outcomes. Using APA, a bibliography of resources will be submitted with the project plan.

**NURS 234. Health Systems Leadership. 3 Units.**

This course studies the complex health care systems of today and the challenges nurse leaders face to champion improvement in health care delivery systems to improve patient and population health outcomes. Master's prepared nurses are needed to advance from expert clinician to transformational leaders to engage in innovation, positive change and actively participate in evidence-based collaborative interdisciplinary solutions. Students will assess their leadership strengths and areas for improvement to develop an action plan to build leadership capacity. Students will acquire competencies in leadership and facilitation skills, organizational assessments, financing of health care systems, and theories of change to design new practice models.

**NURS 236. Advanced Pharmacology. 3 Units.**

In this course students will gain advanced pathophysiologic and pharmacological knowledge of chronic illnesses and management of complex high acuity illnesses that impact our health care systems. Management of diabetes will include a skills practicum of medication management, including CGM, and current diabetic medications to assist clients to better manage their blood glucose. Prerequisites: NURS 206.

**NURS 238A. Public Health and Population-Based Nursing. 3 Units.**

This course is designed to assist the nurse to meet the Scope and Standards for Public Health Nursing. These 17 standards provide a broad scope of practice to assess, diagnose, identify, plan, implement, and evaluate a public health and community-based intervention plan. The health of the community and subgroups within the community are the focus of this course. Students will apply nursing and public health standards to promote health, prevent disease, and restore health of the population groups. Prerequisites: NURS 228. Corequisites: NURS 238B.

**NURS 238B. Clinical Practicum: Public Health and Population-Based Nursing. 2.5 Units.**

This practicum will provide students with a community and public health perspective of the population they serve. Students will complete experiential learning in multiple health care settings and develop an EBP public health community based intervention plan to improve the health of a population. Prerequisites: NURS 228. Corequisites: NURS 238A.

**NURS 240. Advanced Concepts in Nursing Practice. 2 Units.**

Building on the integrated knowledge and competencies from Nursing of Adults and Older Adults I and II, students will care for complex and emergent clients in acute care setting. Emphasis is placed on the delivery of safe, patient-centered, team-based care incorporating health promotion, disease prevention and patient/family education. Core competencies from previously taken Medical-Surgical nursing courses are emphasized, with the focus of the care of adults with acute conditions.

**NURS 242. Advanced Preceptored Clinical Immersion. 5 Units.**

Students will complete 225 clinical hours under the guidance of a faculty mentor and program approved preceptor. Students will coordinate clinical days with the preceptor. The course is designed to provide an in-depth clinical experience for students to assist with their transition to professional practice.

**NURS 244. Advanced Professional Role & Advocacy. 2 Units.**

The role of the master's prepared nurse in advocacy and leadership relate to policy development and innovation in health care delivery is emphasized. This course explores current nursing and health care issues within the context of transformational leadership strategies.

**NURS 246. Care Coordination and Transition Management. 2 Units.**

This course prepares nursing students to integrate care coordination and transition management into practice throughout the continuum of care. Students are co-enrolled in the preceptored immersion course; therefore, students will identify complex care patients (with approval of their preceptor) to meet course objectives.

**NURS 248. Clinical Improvement Project II. 3 Units.**

Using the guidelines for the Clinical Improvement Project, each student will complete a scholarly written paper for the Clinical Improvement Project. In addition, students will complete a poster (conference quality) of their project and present findings in their clinical agency. Dissemination of research findings will be presented at a research forum, hosted by faculty, to share projects with the health science and graduate professional community.

**NURS 287. Practicum. 1-5 Units.**

This course provides experiential learning opportunities related to the specialty practice area. Students work with qualified nurse preceptors to explore current best practices, evidence, and leadership strategies in the clinical setting. Practicum hours are computed based on 3 clinical hours: 1 credit hour ratio (within a 15-week semester). A total of 240 hours is completed averaging 16 hours a week. Students may extend this practicum for a second semester NURS 287B if they require additional weeks to complete the practicum hours. Students are required to complete a minimum of two units in NURS 287A to progress. Prerequisites: All required MSN courses completed or concurrent.

## Occupational Therapy

<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/occupational-therapy.html>

Phone: 916.325.4602

Dr. Natalie A. Perkins, Department Chair & Program Director

## Program Offered

**Entry-Level Doctor of Occupational Therapy**

## Mission Statement

The mission of the Doctor of Occupational Therapy Program at University of the Pacific is to prepare students to become competent, socially conscious practitioners in the use of occupation as a therapeutic measure for individuals and diverse communities. The student-centered curriculum aims to optimize student understanding of the value of occupation from various perspectives across the lifespan, including biological, psychological and social to promote a compassionate, client-centered, science-driven, and interdisciplinary team approach in the delivery of care.

## Program Overview

Pacific's innovative Doctor of Occupational Therapy program prepares students to be generalist occupational therapy practitioners that strive to guide clients to live their best lives by engaging in meaningful occupations and practicing overall wellness in their daily routines. Instruction is delivered in an accelerated format offering interdisciplinary experiences, hands-on practical experiences, peer mentoring, seminar style learning, classroom meetings, and simulation labs.

The cohort-based, 120-unit program consists of eight trimesters (32 months). Students will start with foundational coursework then advance to learning intervention strategies for specific age groups and life challenges. Program graduates will be prepared to promote integrated health and wellness behaviors across the life-span for individuals and diverse communities. Through the eight trimester sequence, students

learn to become general practitioners. However, occupational therapy doctoral students will have the opportunity to focus on specialty areas of practice such as clinical research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

## Accreditation Status

The entry-level occupational therapy doctoral degree program has applied for accreditation and been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652- 6611 and its Web address is [www.acoteonline.org](http://www.acoteonline.org) (<http://www.acoteonline.org>).

The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Admission Requirements

For the most current information regarding the application process and requirements, please visit the website (<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/occupational-therapy.html>).

### OTD Program Graduate Outcomes

To meet the occupational needs of the diverse communities our students will serve, the graduates of the OTD program must provide occupation-based compassionate, holistic, client-centered, science-driven, and interdisciplinary care. To become a skilled generalist practitioner, the socially conscious OTD graduate must commit to professional growth and apply clinical reasoning skills to ensure that best practice is achieved. To reach this ultimate goal, graduates of the program will be able to:

- 1. Demonstrate creative and client-centered responses to empower clients to fulfil their occupational roles in diverse settings.**
- 2. Advance the profession through service, knowledge translation, and client-centered activities to promote occupational justice.**
- 3. Engage in the scholarship of teaching and learning through active participation in significant experiences to fully ensure the highest quality of evidence-based care while using occupation as a therapeutic measure.**
- 4. Promote wellness behaviors through occupations that contribute to improved mental and physical health within communities.**
- 5. Lead with integrity in all practice settings and among the interdisciplinary team.**

## Doctor of Occupational Therapy

The Occupational Therapy program is a full-time program with a cohort based plan of study. Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence with their cohort. Students are required to successfully pass each course in a given semester in order to advance to the subsequent semester with their cohort and progress in the program. Students who do not pass a



course, or who withdraw from a course, will not be able to progress with their cohort in the program. Students may be able to rejoin the program at a later date if allowed by program policy and approved by the program chair/director.

Students must complete 120 semester units.

## Year 1

Spring 1		
OTHR 301	Anatomical and Physiological Basis for Occupation	4
OTHR 302	Functional Movement and Biomechanics	3
OTHR 303	Foundations of Occupational Therapy	3
OTHR 304	Research Methods and Scholarship in OT	3
OTHR 305	The Art and Science of Occupational Therapy Practice	3
OTHR 306	Professional Development in OT	2

## Summer 1

OTHR 307	Occupational Therapy for Habilitation Challenges	3
OTHR 308	Occupational Therapy for School-Based Practice	3
OTHR 309	OT Intervention for Adults with Physical Challenges	3
OTHR 310	OT Intervention for Adults with Psychosocial Challenges	3
OTHR 311	Clinical Conditions Seen in Occupational Therapy	3
OTHR 312	Clinical Assessment	2
OTHR 395A	Capstone Preparation 1	1

## Fall 1

OTHR 313	Professional Documentation	2
OTHR 314	Occupational Therapy Topics in Areas of Specialization	3
OTHR 315	Educational Design and Scholarly Project	3
OTHR 316	Assistive Technology for Telehealth	3
OTHR 395B	Capstone Preparation 2	1
OTHR 387A	Fieldwork Level 1A	2

## Year 2

Spring 2		
OTHR 317	Occupational Therapy Across the Lifespan	3
OTHR 318	Neurological and Cognitive Challenges	3
OTHR 319	Functional Neuroscience	3
OTHR 320	Leadership and Advocacy in Occupational Therapy	3
OTHR 321	Management of Occupational Therapy Services	3
OTHR 395C	Capstone Preparation 3	1
OTHR 387B	Fieldwork Level 1B	2

## Summer 2

OTHR 322	Standardized OT Case Assessment and Treatment	3
OTHR 323	Emergent Practice Models	3
OTHR 324	Leadership and Ethics in Healthcare	3
OTHR 325	Application of Physical Agent Modalities	3
OTHR 326	Complementary and Integrative Health	3
OTHR 395D	Capstone Preparation 4	1

## Fall 2

OTHR 389A	Fieldwork Level 2A	12
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## Year 3

Spring 3		
OTHR 389B	Fieldwork Level 2B	12

## Summer 3

OTHR 327	National Board for Certification in Occupational Therapy Practice Exam	1
OTHR 397A	Community Capstone Experience	10
OTHR 397B	Capstone Presentation	1

## Occupational Therapy Courses

### OTHR 301. Anatomical and Physiological Basis for Occupation. 4 Units.

This course explores gross human anatomy emphasizing the lower/upper extremity, head/neck and trunk; cardiovascular, pulmonary, and integumentary systems; the endocrine system, and the central nervous system through online modules, learning activities, videotapes, and cadaver lab prosections. Functional correlates to the structures in health and disease will also be presented and discussed. This course will emphasize through reflection and case examples the plasticity of anatomical structures and their impact on occupational performance in response to life experiences, illness, and injury. Prerequisite: Admission to the Doctor of Occupational Therapy Program.

### OTHR 302. Functional Movement and Biomechanics. 3 Units.

An overview of kinesiology and biomechanics to explore the inter-relationship between the human musculoskeletal systems producing movement and engagement in daily occupations. Review of biomechanics in association with position and movement as well as activity demands, person factors, and environmental demands. Attention to how length and relationship to joint axes can change and influence movements as well as therapeutic exercise. Includes manual muscle testing and goniometric measures in the context of occupational performance. The emphasis of this course will be on rehabilitation, and functional movement restoration. Prerequisite: Admission to the Doctor of Occupational Therapy Program.

### OTHR 303. Foundations of Occupational Therapy. 3 Units.

Exploration of the study of human occupation as it relates to the profession of occupational therapy. Course will cover the history of occupational therapy and occupational science, theoretical and philosophical traditions central to the profession, the relationship between occupational engagement and wellbeing, task analysis, and standards of care as explicated in the OT practice framework. This course will also investigate future directions of the profession through the critical analysis of ethics, sociocultural factors, and healthcare trends. Prerequisite: Admission to the Doctor of Occupational Therapy Program.

### OTHR 304. Research Methods and Scholarship in OT. 3 Units.

This course provides foundational knowledge that supports students' abilities to describe and interpret the scope of the profession, appraise new knowledge, create new knowledge, and interpret and apply this knowledge to practice. It will empower students with the skills needed for critiquing research studies in order to be critical consumers of research and evidence based practitioners. Prerequisite: Admission to the Doctor of Occupational Therapy Program.

**OTHR 305. The Art and Science of Occupational Therapy Practice. 3 Units.**

The terms art and science are significant in the practice of occupational therapy. Exploration of these distinct, yet complementary, concepts in relation to occupational participation will help to illuminate the nature of occupation (participation) as a therapeutic intervention. This course will explore a myriad of approaches that address how the process of occupation that is performing activities that are important to the client is of therapeutic benefit. Additionally, concepts such as client-centered practice, the therapeutic use of self, customized intervention, measures of independence, outcomes evaluation, the OT process, the holistic perspective, professional identity, ethics, and OT assumptions for reflective practice will be explored. Students will learn that occupational therapists use both science-based approaches, rooted in empirical evidence, and art-based approaches centered in humanism, to advance the delivery of care. Prerequisite: Admission to the Doctor of Occupational Therapy Program.

**OTHR 306. Professional Development in OT. 2 Units.**

This course introduces the expectations of the professional graduate program, inter-professional communication and strategies for being successful in graduate studies. The course is designed to enhance clinical reasoning skills by applying and integrating past educational and work experiences with current coursework. Additionally, course will include educational resources to help students identify strategies for optimizing group work processes, which will be used in future courses during collaborative group projects. Prerequisites: Admission to the Doctor of Occupational Therapy Program.

**OTHR 307. Occupational Therapy for Habilitation Challenges. 3 Units.**

Introduction to theory, evaluation and interventions for children and adolescents with severe challenges due to genetic, developmental, neurological, cognitive, orthopedic and compromised intellectual capacity. Includes methods for consulting with parents or caregivers, activity or task analysis, grading activities, behavior management, therapeutic media, and overview of occupational therapist's role in the school system to achieve positive outcomes. Prerequisites: Admission to the Doctor of Occupational Therapy Program.

**OTHR 308. Occupational Therapy for School-Based Practice. 3 Units.**

Evaluation and intervention to promote participation in daily life with younger children in school and home settings. The course will focus on child Biopsychosocial development, family-centered approaches, and application of sensory processing and occupational therapy treatment planning. Exploration of education theory, team work in the school system, credentialing, current applications of assistive devices, and effective interventions to develop optimal learning experiences and collaboration with other disciplines in the community educational environment will be covered. Prerequisite: Admission to the Doctor of Occupational Therapy Program.

**OTHR 309. OT Intervention for Adults with Physical Challenges. 3 Units.**

This course is in the second trimester of the professional curriculum. The course provides an introduction to the application and integration of foundational knowledge of common medical terminology, evidenced-based practice strategies, and theoretical models learned in the first trimester. This course is concurrent with other intervention coursework (OTHR 310/311/312). All four of these courses provide students with procedural knowledge to further develop clinical reasoning skills (knowledge, application, evaluation, and synthesis) to prepare the students for entry-level practice. Prerequisite: Admission into the OT program and successful completion of previous trimester coursework.

**OTHR 310. OT Intervention for Adults with Psychosocial Challenges. 3 Units.**

This course is designed to provide the foundation skills for evidence based evaluation/intervention for people with mental health and psychosocial challenges across the lifespan. Students will explore policies, theories, medical and pharmacological treatments and OT intervention approaches for individuals with mental illness diagnoses. The course will focus on supporting recovery and performance to increase participation utilizing individual and population intervention approaches. Skills in reimbursement and ethical issues related to choice and self-direction, the social construct of mental health, additive behavior and resulting occupational injustices will be incorporated. Prerequisite: Successful completion of previous trimester coursework.

**OTHR 311. Clinical Conditions Seen in Occupational Therapy. 3 Units.**

This course introduces the etiology, symptoms, occupational impact, and the progression/prognosis of many conditions seen in occupational therapy practice. A biopsychosocial approach will be used to ensure a better understanding of the concept of occupational performance upon health promotion using a strength-based model of service delivery. This course will evaluate theory-driven, evidence-based health education solutions for clients with medical conditions. Emphasis that strengthening community participation and empowering people to manage their own health conditions and connect with community resources. Case-based discussions will emphasize clinical reasoning through knowledge integration and application. Prerequisite: Admission to the OTD program and successful completion of previous trimester coursework.

**OTHR 312. Clinical Assessment. 2 Units.**

The examination of standardized instruments, non-standardized assessments, criterion-referenced and norm-referenced test scores to form the basis of an understanding of reliability and validity in sampling, normative data, and criterion scores. Use of objective measures, statistics and clinical assessment tools to evaluate and form a baseline for treatment planning and documentation of Biopsychosocial approaches with various populations. Prerequisite: Admission into the OTD program and successful completion of previous trimester coursework.

**OTHR 313. Professional Documentation. 2 Units.**

Introduction to the purpose and methods of documentation to communicate information about the client from the occupational therapy perspective. Documentation is a way to articulate the rationale for provision of occupational therapy services and is a chronological record of the client's response to occupational therapy intervention. Documentation is performed to keep track of progress, communicate with other healthcare providers, and defend the rationale for treatment strategies. Documentation is essential, and it's a key factor in reimbursement during the continuum of care. Documentation of occupational therapy services is necessary whenever professional services are rendered. Prerequisite: Admission into the OTD program and successful completion of previous trimester coursework.

**OTHR 314. Occupational Therapy Topics in Areas of Specialization. 3 Units.**

Overview of areas of specialty certification including Gerontology, Mental Health, Pediatrics, Physical Rehabilitation, Driving and Community Mobility, Environmental Modification, Feeding, Eating, and Swallowing, Low Vision and School-based practice systems. Analysis of specialty areas to inform decision making regarding appropriate referrals to specialists and other health related disciplines is presented. Prerequisite: Admission into the OTD program and successful completion of previous trimester coursework.

**OTHR 315. Educational Design and Scholarly Project. 3 Units.**

This course further develops evidence-based practice skills through student participation in occupational therapy teaching experiences in academic and professional settings. Attention is given to innovative teaching methods and learning theories, teaching tools, resources, and strategies. Prerequisite: Admission to the OTD Program.

**OTHR 316. Assistive Technology for Telehealth. 3 Units.**

Introduction to methods of service delivery using distance learning, virtual environments and applications of telehealth technology, to improve health literacy in compliance with the OT Practice Framework. Interpretations of occupations with regard to client factors, performance patterns, and environments will deepen students understanding of the importance of context upon occupational participation and well-being. Prerequisite: Admission to the OTD Program.

**OTHR 317. Occupational Therapy Across the Lifespan. 3 Units.**

Using developmental theories across the lifespan, students cultivate an appreciation for evidence-based practice by learning to locate, select, analyze, and evaluate scholarly literature to formulate care plans for case examples representing different age groups. Includes review of quantitative and qualitative research methods to support ability to make informed evidence based decisions in applying reflective clinical practice skills. Prerequisite: Admission to the OTD Program.

**OTHR 318. Neurological and Cognitive Challenges. 3 Units.**

Evaluation and intervention strategies to promote independence and participation in daily living skills for adults experiencing neurological and cognitive conditions. Includes interventions that address impairments in attention, motor function, memory, executive function, judgement, self-awareness, visual-perception, psychosocial function and emotional regulation. Discussion of neuroplasticity research, principles of motor learning and guidelines for neuro-cognitive rehabilitation drawn from available evidence. Prerequisite: Admission to the OTD program.

**OTHR 319. Functional Neuroscience. 3 Units.**

Exploration and application of concepts of the nervous system as a communication network that coordinates most body activities. A review of the functional infrastructure of the neuroanatomy system, neurons, nerve impulses, neurotransmitters, significant pathways of the peripheral and central nervous systems and the autonomic nervous system's role to maintain homeostasis. An overview of neuroscience research, imaging in neuroscience, neuroplasticity and development of the nervous system and the relationship to therapeutic participation in the performance of occupations. Prerequisite: Admission to the OTD program.

**OTHR 320. Leadership and Advocacy in Occupational Therapy. 3 Units.**

Students are exposed to legislative priorities and learn to apply knowledge of state and federal policy to occupational therapy through advocacy with legislators and staff members by supporting and opposing bills and initiatives which effect practice and services in settings where people are under served. Experiential learning in small groups, visits to the State Capital building to attend sessions, discuss issues affecting development of service and social justice in the community. Learning objectives will center on integrating policy and advocacy into Capstone experience component with information learned during this course. Prerequisite: Admission to the OTD program.

**OTHR 321. Management of Occupational Therapy Services. 3 Units.**

Principles of management will be presented and applied to personnel in OT services in the context of current health care delivery systems. The focus is on organizational structure, needs assessment, program design, marketing, methods of reimbursement, and budgeting to implement new programs that promote participation and occupational performance. Students define their roles as a team leader, supervisor, manager, and client advocate. Course will include discussion of role division of OTR and COTA duties and may provide opportunity for collaboration with OTA program.

**OTHR 322. Standardized OT Case Assessment and Treatment. 3 Units.**

Using case-based and team learning, problem solving abilities are developed through simulated learning experiences with standardized cases involving people with physical and psychosocial challenges in healthcare settings. Issues addressed are patient safety, set-up and positioning with bed and hospital room activities, proper techniques with functional mobility with emphasis on body mechanics and adaptive equipment. Prerequisite: Admission to OTD program.

**OTHR 323. Emergent Practice Models. 3 Units.**

Students examine current trends and emergent models of OT practice. In an effort to meet society's occupational needs, the American Occupational Therapy Association established the following broad categories: Children & Youth, Health and Wellness, Mental Health, Productive Aging, Rehabilitation, Disability, & Participation, Work & Industry and Education. Students will explore emerging practice environments, such as consultation, care coordination, and transition services through a comprehensive literature review that will facilitate the integration of theoretical models for the conception of a doctoral capstone project. Prerequisite: Admission to the OTD program.

**OTHR 324. Leadership and Ethics in Healthcare. 3 Units.**

Exploration and application of leadership, ethics, values and social determinants of health, and population health in relation to current and future practice settings. Students develop and apply ethical principles to lead change, improve quality, resolve conflicts, and integrate learning into transformational and transactional leadership. Local, national, and global health issues will be examined through an occupational justice framework in the context of genetic, social, cultural, economic, gender, and health-system policy outcomes. Prerequisite: Admission to the OTD program.

**OTHR 325. Application of Physical Agent Modalities. 3 Units.**

Review of theory and safe application of Physical Agent Modalities (PAM) as adjunctive measures in preparation for participation in purposeful occupation. Topics covered include superficial thermal agents, deep thermal agents, electrotherapeutic agents, ultrasound, heat, ice, traction and mechanical devices. Examination of the modalities to promote participation, relieve pain, improve circulation, improve function, build strength, decrease edema, reduce muscle spasm, and deliver pain medication in collaboration with other health care providers will also be included. Prerequisite: Admission to the OTD program.

**OTHR 326. Complementary and Integrative Health. 3 Units.**

Overview of the role of occupational therapy in integrated health promotion in the individual, populations and in community practices. Health promotion is presented from a Biopsychosocial perspective. Analysis and synthesis of cultural and sociological implications on health beliefs, practices and behaviors for a reflective practice. Includes introduction, hands-on techniques to common complementary and alternative approaches. Prerequisite: Admission to the OTD program.

**OTHR 327. National Board for Certification in Occupational Therapy Practice Exam. 1 Unit.**

Review session for the National Board for Certification in Occupational Therapy (NBCOT) national certification exam. Review will focus on application of information learned throughout the program as well as a critical thinking logic models and processes necessary for clinical practice in occupational therapy. Prerequisite: Admission to OTD program.

**OTHR 387A. Fieldwork Level 1A. 2 Units.**

This course centers on clinical observation of practitioners, opportunity to apply knowledge to practice, and to develop understanding of the needs of clients in a variety of clinical settings that are culturally relevant, based on theoretical constructs, models of practice, frames of reference, and within the scope of OT Practice. Prerequisite: Admission to the Doctor of Occupational Therapy Program and successful completion of previous trimester.

**OTHR 387B. Fieldwork Level 1B. 2 Units.**

Second of two courses that provide students with observation and participation in selected community settings where occupational therapy is employed. Continued exposure to traditional and nontraditional facilities and populations served by occupational therapists to promote clinical reasoning and reflective practice. Students transform theory into practice to further appreciate the values and beliefs that enable ethical practice and professional behavior. This class will also address practice in behavioral health, or psychological and social factors influencing engagement in occupation. Prerequisite: Admission to the Doctor of Occupational Therapy Program.

**OTHR 389A. Fieldwork Level 2A. 12 Units.**

This course offers fieldwork experience under the supervision of an occupational therapist. Full-time clinical experiential learning is provided for the application of theory and skills to traditional and emergent practice settings in compliance with the Biopsychosocial curricular design. Application of knowledge from the classroom to practice settings with guidance from the Academic Fieldwork Coordinator and community fieldwork educators. Level II Fieldwork uses clinical reasoning and reflective practice to carry out professional responsibilities and promote integrated learning through supervised clinical experience in the field. Prerequisite: Admission into the OTD program and successful completion of OTHR 387B.

**OTHR 389B. Fieldwork Level 2B. 12 Units.**

This course is second in series of two that offers fieldwork experience under the supervision of an occupational therapist. Full-time clinical experiential learning is provided for the application of theory and skills to traditional and emergent practice settings in compliance with the Biopsychosocial curricular design. Application of knowledge from the classroom to practice settings with guidance from the Academic Fieldwork Coordinator and community fieldwork educators. Level II Fieldwork uses clinical reasoning and reflective practice to carry out professional responsibilities and promote integrated learning through supervised clinical experience in the field. Prerequisite: Admission into the OTD program and successful completion of OTHR 389A.

**OTHR 395A. Capstone Preparation 1. 1 Unit.**

This course is first of four courses designed to support the student in the culminating experience of the doctoral capstone project. The primary goal of this course is for the student to explore a variety of areas of occupational therapy practice and learn about the personal characteristics required to succeed in those areas and to three potential areas of focus for the capstone project. Prerequisite: Admission to the OTD program.

**OTHR 395B. Capstone Preparation 2. 1 Unit.**

This course is second of four courses designed to support the student in the culminating experience of the doctoral capstone project. The primary goal in this course is to complete needs assessments in one of the three previously identified areas of advanced practice under faculty mentorship and to draft a proposal for the intended capstone project. Prerequisite: Admission to the OTD program.

**OTHR 395C. Capstone Preparation 3. 1 Unit.**

This course is the third of four courses designed to support the culminating experience of the doctoral capstone project. The primary goal of this course is for the student to choose a site(s), finalize their proposed learning objectives for the site(s), and present their ideas regarding research and or plan development to the stakeholders of the site(s) and their faculty mentor. Prerequisite: Admission to the OTD program.

**OTHR 395D. Capstone Preparation 4. 1 Unit.**

This course is the fourth of four courses designed to support the student in the culminating experience of the OTD, the capstone project. The primary goal of this course is for the student to finalize the logistics of the proposed Capstone plan, present it to stakeholders and, if applicable, submit it for IRB approval. Prerequisite: Admission to the OTD program.

**OTHR 397A. Community Capstone Experience. 10 Units.**

The capstone project experience is guided by an approved plan, scholarly writing, collaboration with a community site mentor, and an evaluation of the outcome measures. These plans are implemented using the biopsychosocial approach. This experience will lead students to prepare an oral presentation, and scholarly paper and seek opportunities to disseminate their findings at professional conferences or through publication. Prerequisite: Successful completion of both Level II FW placements (OTHR 389A and OTHR 389B).

**OTHR 397B. Capstone Presentation. 1 Unit.**

Culminating community experience and an on-site oral presentation of results of capstone project just prior to graduation. Students reflect on what they have learned and celebrate their accomplishments. The presentation is guided by the approved plan, scholarly writing and an evaluation of the outcome measures. Students will prepare their oral presentation, and scholarly paper and seek opportunities to disseminate their findings at professional conferences or through peer reviewed publication. Prerequisite: Successful completion of both Level II FW placements (OTHR 389A and OTHR 389B).

## Physician Assistant Studies

Tracey DelNero, Department Chair

### Program Offered

#### Master of Physician Assistant Studies

Physician Assistants (PAs) are healthcare professionals licensed to practice medicine with physician collaboration. Each January, the program admits 45 students. Our program offers a comprehensive curriculum, diverse interprofessional educational experiences, integration of innovative educational modalities, advanced technical skill instruction, and specialty elective tracks. The MPAS degree program is a full-time graduate level program with an integrated curriculum that contains both didactic and clinical educational experiences. The program is 27 months (7 academic semesters), starting with a year of didactic instruction followed by clinical application educational experiences and summative evaluation. Per national requirements, upon graduation, PA students are required to pass the Physician Assistant National Certifying Examination (PANCE) to enter clinical practice. Pacific PA alumni are



poised for collaborative practice with physicians and other healthcare team members.

### ARC-PA Accreditation Statement

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **University of the Pacific Physician Assistant Program** sponsored by the **University of the Pacific**. **Accreditation-Continued** is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2031. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-university-of-the-pacific/>.

## Admission Requirements

Completion of the following admission requirements prior to submission of an application is required. Applicants must submit an application to the Central Application Service for Physician Assistants (CASPA). Refer to the Program Website ([https://dental.pacific.edu/academic-programs/residency-and-graduate-programs/master-of-physician-assistant-studies/?utm\\_source=Link&utm\\_medium=Redirect&utm\\_campaign=PAprogram](https://dental.pacific.edu/academic-programs/residency-and-graduate-programs/master-of-physician-assistant-studies/?utm_source=Link&utm_medium=Redirect&utm_campaign=PAprogram)) for deadline and prerequisite course information.

- Bachelor's degree \*
- All prerequisite coursework \*\*
- Minimum overall GPA of 3.0 (on 4.0 scale)
- Minimum overall science GPA of 3.0 (on 4.0 scale)
- Minimum of 1,000 hours of health care experience

\* Degree conferral date must appear on the transcript for a CASPA application to be complete.

\*\* Grades for all prerequisite courses must be posted and appear on transcript (i.e. no "planned" or "in progress" notations on transcript).

### Prerequisite Health Care Experience

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

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

### Prerequisite Coursework

- All prerequisite coursework must be completed at an accredited US institution.
- A single course cannot be used to meet multiple requirements.
- No preference is given for coursework completed at 4-year institutions versus 2-year institutions.

### Prerequisite Science Courses

*Important! Pacific will NOT accept AP/CLEP courses to fulfill science prerequisites.*

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

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

*Human Anatomy:* One course with lab is required. Total of 4 semester or 5 quarter units with lab (or combined Anatomy & Physiology).

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

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

### Prerequisite Non-Science Courses

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

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

*English Composition:* Two courses are required. Total of 6 semester or 9 quarter units. Minimum of 1 composition course; 2nd course can be composition, literature, or writing intensive course. English as a Second Language courses will not fulfill this requirement.

## Other Admissions Requirements

### Technical Standards

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

Technical Standards ([http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/TECHNICAL\\_STANDARDS.pdf](http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/TECHNICAL_STANDARDS.pdf))

### Health and Communicable Disease Clearance

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

## Background Clearance

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

## Pending Criminal Action Decisions

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

## Toxicology Clearance

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

## International Applicants

- All prerequisite course work must be completed at an accredited US institution.
- Baccalaureate degrees will be accepted from foreign institutions only if accompanied by a World Education Services (WES) evaluation of foreign training. CASPA also accepts the WES evaluation of transcripts.
- Note: WES does not evaluate all Caribbean medical schools. If you attended a school that World Education Services (WES) will not evaluate, your transcripts will not be considered as part of your application. Applicants will still be required to demonstrate that all prerequisites have been met with the exclusion of the affected transcripts.
- The entire curriculum is taught in the English language. If English is not your first language, you may be required to take the TOEFL/IELTS and should submit your score with your CASPA application. The program will not accept applications with a TOEFL score less than 100 or IELTS score less than 7.0. TOEFL scores are valid for two years after the test date per ETS (<https://www.ets.org/toefl/ibt/scores/>) website. View the TOEFL flowchart ([\[Documents/academicprograms/mpas/TOEFL%20Flowchart.pdf\]\(#\)\) to see if it is required for you.](http://dental.pacific.edu/</a></li></ul></div><div data-bbox=)

## Program Goals

The University of the Pacific's PA program holds four goals for graduates consistent with the Program Mission. Program goals and competencies are integrally linked to support goal achievement. Performance measures assess the program's ability to promote our graduates' ability to achieve the goals.

Goal 1: Apply medical knowledge & clinical skills in patient centered practice

Goal 2: Apply system-based practice principles to patient care

Goal 3: Model professionalism and leadership

Goal 4: Model commitment to lifelong learning

**Program Competencies** (<https://healthsciences.pacific.edu/sites/default/files/users/user242/pa-program-competencies.pdf>)[TD1] ([http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#\\_msocom\\_1](http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#_msocom_1))

**Goals & Outcomes Satisfaction** (<https://healthsciences.pacific.edu/sites/default/files/users/user242/pa-goals-outcomes-satisfaction.pdf>) [TD2] ([http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#\\_msocom\\_2](http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#_msocom_2))

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[TD1] ([http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#\\_msoanchor\\_1](http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#_msoanchor_1)) Hyperlinked back to website

[TD2] ([http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#\\_msoanchor\\_2](http://catalog.pacific.edu/sacramento/schoolofhealthsciences/physicianassistant/courseleaf.cgi?page=/sacramento/schoolofhealthsciences/physicianassistant/index.html&step=objective#_msoanchor_2))Hyperlinked back to website

## Master of Physician Assistant Studies

Students must complete a minimum of 114 units with a Pacific cumulative grade point average of 2.75 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 and Health Sciences	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	Evidence Based Practice	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	Mental and Behavioral Health	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 219A	Advanced Clinical Skills I	2
MPAS 215	Primary Care I *	4
MPAS 216	Primary Care II *	4

\*Supervised Clinical Experience Rotation

Summer		
MPAS 217	Primary Care III *	4
MPAS 225	Primary Care/Pediatrics *	4
MPAS 235	Primary Care/Women's Health *	4
MPAS 219B	Advanced Clinical Skills II	1

\*Supervised Clinical Experience Rotation

Fall		
MPAS 245	Primary Care/Behavioral and Mental Health *	4
MPAS 255	Internal Medicine *	4
MPAS 265	Surgery *	4
MPAS 275	Emergency Medicine *	4
MPAS 219C	Advanced Clinical Skills III	1

\*Supervised Clinical Experience Rotation

### Third Year

Spring		
MPAS 285	General Elective I *	4

MPAS 286	General Elective II *	4
MPAS 287	General Elective III *	4
MPAS 218	Periodic and Summative Evaluations/Capstone **	4

\*Supervised Clinical Experience Rotation

Total Hours	114
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## 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 an advanced review and clinical application of human physiology, in a body system approach, correlated with common disease pathophysiology. This course provides foundational and advanced understanding of disease mechanisms in preparation for clinical disease evaluation and management.

### MPAS 202. Clinical Medicine II. 8 Units.

This is first of a two-semester course that focuses on the anatomy, physiology, pathophysiology, etiology, clinical manifestation, diagnosis and management of select medical conditions, syndromes and diseases including the integration and application of knowledge obtained in the Clinical Skills, and Pharmacology and Therapeutics courses. The semester will follow an organ system approach.

### MPAS 203. Clinical Medicine III. 8 Units.

This is the second of a two-semester course that focuses on the anatomy, physiology, pathophysiology, etiology, clinical manifestation, diagnosis and management of select medical conditions, syndromes and diseases, including the integration and application of knowledge obtained in the Clinical Skills, and Pharmacology and Therapeutics courses. The semester will follow an organ system and discipline approach.

### MPAS 205. Preparation for Clinical Practice. 4 Units.

This is an intensive clinical preparatory course prior to the start of clinical rotations. Clinical year clearance, policy and procedure instruction. Application of clinical and procedural knowledge through various individual and team activities. Culmination evaluations of the didactic portion of the curriculum. Satisfactory completion of the culmination evaluations is required to progress to the clinical year.

### MPAS 211. Pharmacology and Therapeutics I. 3 Units.

This is the first of a three-semester course that focuses on general clinical therapeutic principles, pharmacokinetics, pharmacodynamics and pharmacotherapeutic application. This semester emphasizes basic pharmacological principles, drug classifications, legal aspects of prescribing, supplements and alternative medicinal therapies, and self-care concepts.

### MPAS 212. Pharmacology and Therapeutics II. 3 Units.

This is the second of a three-semester course that focuses on general clinical therapeutic principles, pharmacokinetics, pharmacodynamics and pharmacotherapeutic application. This semester presents pharmacological and therapeutic concepts addressed in an organ system approach congruent with Clinical Medicine.

**MPAS 213. Pharmacology and Therapeutics III. 3 Units.**

This is the third of a three-semester course that focuses on general clinical therapeutic principles, pharmacokinetics, pharmacodynamics and pharmacotherapeutic application. This semester presents pharmacological and therapeutic concepts addressed in an organ system and discipline specific approach congruent with Clinical Medicine.

**MPAS 215. Primary Care I. 4 Units.**

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

**MPAS 216. Primary Care II. 4 Units.**

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

**MPAS 217. Primary Care III. 4 Units.**

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to primary care medicine, including health maintenance, disease prevention, patient education and continuity of care. The written examinations for these will focus on family medicine.

**MPAS 218. Periodic and Summative Evaluations/Capstone. 4 Units.**

This will be a continuing course throughout the four semesters of the clinical education phase of the program. The periodic evaluations will include end-of-rotation written examinations, OSCEs, and skills assessments. Summative evaluations will consist of a written comprehensive examination and a practical examination (OSCE). All course elements must be completed satisfactorily in order to pass the course and be progressed to graduation. The Capstone Project will continue from the research portion of the Behavioral Sciences course. Under the supervision of a faculty member, students will pose and answer a clinical question on a practice topic of their choice by completing a critical review of the medical literature, and will write a paper suitable for publication on the topic.

**MPAS 219A. Advanced Clinical Skills I. 2 Units.**

This is the first course in a three semester series that builds upon the basic clinical skills coursework. Instruction and application of advanced clinical and procedural skills. Integration and application of clinical reasoning and a comprehensive patient centered approach through case analysis, simulation and standardized patient encounters.

**MPAS 219B. Advanced Clinical Skills II. 1 Unit.**

This is the second course in a three semester series that builds upon the basic clinical skills coursework. Instruction and application of advanced clinical and procedural skills. Integration and application of clinical reasoning and a comprehensive patient centered approach through case analysis, simulation and standardized patient encounters.

**MPAS 219C. Advanced Clinical Skills III. 1 Unit.**

This is the third course in a three semester series that builds upon the basic clinical skills coursework. Instruction and application of advanced clinical and procedural skills. Integration and application of clinical reasoning and a comprehensive patient centered approach through case analysis, simulation and standardized patient encounters.

**MPAS 221. Behavioral and Health Sciences. 2 Units.**

This course introduces the biopsychosocial model of health care. It addresses basic psychology concepts, biological and psychosocial development across the life span, stress management, basic counseling and behavior modification principles, social determinants of health.

**MPAS 222. Evidence Based Practice. 2 Units.**

This course emphasizes general research principles and the impact of research, social determinants, and health literacy on public and population health. Principles addressed include research design and methods, basic research statistics, evaluation and application of clinical research, identification and critical review of the medical literature, clinical decision-making driven by evidence based medicine, and disease surveillance.

**MPAS 223. Mental and Behavioral Health. 2 Units.**

This course emphasizes evaluation and management of behavioral and mental health disorders, including disorders outlined in the Diagnostic and Statistical Manual of Mental Health Disorders.

**MPAS 225. Primary Care/Pediatrics. 4 Units.**

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to pediatric primary care medicine. The written examination for this rotation will focus on pediatric medicine.

**MPAS 231. Professional Practice and the Health System I. 1 Unit.**

This is the first of a three-semester course that explores the healthcare system from a professional, legal, economic and patient care perspective. This semester includes the history and status of the PA profession and professional organizations, the physician-PA team relationship, PA scope of practice and legal regulations. An introduction to healthcare delivery systems, health policy, and related governmental agencies. Exploration of team based patient care through interprofessional education activities.

**MPAS 232. Professional Practice and the Health System II. 1 Unit.**

This is the second of a three-semester course that explores today's healthcare system from a professional, legal, economic and patient care perspective. This semester emphasis is on medical ethics, legal aspects of health care, patient-provider interactions, confidentiality, risk management and malpractice. Exploration of team based patient care through interprofessional education activities.

**MPAS 233. Professional Practice and the Health System III. 1 Unit.**

This is the third of a three-semester course that explores today's healthcare system from a professional, legal, economic and patient care perspective. This semester emphasis is the economics of health care, including billing and coding, utilization review and electronic medical records (EMR). Exploration of team based patient care through interprofessional education activities.

**MPAS 235. Primary Care/Women's Health. 4 Units.**

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to women's health care. The written examinations for this rotation will focus on women's health and reproductive health.

**MPAS 241. Clinical Skills I. 4 Units.**

This three-semester course focuses on four main topic areas: history and physical examination, diagnostic studies, application through case based learning, and procedural skills. This semester builds a foundation of student knowledge in the four topic areas through focused study in the following areas: communication, documentation, history and review of systems, fundamentals of diagnostic studies, medical microbiology, external anatomy, and utilization of diagnostic equipment. Case based discussions emphasize clinical reasoning through knowledge application.

**MPAS 242. Clinical Skills II. 4 Units.**

This three-semester course focuses on four main topic areas: history and physical examination, diagnostic studies, application through case based learning, and procedural skills. This semester presents the concepts in an organ system approach congruent with Clinical Medicine. Case based discussions emphasize clinical reasoning through knowledge integration and application. Organ system specific procedures are covered.



**MPAS 243. Clinical Skills III. 4 Units.**

This three-semester course focuses on four main topic areas: history and physical examination, diagnostic studies, application through case based learning, and procedural skills. This semester presents the concepts in an organ system and discipline specific approach congruent with Clinical Medicine. Case based discussions emphasize clinical reasoning through knowledge integration and application. Organ system and discipline specific procedures are covered.

**MPAS 245. Primary Care/Behavioral and Mental Health. 4 Units.**

Students will be placed in an outpatient and/or inpatient setting to obtain exposure to behavioral health care. The written examination for this rotation will focus on behavioral health.

**MPAS 255. Internal Medicine. 4 Units.**

Students will be placed in an outpatient, inpatient and/or long term care setting to obtain exposure to primary care and chronic disease management. The written examination for this rotation will cover internal medicine and geriatrics.

**MPAS 265. Surgery. 4 Units.**

Students will be placed with general surgeons and/or surgical specialists to obtain exposure to surgical principles. Student will obtain intraoperative experience during this rotation. Pre- and post-operative care concepts may be addressed in this rotation or any other rotation. The written examination for this rotation will focus on general surgical principles, including pre- and post-operative management.

**MPAS 275. Emergency Medicine. 4 Units.**

Students will be placed in a hospital based emergency room to gain exposure to urgent and emergent care. The written examination for this rotation will focus on emergency medicine.

**MPAS 285. General Elective I. 4 Units.**

Students in good academic standing will have the opportunity to complete elective rotations in a desired area of specialty or Pathway Track, if available. Elective rotations may occur in any healthcare setting in any field in which PAs are allowed to practice within the state where the practice is located. The Program reserves the right to utilize elective rotations in the best interest of the student to address knowledge and/or skills deficiencies.

**MPAS 286. General Elective II. 4 Units.**

Students in good academic standing will have the opportunity to complete elective rotations in a desired area of specialty or Pathway Track, if available. Elective rotations may occur in any healthcare setting in any field in which PAs are allowed to practice within the state where the practice is located. The Program reserves the right to utilize elective rotations in the best interest of the student to address knowledge and/or skills deficiencies.

**MPAS 287. General Elective III. 4 Units.**

Students in good academic standing will have the opportunity to complete elective rotations in a desired area of specialty or Pathway Track, if available. Elective rotations may occur in any healthcare setting in any field in which PAs are allowed to practice within the state where the practice is located. The Program reserves the right to utilize elective rotations in the best interest of the student to address knowledge and/or skills deficiencies.

**MPAS 293. Special Topics. 4 Units.**

## Social Work

<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/social-work.html>

Phone: 916.739.7219

Amanda West, Department Chair

## Programs Offered

### Master of Social Work

- 16-month Accelerated Hybrid Program
- 12-month Advanced Standing Program

## Mission Statement

The mission of the MSW program is to develop skilled and compassionate professionals who provide comprehensive and culturally sensitive clinical care using an evidence-based approach. We prepare students to practice in increasingly complex healthcare environments with the purpose of improving people's quality of life and enhancing human potential for full, productive participation in society. Graduates are expected to become agents of change with excellent client care skills, to value diversity and inclusion, and advocate to promote economic and social justice for individuals, groups and communities, in particular those who are underserved.

## Program Overview

The MSW program is an accelerated hybrid (classroom and online) program offering two different options. Students with a Bachelor's degree and foundation in the liberal arts/social sciences are eligible for admission to the 16-month accelerated hybrid program, which can be completed in four trimesters with a new cohort starting each Fall trimester. Students with a Bachelor's degree in social work from a program accredited by the Council on Social Work Education (CSWE) are eligible for admission to the 12-month advanced standing program, which can be completed in three trimesters with a new cohort starting each Spring trimester.

The MSW curriculum complies with CSWE standards and align with the competency-based education framework introduced in the *2015 Educational Policy and Accreditation Standards*. The design of the generalist practice curriculum centers on the nine core generalist social work competencies to identify and assess the student's abilities to practice within the field of social work. The design of the specialized practice curriculum centers on our extension of these generalist competencies to practice within the area of healthcare social work.

The healthcare social work practice curriculum enhances and extends the core generalist competencies and the values of the social work profession that are introduced, reinforced, and mastered in the generalist curriculum. The specialized healthcare practice curriculum builds on generalist practice in three ways. First, knowledge, skills, values, and cognitive and affective processes acquired in generalist courses and a 15-week intensive generalist internship are further developed and applied to more complex and specific areas of practice in healthcare. Second, students, with generalist level knowledge and skills in hand, are given the opportunity in the 31-week intensive specialized practice internship to face a range of medical and health related challenges, in inpatient and outpatient healthcare settings and in the community, for providing service to individuals, families, groups, organizations and communities. Thirdly, after mastering the generalist competencies, students will be prepared to learn the importance of multidisciplinary knowledge and further develop their interprofessional teamwork skills via interprofessional education and field learning opportunities during the final two trimesters of the program.

## Accreditation Status

The MSW Program has Candidacy Status for accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation. The

program is going through CSWE's three-year accreditation process and expects to be fully accredited by November of 2022. Students who graduate before the program is awarded Initial Accreditation will be retroactively recognized as having graduated from a CSWE-accredited program once Initial Accreditation is attained. More accreditation information can be found at: [CSWE's FAQ on Accreditation](https://www.cswe.org/Accreditation/Information/Frequently-Asked-Questions/); <https://www.cswe.org/Accreditation/Information/Frequently-Asked-Questions/>

## Admission Requirements

For the most current information regarding the application process and requirements, please visit the website (<https://www.pacific.edu/academics/schools-and-colleges/school-of-health-sciences/programs/social-work.html>).

### Program Learning Objectives

This program is designed to prepare students to practice competently in an increasingly complex healthcare environment and gain the skills and knowledge to be innovators in social work. Graduates will:

- 1. Critically analyze and use evidence to guide decision-making and clinical skills to promote best practices.**
  - 2. Use knowledge of social work practice theories and policy frameworks and evidence-based practice to develop strategies to promote high quality care, innovation, and organizational change, targeting social justice and promotion of human rights.**
  - 3. Work in inter-professional teams to develop a compassionate and culturally sensitive, patient-centered approach to healthcare.**
- Course Credit Not Granted For Life and Work Experience**

The MSW program does not grant social work course credit for life experience or previous work experience. Both life and work experience, past and present, cannot be a substitute for field education experience or any generalist or specialized practice courses.

## Master of Social Work

The MSW program is a full-time program with a cohort-based plan of study. Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence with their cohort. Students are required to successfully pass each required course in a given trimester in order to advance to the subsequent trimester with their cohort. Students who do not pass a required course (with a passing grade being 'B-' or higher), or who withdraw from a required course, will not be able to progress with their cohort in the program. Students may only be able to progress with their cohort or rejoin the program at a later date if recommended by the program's Student Progress Committee and approved by the Program Director.

The program's hybrid curriculum is designed with two options: a 16-month sequence for students with any other undergraduate degree totaling 55 units, and a 12-month advanced standing sequence for students with a Council on Social Work Education accredited BSW program totaling 32 units.

### Traditional Sequence – 16 months (55 units)

#### Trimester 1 (Fall)

SOCW 201	Social Work Theory & Practice I	3
SOCW 203	Research-Informed Practice	3
SOCW 205	Policy & Advocacy in Social Work Practice	3
SOCW 207	Diversity & Social Justice	3
SOCW 209	Social Work Skills Lab	3

#### Trimester 2 (Spring)

SOCW 211	Social Work Theory & Practice II	3
SOCW 213	Diagnostic and Statistical Manual (DSM)	3
SOCW 215	Social Work in Health Settings	3
SOCW 225	Generalist Practice Field Seminar	2
SOCW 287A	Generalist Practice Field Placement	3

#### Trimester 3 (Summer)

SOCW 217	Clinical Interventions in Health	3
SOCW 219	Social Determinants of Health	2
SOCW 231	Substance Abuse Assessment and Treatment	3
or SOCW 233	Gerontological Social Work	
SOCW 227	Specialized Practice Field Seminar I	1
SOCW 287B	Specialized Practice Field Placement I	3

#### Trimester 4 (Fall)

SOCW 221	Advanced Policy in Health Systems	3
SOCW 223	Practice-Informed Research in Health Settings II	3
SOCW 231	Substance Abuse Assessment and Treatment	3
or SOCW 233	Gerontological Social Work	
SOCW 229	Specialized Practice Field Seminar II	1
SOCW 287C	Specialized Practice Field Placement II	3

### Advanced Standing Option Sequence – 12 months (32 units)

Note: One of the two required electives may be taken in Trimester 1 from another program in the School of Health Sciences if available and approved by the student's academic advisor.

#### Trimester 1 (Spring)

SOCW 213	Diagnostic and Statistical Manual (DSM)	3
SOCW 215	Social Work in Health Settings	3
SOCW 231	Substance Abuse Assessment and Treatment	3
or SOCW 233	Gerontological Social Work	

#### Trimester 2 (Summer)

SOCW 217	Clinical Interventions in Health	3
SOCW 219	Social Determinants of Health	2
SOCW 231	Substance Abuse Assessment and Treatment	3
or SOCW 233	Gerontological Social Work	
SOCW 227	Specialized Practice Field Seminar I	1
SOCW 287B	Specialized Practice Field Placement I	3

#### Trimester 3 (Fall)

SOCW 221	Advanced Policy in Health Systems	3
SOCW 223	Practice-Informed Research in Health Settings II	3
SOCW 229	Specialized Practice Field Seminar II	1
SOCW 287C	Specialized Practice Field Placement II	3

## Social Work Courses

### **SOCW 201. Social Work Theory & Practice I. 3 Units.**

This course introduces a range of prevention and intervention methods grounded in generalist social work theory and the person-in-environment framework. A unifying framework of micro, mezzo and macro level practice for working with individuals, families, groups, organizations and communities is introduced. The framework includes the practice phases of engagement, assessment, planning/contracting, intervention, evaluation, termination/referral, and follow-up. Students will gain a foundation upon which they can continue to add and build social work practice skills. Prerequisite: Admission to the Master of Social Work program. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

### **SOCW 203. Research-Informed Practice. 3 Units.**

This course introduces students to social work research. It focuses on understanding quantitative and qualitative research methods in advancing the science of social work and evaluation of social work practice. Prerequisite: Admission to the Master of Social Work program. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

### **SOCW 205. Policy & Advocacy in Social Work Practice. 3 Units.**

This course introduces students to the underlying values, assumptions, and philosophical perspectives that have influenced the development of the U.S. social welfare system and services. Students will learn about policy formulation, analysis, and the role of advocacy in service development and delivery within social work practice settings at the micro, mezzo, and macro levels. Prerequisites: Admission to the Master of Social Work program. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in an online format.

### **SOCW 207. Diversity & Social Justice. 3 Units.**

This course introduces students to the global intersections and interconnections of diversity, human rights and justice. Students will develop an understanding of an integrated practice framework that advances human rights and social, economic, and environmental justice issues. Theories and strategies of human need and social justice are covered to prepare students to advance human rights and social, economic, and environmental justice domestically and internationally. Prerequisite: Admission to the Master of Social Work program. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

### **SOCW 209. Social Work Skills Lab. 3 Units.**

This skill-based course is anchored in the knowledge base of generalist social work theory & practice. Students will develop competency in performing essential social work skills to prepare for the generalist and specialized field placement. Specific skills focused on include demonstration of ethical and professional behavior and engagement, assessment, intervention, and evaluation with clients and constituencies. Prerequisite: Admission to the Master of Social Work program. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a lecture format.

### **SOCW 211. Social Work Theory & Practice II. 3 Units.**

This course builds on integrating social work practice through a unifying framework of micro, mezzo and macro level practice for working with individuals, families, groups, organizations and communities. The framework will focus on integrating practice, leadership and technology skills to develop and provide social work services that advance social justice and improve well-being. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

### **SOCW 213. Diagnostic and Statistical Manual (DSM). 3 Units.**

This course introduces students to the concepts and language of mental health and mental disorders with a primary focus on the widely used classification system of the Diagnostic and Statistical Manual (DSM). Students learn to distinguish mental health diagnostic categories and gain skills in the diagnostic process. The goals of the course are to further students' competence in incorporating strengths in a comprehensive, multidimensional assessment and prepare students to practice in integrated health care settings. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in an online format.

### **SOCW 215. Social Work in Health Settings. 3 Units.**

Building on core knowledge common to all fields of practice, this course examines advanced practice skills and interventions relevant to health care settings in work with individual clients, families, groups, and interdisciplinary teams. Social work practice is explored in the context of the psychosocial consequences of illness and current health care delivery. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

### **SOCW 217. Clinical Interventions in Health. 3 Units.**

This course builds on generalist social work theory and practice with the addition of more intensive focus on assessment and intervention techniques with clients and constituencies. Students will develop service delivery plans based on the selection of appropriate theories, intervention models, and evidence-informed intervention utilizing a practice orientation that attends to human rights and social justice for diverse individuals, families, groups, organizations and communities. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

### **SOCW 219. Social Determinants of Health. 2 Units.**

This course focuses on the systematic study of social and economic conditions under which people live that determine their health. How social influences such as income, living conditions, education, infrastructure, religious affiliation, healthcare, social capital, stress, gender and race affect health and longevity will be explored. The role of public policy in shaping outcomes for communities will be examined. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

### **SOCW 221. Advanced Policy in Health Systems. 3 Units.**

The course introduces a rights-based approach to leading innovation and social change through policy practice and advocacy. Using human rights and social justice principles, students will learn how to use specific policy and advocacy frameworks to plan for and lead strategies that facilitate social change with individuals, families, groups, organizations and communities.

**SOCW 222. Practice-Informed Research in Health Settings I. 1 Unit.**

This course builds on basic understanding of quantitative and qualitative research methods and analysis. Students gain knowledge and skills to use appropriate research methods for empirically based knowledge building and to enhance program and practice effectiveness. Content includes single system and group design and formative and summative approaches to practice and program evaluation. Prerequisites: Prerequisites include admission to the 16-month Traditional Program or 12-month Advanced Standing MSW Program and cohort progression, or permission of instructor.

**SOCW 223. Practice-Informed Research in Health Settings II. 3 Units.**

This course builds on basic understanding of quantitative and qualitative research methods and analysis. Students gain knowledge and skills to use appropriate research methods for empirically based knowledge building and to enhance program and practice effectiveness. Content includes single system and group design and formative and summative approaches to practice and program evaluation. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

**SOCW 225. Generalist Practice Field Seminar. 2 Units.**

This course will coordinate with the General Practice Field Placement and use a problem-based learning approach. Exceptions may be granted by the MSW Program's Student Progress Committee (see MSW Program Handbook and MSW Field Handbook). This course is taught in a lecture format.

**SOCW 227. Specialized Practice Field Seminar I. 1 Unit.**

This course will coordinate with Specialized Practice Field Placement I and use a problem-based learning approach. Exceptions may be granted by the MSW Program's Student Progress Committee (see MSW Program Handbook and MSW Field Handbook). This course is taught in a lecture format.

**SOCW 229. Specialized Practice Field Seminar II. 1 Unit.**

This course will coordinate with Specialized Practice Field Placement II and use a problem-based learning approach. Exceptions may be granted by the MSW Program's Student Progress Committee (see MSW Program Handbook and MSW Field Handbook). This course is taught in a lecture format.

**SOCW 231. Substance Abuse Assessment and Treatment. 3 Units.**

This course provides an overview of social work practice with alcohol and substance abusers, including the role of family systems, community networks, and experiences of trauma. The course prepares students for assessment, detection, and intervention for harmful alcohol and substance use in human services settings, with an emphasis on health care settings. The course provides a basis for understanding the prevalence of alcoholism and substance abuse, introduces models and theories of addiction and treatment, and develops skills in engagement, assessment, intervention, and evaluation for alcoholism and substance use with individuals from diverse backgrounds. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

**SOCW 233. Gerontological Social Work. 3 Units.**

This course provides knowledge and skills for gerontological practice in the areas of health and mental health with older adults. The course emphasizes practice with clients from diverse backgrounds, including minority and disenfranchised populations at the micro and mezzo levels. Students in other University of the Pacific graduate programs may take this course as an elective with the permission of the instructor. This course is taught in a hybrid format.

**SOCW 287A. Generalist Practice Field Placement. 3 Units.**

A field internship to develop generalist social work skills while supporting individuals, families, groups, organizations and communities. Students are expected to attend their field placements three days per week for 15 weeks.

**SOCW 287B. Specialized Practice Field Placement I. 3 Units.**

A field internship to develop integrative practice skills for supporting individuals, families, groups, organizations and communities within an area of specialized practice related to health social work in an interprofessional practice setting. Students are expected to attend their field placements three days per week for 15 weeks.

**SOCW 287C. Specialized Practice Field Placement II. 3 Units.**

A field internship to develop integrative practice skills for supporting individuals, families, groups, organizations and communities within an area of specialized practice related to health social work in an interprofessional practice setting. Students are expected to attend their field placements three days per week for 15 weeks.

**SOCW 293. Special Topics. 1-4 Units.**

Special Topics.



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